

Of America 1

Fifth Edition



Copyright © 2024 Christian Liberty Press

ANSWER KEY

Christian Liberty Press

Arlington Heights, Illinois

20486 5/24

Fifth Edition

Copyright © 2024, 2010, 2005, 1995 Christian Liberty Press

May 2024 edition

All rights reserved. No part of this answer key may be reproduced or transmitted in any form or by any means, electronic or mechanical, without written permission from the publisher. Brief quotations embodied in critical articles or reviews are permitted.

Copyright © 2024 Christian Liberty Press



CHRISTIAN LIBERTY PRESS

502 West Euclid Avenue

Arlington Heights, Illinois 60004-5402

www.christianlibertypress.com

Author: Diane C. Olson

Layout and editing: Edward J. Shewan

Copyediting: Diane C. Olson

Cover design: Edward J. Shewan

Cover image: Statue of Liberty, Ad Meskens, <https://commons.wikimedia.org/wiki/File:Statue_of_Liberty_16.JPG>, CC BY-SA 3.0 Deed

Printed with permission of Pensacola Christian College, Inc.

Abeka is a registered trademark of Pensacola Christian College, Inc.

Pensacola Christian College does not necessarily endorse all the content in this product.

Printed in the United States of America

Contents

<i>Introduction</i>	v
<i>Tips for Better Reading</i>	vii
When I Think of My Country	1
Bravo, Mr. President.....	1
The Land of Many Reasons	2
Historical Fiction	3
Journey to America.....	3
The Statue of Liberty.....	4
A New Flag Waves	5
The Flag Goes By	6
Three-Dimensional Stars	6
An Early American Orphanage.....	7
Clara Barton	7
Compassion	8
Cap.....	9
That May Morning	10
In a Little World These Men Stood Tall	10
Character	11
Booker T. Washington: Educator	11
Secrets of Success	12
The Candy Bomber	12
Grace	13
Penny-Pincher Party.....	14
Will Rogers—The Cherokee Kid	15
The Fighting Red Tails: America’s First Black Airmen	15

Ross Carson’s Courage16

Jesus and I17

Washington’s Prayer at Valley Forge17

Washington.....18

Paul Revere’s Ride18

Paul Revere: Fact or Legend?19

Beneath the Saddle19

Bell of Liberty.....20

A Test and Your Reputation21

Sequoyah’s Syllabary21

The Wright Brothers22

Wright Brothers National Memorial23

It Couldn’t Be Done.....24

The Difficult Is NOT Impossible24

Keep Going.....24

Hasty Pudding25

What Is Hasty Pudding?26

The Blizzard.....27

Pecos Bill Invents Modern Cowpunching.....28

A Gustatory Achievement29

The Tree-Toad30

Bub Says.....31

Out to Old Aunt Mary’s31

The Brook-Song.....32

Let Something Good Be Said.....32

Decoration Day on the Place33

Appendix: Glossary of Literary Terms34

Introduction

This answer key for *Of America 1*, fifth edition (copyright 2022, Abeka® reading program) is provided by the staff of Christian Liberty Press to help the parent-instructor prepare to teach this course and evaluate student progress. We also have created a set of tests to help parents and teachers further evaluate their students' understanding of the reading selections. These tests may be purchased separately from Christian Liberty Press.

In this answer key, we have provided model answers to all “Time to Think” and “I Wonder” sections, as well as the extra activity pages in the back of the textbook. The student does not need to use the same wording in his or her responses, but should give the same information. When responding to the questions, the student should (a) use complete sentences, and (b) answer all parts of each question. The phrase *Answers may vary* refers to questions for which there are more than one possible answer. We have attempted to provide helpful information in these cases. The phrase *Answers will vary* refers to questions for which there is no explicit answer. These are usually writing exercises or questions that ask for the student's opinion.

Important Notes Regarding Literary Terms

Some of the textbook questions are written with the assumption that the student has previously learned certain literary terms, such as text structure, alliteration, metaphor, and rhyme scheme. The Appendix of this answer key has a glossary of literary terms that are used in the textbook. The same information is given in the “Literary Terms Study Guide” found with the set of tests. If your student has not encountered these terms before, you and/or your student may consult the glossary/study guide as needed.

If you wish to evaluate whether your student knows the literary terms already, you may use the Literary Terms Knowledge Assessment that is included with the set of tests. This pretest may be given to the student to determine what he or she already knows regarding the literary terms. It is an assessment only and should not be included in the student's grade for the course. The results will indicate which terms the student will need to learn before attempting to answer the textbook questions.

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

The Staff of Christian Liberty Press

Tips for Better Reading

A good reading teacher will constantly work to improve a student's reading skills. The four fundamental reading skills are:

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

The best way to improve a student's **reading comprehension** is to discuss with the student the major points of his reading lesson until you are sure that he understands its meaning, purpose, and moral implications. Students should be encouraged to read and study the reading lessons until they fully understand the *who*, *what*, *when*, *where*, and *why* of the stories they have read.

Vocabulary recognition must also be developed so that students can read with increasing speed and accuracy. To develop proper vocabulary growth, instructors must insist that their students look up in the dictionary and, if possible, write out the definitions of new vocabulary words they encounter in their reading lessons.

Articulation is the ability to correctly pronounce vocabulary words. The basis for articulation is a thorough knowledge of phonics concepts and rules. Students who struggle with articulation do so because they cannot break down a particular word into its phonetic parts. You should encourage your student to read aloud on a regular basis so that you can determine whether his articulation reflects proper style and familiarity with phonics rules. If your student struggles with articulation, we recommend holding a few review sessions covering phonics rules.

A student's **reading speed** will improve as his vocabulary recognition and articulation skills increase. Perhaps the best way to develop the ability to read quickly is to read frequently. Students should be taught to compete with themselves so that they can concentrate on developing reading potential. The old saying "practice makes perfect" applies to the discipline of reading. The more your student reads, providing he understands the fundamentals, the better he will read.

To help your student excel in reading, we suggest that you establish a tradition in your home in which he spends time each evening reading a good book. Consider establishing a daily quiet time when your child reads alone for a half hour or more. People who grow up in homes where reading is cherished are seldom poor readers. If you do these things, as well as limit the time your student spends watching television or various forms of electronic media, you will have the joy of seeing a child who excels in reading.

2. Griffin was nervous because he was not confident in his ability to lead the club by himself (p. 6).

Note: See the glossary if the student has not previously learned what is meant by foreshadowing.

3. Griffin said, “At least I have all summer to prepare for the next school play. I will just relax and take things slowly” (p. 6). This foreshadowed that something unplanned would be taking place during the summer.
4. (b) People were busy or out of town (7–8).
5. The Wright family was a solution to the club’s problem because the three children were the three actors that the club needed for the play (p. 9).
6. *Answers may vary.* The C3 members were supportive of their friends. When they took the initiative to put on a play in such a short time, it can be seen that they were ambitious, industrious, determined, confident, responsible, and independent.

The Land of Many Reasons

Time to Think—page 19

1. *Answers may vary.* The play is titled “The Land of Many Reasons” because the students discovered during their discussion that each person has different reasons for loving America. They realized that America has such great diversity because the people come from many different backgrounds (p. 18).
2. Diego’s *abuelo* (grandfather) brought his family to the United States to give his son (Diego’s father) greater opportunities. Mr. Campano says, “He wanted me to be able to be anything I wanted to be” (p. 13).
3. Mae wanted the group’s answer to be “freedom of speech” (p. 16).
4. Katia loves New York City because her great-grandmother first came to New York when she emigrated from Russia (pp. 16, 17–18).

5. Diego changed his answer after hearing the reasons the other students gave. He realized, “Everyone has had a different experience living in the United States” (p. 16), which gave him the idea of “diversity” when they tried to combine all the answers (p. 16).

I Wonder—page 19

1. Mr. McGann was asking for opinions. A statement of what someone “loves” is always an opinion and has emotional connotations.
2. *Answers will vary.*

Historical Fiction

Time to Think—page 21

1. The setting, characters, and plot must be believable and historically accurate in historical fiction (p. 20).
2. A story depicting George Washington as a general during World War II would not be historical fiction because George Washington did not live during World War II. In other words, the character would not fit the setting.
3. False; *historical fiction may include real historical persons, but it is not a requirement.*
4. (c) a real past, time period, and place
5. Authors of historical fiction must carefully research the time and place before writing (p. 20).

Journey to America

Time to Think—page 31

1. The Petrovich family wanted to immigrate to America because they were poor and they wanted the opportunity to work to build “a better life” (p. 22).
2. Papa sent tickets for his family to journey to America, but his good news was disappointing because he had not sent a ticket for Nona (their grandmother) (p. 24).