

Of People

Fifth Edition



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ANSWER KEY

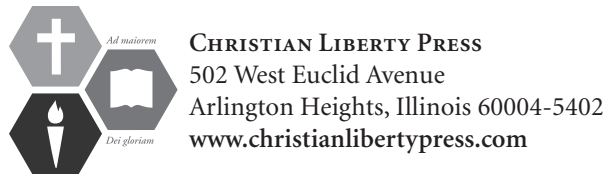
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Introduction

To the Parent-Instructor

The answer key for *Of People, Fifth Edition* (copyright © 2017) is provided by the staff of Christian Liberty Press (CLP) to help the parent-instructor prepare to teach this course and evaluate student progress. Separate tests are included as part of this course and are required for students enrolled with Christian Liberty Academy School System (CLASS). They are also available for purchase to CLP customers. In the answer key, we have provided model or representative answers to all “Think it through” questions.

The instructor should first become familiar with the textbook, the textbook questions, and the answers to those questions in this answer key. Definitions of unfamiliar terms are found within each reading selection and in the glossary at the back of the textbook. 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 (for example, on notebook paper) as well as his own answers. **The parent-instructor should be involved in the teaching process and not leave the student alone with this course.**

Please take special note that the student must not have access to this answer key. The student should do his own work based on the textbook and respond using his own words. Necessary corrections to a student’s daily work 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. In addition, the text answers in this key should not in any way be communicated to the student for the purpose of answering test questions.

When the phrase “*Answers will (or may) 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 (or may) vary.*” The answers to these questions are either found directly in the text or may be deduced from the reading selections.

To the Student

We urge the parent-instructor to read out loud the section “To the Student” 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. What literary devices are used? (for example, meter and rhyme in poetry)
5. Is there a key paragraph or line in the author’s writing?
6. Do you think the author’s writing style was effective? Would another style be better?
7. What is the mood and setting of the story, as well as your own emotional response to it?
8. What purpose do you think the author was trying to achieve with his story or poem?
9. Do you agree with the message of the author? Is the life application or moral appropriate?
10. 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. Demonstrate strong written expression.
4. Answer all parts of each question.
5. Use specific quotes or references to support the answer.
6. Avoid underdeveloped, abbreviated, or truncated answers.
7. Establish a high level of thought in the response.
8. Create a well-crafted and fully developed response.

Toward Better Reading

The instructor should continually encourage the student to improve his 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 one is sure that he 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 the student, 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 literature.

TEXT KEY

UNIT 1: FAMILIES AND FRIENDS

Mama and the Graduation Present

by Kathryn Forbes

❖ Think it through (page 5)

1. Nels thought that Katrin was “turning into a spoiled brat” (p. 3).
2. Christine told Katrin how Mama had paid for the dresser set because Katrin had been acting so selfishly and had made her little sister, Dagmar, cry.
3. Papa called Katrin his “grown-up daughter” at the end of the story because she had shown maturity by putting aside her selfishness and retrieving Mama’s brooch.
4. *Answers may vary.* Katrin had not previously realized the level of self-sacrifice that Mama had been showing. She learned just how desperately Mama wanted to please her family.
5. Katrin is different at the end of the story because she had learned to think of her mother’s feelings over her own. She had learned to value the brooch as an heirloom.

Trust

by John Greenleaf Whittier

❖ Think it through (page 6)

1. Rather than showing resentment, the author has a fond memory of his mother’s discipline, even though it involved momentary pain. He calls her restraining hand “gentle” (line 4). In this way, he shows that he has love and respect for her.
2. The author compares his mother’s discipline to God’s discipline of His children.
3. The author describes himself as “a man gray grown” (physically mature) (line 7), and yet as an immature child in God’s eyes (stanza 4).

Somebody’s Mother

by Mary Dow Brine

❖ Think it through (page 7)

1. The boy stopped to help the old woman because she was “somebody’s mother,” and he hoped that “some fellow” would help his own mother when she needed help someday (line 31). The other boys were so caught up in their own “laughter” and “freedom of ‘school let out’” (line 10) that they were not thinking of others.
2. The boy received the reward of a “happy and well content” heart (line 28) and the prayer of the old woman asking God to bless him.
3. The poem illustrates the truth of the following verses:
 - **Exodus 20:12 and Leviticus 19:3:** The boy honored his mother by assisting the old woman with his mother in mind and with the hope that someone will assist his mother as he assisted the old woman. He also did something that would make his mother proud of him (line 38).

- **Proverbs 3:27:** The boy did not hold back from doing a good deed when presented with the opportunity. The old woman also did not refrain from doing the good that was within her power. She prayed a special blessing upon the boy.
- **Proverbs 23:25:** The boy demonstrated kindness and thoughtfulness in doing a good deed that would make his parents proud of him (line 38).
- **Matthew 7:12:** The boy followed the Golden Rule by doing for the old woman what he wanted someone to do for his own mother someday.

After Twenty Years

by O. Henry

❖ Think it through (page 10)

1. Over the twenty years that Jimmy and Bob had not seen each other, Jimmy stayed in New York and became a police officer; Bob went west and became a criminal.
2. *Answers may vary, depending on if the student was suspicious of Bob's character from the start.* Bob seemed maybe too anxious to explain his presence on the street. The description of Bob on page 8 also seemed to be implying that he might be a shady character.
3. *Answers may vary on the student's opinion of whether Jimmy handled the situation well.* Jimmy knew he had to do his duty and arrange for Bob's arrest, so he handled the situation well in that he kept his word to Bob but still did his duty.
4. *Answers may vary, but the story would probably not be as interesting without the surprise ending.* It would be just an account of a criminal being arrested.

Pierce Arrow

by Frank Gilbreth, Jr., and Ernestine Gilbreth Carey

❖ Think it through (page 13)

1. The children helped their father drive by watching out for other cars, every child looking in a different direction. Then they would all signal together with their hands when the father was going to pass another car.
2. Dad enjoyed playing jokes on people and usually had a good nature, called at one time in the story "a jolly Santa Claus in mufti" (p. 12). He was also able to appreciate a joke on himself. He had "fallen in love" with his car despite the frustration that it caused him (p. 11). He also drove recklessly. In the joke that he played on the children, Dad would have the child look for a "birdie" in the engine and then honk the horn, startling the child into jumping back.
3. Bill was not punished for his joke because the father realized that Bill was only playing the same joke that the father had played on his children.

The Secret Heart

by Robert P. Tristram Coffin

❖ Think it through (page 14)

1. The speaker remembers one night when he awakened to see his father checking on him, holding a match in his curved hands so that the hands looked like a heart to the boy.
2. The secret heart was the father's heart of love for his son, shown on the father's face in the brief light.
3. In the last line, the thought of his father's love and the sight of him holding the match reminded the young boy of his heavenly Father watching over him and holding the sun.