

# *Of America I*

FOURTH EDITION

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## **ANSWER KEY**

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# Introduction

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## To the Parent-Instructor

The answer key for *Of America I* Fourth Edition (copyright © 2009 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. Separate tests are included and required for Christian Liberty Academy School System (CLASS) and are available for purchase to CLP customers. 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 (for example, on notebook paper) as well as his own answers. **The parent-instructor must be directly involved in the teaching process and should 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 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 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 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

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 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.

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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 thinketh 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*



# *Of America I*

## **Answer Key**

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### ***Unit 1***

### **People of Greatness**

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#### ***Time to Think, page 20***

#### **Lincoln and Lee, Part 1**

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1. Lincoln's stepmother encouraged him to go to school and felt strongly that he must do so (p. 6).
  2. The childhoods of Lincoln and Lee differed in many ways. Lincoln came from a poor family with little formal education. His father could neither read nor write and worked as a carpenter and a farmer. The Lincoln family lived in a small cabin with few furnishings and household goods (p. 5). Lee came from a wealthy and well educated family. His father was a famous general who had been a brave officer in the War for Independence. They lived in a handsome house on a large plantation (pp. 8–9).
  3. Lincoln objected to slavery because he believed it was wrong for men to be bought and sold like cattle (p. 12).
  4. The first war that Lee fought in was the Mexican-American War (p. 17).
  5. Lee and his family lived in Arlington, Virginia (p. 19).
  6. Lincoln and Lee were alike in many ways. Both were men of great character who studied and worked hard, lived nobly, and became famous and popular. Also, they both cared for their sick mothers.
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#### ***Time to Think, page 32***

#### **Lincoln and Lee, Part 2**

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1. The spring of 1861 marked the outbreak of the War Between the States (also called the American Civil War) (p. 21).

2. Lee declined Lincoln's offer to lead the Union army because he was loyal to his home state of Virginia, a Confederate state, and he could not fight against her (p. 22).
3. After three years of war, President Lincoln selected General Grant to take charge of the Union army (pp. 26–27).
4. Upon taking charge of the Southern army, General Lee found the men to be excellent fighters, but their overall condition was poor because they had very little food and clothing (p. 28).
5. At the end, General Lee knew that surrender was necessary because his army was exhausted and without food and could no longer fight. To continue the war was futile and would have resulted in the useless loss of life (pp. 28–29).
6. *Answers may vary; a sample answer follows:* Both Lincoln and Lee were heroes for their cause and America. President Lincoln heroically led America through the great crisis of the War Between the States, and the Union was preserved. General Lee heroically led his brave soldiers of the Confederate Army in battles against a stronger foe.

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**Time to Think, page 41****Booker T. Washington: Educator**

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1. Booker T. Washington was born sometime before the outbreak of the Civil War (p. 34).
2. Booker's "entrance test" into Hampton was the task of sweeping and dusting a room (p. 36).
3. Booker T. Washington founded a school called the Tuskegee Institute (p. 41).
4. Washington raised the funds to build the Tuskegee Institute by telling everyone he met of his plans to start a school and of the school's many needs. He also conducted a lecture tour of the states, which enabled him to reach more people and raise funds (pp. 39–40).
5. Many things made Booker T. Washington a great man. He was a diligent worker whose perseverance enabled him to overcome adversity and many hardships. His lifetime of service was of great benefit to others.