

Of America II

Fourth Edition



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ANSWER KEY

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Introduction

To the Parent-Teacher

The answer key for *Of America II* Fourth Edition (copyright © 2010 by A Beka Book) is provided by the staff of Christian Liberty Press to help the parent-instructor prepare to teach this course and evaluate student progress. In the answer key, we have provided model or representative answers to all “Time to Think” sections.

The instructor should first become familiar with the textbook, the textbook questions, and the answers to those questions in this answer key. To make grading and evaluation of the daily work from the textbook easier, we suggest the parent-instructor direct the student to write down each question from the book as well as his own answers.

Please take special note that the student must not have access to this answer key. The student should do his own work out of the textbook and respond using his own words. Necessary corrections to a student’s answers for teaching purposes should be achieved through guidance based primarily on the contents of the textbook, not through directly communicating the answers in the answer key to the student.

When the phrase “*Answers will vary*” (in italics) is used, it means that there is more than one possible correct answer. In such cases, the student must relate his answer to the question and textbook material as closely as possible. In such cases, we have attempted to be as helpful as possible to the parent-instructor. However, please bear in mind that most of the answers are not prefaced with “*Answers will vary.*” The answers to these questions are either found directly in the text, or may be deduced from the reading selections.

To the Student

The student should learn how to identify the key components of each reading selection. Asking the following questions will help toward this objective.

1. What is the main idea, the theme, of the author’s writing?
2. What is the main plot?
3. Who is the leading character(s) in the story? Who are the secondary characters in the story?
4. Is there a key paragraph or line in the author’s writing?

5. What is the mood and setting of the story, as well as your own emotional response to it?
6. What purpose do you think the author was trying to achieve with his story or poem?
7. Do you agree with the message of the author? Is the life application or moral appropriate?
8. Was the main message of the author consistent with biblical Christianity?

The student who makes the effort to ask the above questions will be better equipped to respond appropriately to the daily work assignments in the textbook.

When responding to the daily work questions, the student should follow these general pointers:

1. Restate the question in the answer.
2. Use complete sentences.
3. Answer all parts of each question.
4. Use specific quotes or references to support the answer.
5. Avoid underdeveloped, abbreviated, or truncated answers.

Toward Better Reading

The instructor should continually encourage the student to improve his or her reading skills. These skills typically include four fundamental emphases:

1. Reading Comprehension/Retention
2. Vocabulary Recognition
3. Articulation
4. Reading Speed

Reading comprehension may best be improved by discussing with the student the major points of the reading lesson until the instructor is sure that the student understands the meaning, purpose, and moral implications of each lesson. The student should be encouraged to read and study his reading lessons until he fully understands all of the Who, What, When, Where, and Why of the selections.

Vocabulary recognition must be developed to the fullest extent possible so that the student is equipped to read with speed and accuracy. To develop proper vocabulary growth, the instructor must insist that the student look up in the dictionary (and, if possible, write out) the definitions of new vocabulary words encountered in the reading lessons.

Articulation involves the ability to properly pronounce vocabulary words. The basis for proper articulation is a thorough knowledge of phonics concepts and

rules. If a student struggles with articulation, it is up to the instructor to initiate a few review sessions with him, covering the fundamental rules of phonics, until the student is able to properly articulate his vocabulary words.

Reading speed will improve as the student's vocabulary recognition and articulation skills increase. Perhaps the best way to develop a student's ability to read quickly is to encourage the student to read frequently. Another means of improving a student's reading speed is to encourage him to read phrase-by-phrase, as opposed to word-by-word.

Start by reading three or four words at a time, and then increase the number to five or six words at a time. The student will then begin to think in complete thoughts instead of just reading words. The old saying "practice makes perfect" certainly applies to the discipline of reading phrase-by-phrase. The more the student reads (providing he understands the proper phonics concepts and rules), the better he will read.

To help the student excel in reading development, we suggest that the instructor establish a rule in the home requiring children to read a good book at least thirty minutes every night prior to going to bed. In addition, during the summer break or vacation periods, establish a daily "quiet time" in the home when the student must bring reading material to his room and read alone for one hour. If parents will establish and maintain the two previous rules, as well as limit the student's time spent engaged in various forms of entertainment media, they will have the joy of seeing their student excel in the reading process. Young people who grow up in homes where a high priority is placed on reading typically become good readers as adults.

Toward Better Discernment

Our hope is that this course, however, will not simply develop a more proficient reader. It is our desire that the student will also become a more discerning reader. Christians are responsible to analyze each reading selection in light of biblical principles to determine whether the message contained in the work harmonizes with Holy Scripture. Virtually all writers intend to convey or impart some principles through their writings. Too many Christian young people and adults have been led to believe that ideas and principles can be neutral. The fact is, every idea promoted by man has ultimate consequences for good or evil. A person's character is molded by his thoughts and actions: "For as he thinks in his heart, so is he" (Proverbs 23:7a).

May God bless you as you teach your student about American literature.

*The Staff of Christian Liberty Press
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Text Key

Unit 1

Great American Success Stories

Time to Think, page 11

A Precious Gift: The Work of Dr. Charles Drew

1. Dr. Charles Drew was an expert in the field of blood preservation (p. 7).
 2. Dr. Drew left his position at Howard University to become director of Blood for Britain because (1) he felt as an African American in such an important position he could help in the struggle against prejudice and discrimination, and (2) it would enable him to help win the war and save lives (p. 7).
 3. Rose's life was saved by first stopping the bleeding from the gash in her arm and then giving her blood plasma (pp. 9–10).
 4. Dr. Drew was 45 years old when he died (p. 10).
-

Time to Think, page 13

Heroism

1. The causes for which we must stand up and be counted are the ones we believe in, such as a great sacrifice for the good of humanity, even though it might mean the loss of friends, money, and position (p. 12).
2. *Answers will vary.* Some people who made a great sacrifice for the good of humanity are George Washington, the Founding Fathers of our Nation, and all those who serve, or have served, to protect us.
3. *Answers will vary.*

2. Even though the Maxim children did not go to school, the character trait they had that helped them get an education was their exuberant curiosity (p. 151).
3. Hiram's first invention was an automatic mousetrap (p. 152).
4. The Wright brothers profited from Hiram's reports on his flying machine (p. 157).
5. Hiram's first invention to be patented was an improved iron for curling hair (p. 158).
6. Hiram's brother Hudson loved working with explosives (p. 159).

Time to Think, page 172

The Great Stone Face

1. It was the Great Stone Face formed on the steep side of a mountain that became a teacher for Ernest (p. 165).
2. According to the prophecy of the Great Stone Face, a child would be born nearby who was destined to become the greatest and noblest person of his time, and whose countenance in manhood would look exactly like the Great Stone Face (p. 165).
3. *Taken as an allegory, in which most of the elements represent, or symbolize, something, we see that the Great Stone Face is "grand, noble, and sweet (p. 164), possibly representing God, but likely representing great wisdom or an ideal of humanity. Mr. Gathergold would represent man's pursuit of wealth. People tend to look up to rich men as an ideal, but usually do not find that riches bring satisfaction. More often, the greed will make men hard instead of noble and kind. Mr. Stony Phiz would represent the pursuit of power, which also draws man in but usually does not lead to genuine nobility or wisdom. The poet would represent the pursuit of philosophy (or man's wisdom), as he had lofty thoughts but did not live up to the ideal he set forth.*
4. The people finally realized that it was Ernest who was the fulfillment of the prophecy of the Great Stone Face (p. 172).