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# Of Places

*Literature*

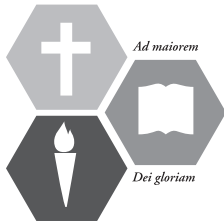
Fifth Edition



**ANSWER KEY**

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A publication of  
***Christian Liberty Press***  
502 West Euclid Avenue  
Arlington Heights, Illinois 60004  
[www.christianlibertypress.com](http://www.christianlibertypress.com)

**Preparer:** Diane C. Olson

**Layout:** Edward J. Shewan

**Copyediting:** Diane C. Olson

**Cover image:** Painting of *The Lady of Shalott* by John William Waterhouse, Public Domain

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Printed in the United States of America

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# Introduction

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## To the Parent-Instructor

The answer key for *Of Places, Fifth Edition* (copyright © 2018) 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. Many of these are questions that are asking the student’s opinion. 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.

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## 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.

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## 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.

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### **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

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## UNIT 1: REALMS OF ADVENTURE

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from *Places*  
by Sara Teasdale

### ❖ Think It Through (page 2)

1. Memories of places that she loves comfort the poet. They “Hush” her and “heal” her (line 2). She has a longing to return to them; she says she is “thirsty” for them (line 5).
2. The poet remembers colors and sounds, the “flare of crimson” (line 4), the “snowy hills” (line 7), a “blue and white dazzling light” (line 8), the “sparkle” of the ice-covered hemlocks (line 9), the “tinkling” of the ice crystals (line 10), and the “cold blue shadows” of the trees (line 12).
3. The theme is that comfort can be drawn from memories of beautiful, peaceful places.

---

*Courage*  
by Edgar Guest

### ❖ Think It Through (page 3)

1. According to line 16, courage is “within [a man’s] soul.”
2. Courage is to be shown in a man’s everyday life, as he has “patience to work and the strength to wait” (line 20).
3. Courage is “the breath of life and a strong man’s creed” (line 32).

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*The Ransom of Red Chief*  
by O. Henry

### ❖ Think It Through (page 10)

1. Humorous elements would include the narrator’s side quips, such as observing that the town named Summit was “flat as a flannel cake” (p. 4). The boy’s rambunctious behavior and the fact that he was having so much fun being kidnapped were also humorous, as were the desperate attempts of the men to get away from the boy. In fact, at one point, the narrator tries to make the boy behave by threatening to take him back home. Mr. Dorset’s letter to the kidnappers, saying he would take Johnny off their hands if they paid him was also humorous, especially the part where he suggested that they come at night so that the neighbors would not do anything to them in retaliation for bringing the boy back. *Additional answers are possible.*
2. The narrator’s large vocabulary makes the story more humorous because he uses words that a reader would not expect a drifter to use.
3. Bill says that his favorite Bible character is King Herod because he killed so many little boys (Matthew 2:16). Bill was coming to look on boys as being a menace.
4. The signature on the ransom note, “Two Desperate Men,” can be taken that they were desperate for money or that they were desperate to get rid of the boy.
5. The kidnappers wound up paying the boy’s father to take the boy back. The story is ironic because it turned out so differently from what they had planned. The kidnapping turned into

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### *The Adventure of the Three Students*

by Sir Arthur Conan Doyle

#### ❖ Think It Through (page 194)

1. Mr. Soames knew someone had been in his office because the papers that he had left on his desk had been disturbed. The papers were part of the examination for a competition for a valuable scholarship.
  2. The black clay was from the jumping-pit in the school's athletic field. Holmes found it by searching the school grounds early in the morning.
  3. Gilchrist had copied the paper. The clues were Gilchrist's height (which allowed him to see inside the window), the black clay (which came from the long jump pit), the fact that Gilchrist was a long-jumper, and the scratch pointing toward the bedroom.
  4. Holmes grew suspicious because Bannister had crossed the room in order to collapse in the chair by the window, the same chair that the culprit had been using. Bannister had hidden Gilchrist's gloves.
  5. Bannister had advised the student to not use the information he had gained dishonestly. Gilchrist responded by withdrawing from the examination and taking a job in South Africa instead.
- 

### *Little Orphant Annie*

by James Whitcomb Riley

#### ❖ Think It Through (page 196)

1. Annie's duties included washing dishes, shoeing the chickens, cleaning the hearth, sweeping, and baking bread. She was there because she was an orphan, and she was paid with room and board.
  2. The naughty children were taken by goblins (Gobble-uns) in Annie's stories. She told the stories to get the children to behave.
- 

### *The Raid*

by Corrie ten Boom

#### ❖ Think It Through (page 202)

1. The Gestapo (German secret police) invaded the ten Booms' house.
2. Corrie was resting in bed because she had the flu when the invasion occurred.
3. Corrie kept a Bible, clothing, toiletries, aspirin, vitamins, and iron pills in her prison bag.
4. Corrie left her prison bag because it was in front of the secret door, and she couldn't risk calling attention to the secret door.
5. People kept coming to the shop because the sign was put back in place. The Germans had correctly suspected that it was a signal to let people know the coast was clear.
6. Betsie showed compassion by feeling sorry for the guard. She was able to look beyond his cruelty and see him as a lost person.
7. Corrie's elderly father had blue eyes and a deep, steady voice. He loved the Bible and had unshakable faith.
8. The ten Booms demonstrated their faith in Christ in several ways. Corrie prayed to Jesus to heal Mary. Corrie called on Jesus to help her when she was being beaten. Betsie pitied the guard who beat her. When their father pulled the weight on the clock, he was demonstrating his faith that