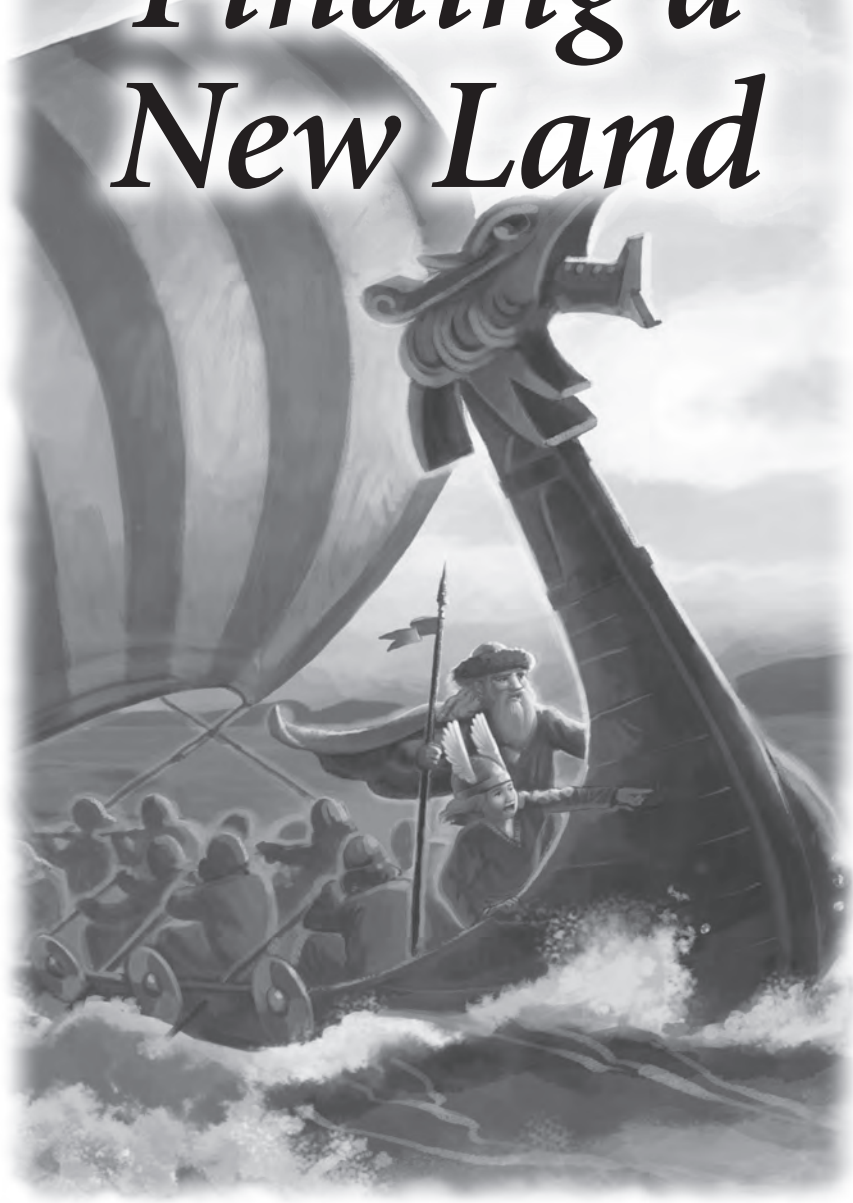


Finding a New Land

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ANSWER KEY

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Introduction

Christian Liberty Press has developed *Finding a New Land* as a course that we believe will be useful in showing today's children how young people were a part of the exploration and settlement of the New World. Readers will learn about important people such as Leif Ericsson, Christopher Columbus, Samuel de Champlain, Jonathan Edwards, George Washington, and Phillis Wheatley. In addition, this course provides children with a better understanding of what life was like during the early days of America through historical fiction, true stories, biographical accounts, and poetry. The textbook also provides students with vocabulary definitions, comprehension questions, and additional activities.

This answer key provides model or representative answers to the Comprehension Questions at the end of most of the reading selections in *Finding a New Land*. 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 Comprehension 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.

This key also supplies answers to many of the Extension Activities found at the end of the selections. These activities are designed to allow students to take a deeper look at certain readings and to reflect on what they have learned.

We also have created a set of tests to help parents and teachers further evaluate their students' understanding of the reading selections. The tests may be purchased separately from Christian Liberty Press.

We are confident that students will find this course to be both enjoyable and informative. More importantly, we trust that it will help them to gain a better understanding of how literature affects our lives intellectually, emotionally, and spiritually.

May God bless you and your students in the use of *Finding a New Land*.

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 certain 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 selections 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 should 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 proper 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. 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. 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” applies to the discipline of reading. The more your student reads, providing he understands the fundamentals, the better he will read.

The Girl Who Sailed a Dragon Ship:
Gudrid Ericsson

Pages 9–18**Comprehension Questions**

1. As a girl, Gudrid’s special wish was to sail to Vinland.
2. On Gudrid’s first trip to Vinland, the weather was dangerous. Gudrid’s husband Thorstein, as well as many of her crew, died. Gudrid turned the ship around and returned home.
3. Gudrid’s second trip was easier. She was with her husband Thorlfinn, who had better ships. They made it to Vinland.
4. Gudrid and Thorlfinn’s son, Snorro, was almost hurt by the Native Americans living in the area.
5. Gudrid reacted by returning to her homeland.
6. Gudrid was proud of her life because she was the first woman to sail to Vinland. She fulfilled her dream against all odds.

Extension Activity: Understanding Character Motive

1. Gudrid liked to hear the stories of adventure and traveling.
2. Gudrid and Thorlfinn wanted to reach Vinland.
3. Gudrid’s husband died.
4. Gudrid feared for her son’s safety.

Unit 2

The Boy Christopher Columbus Loved:
Don Diego Columbus, Page

Pages 19–28**Comprehension Questions**

1. Although most people thought the world was flat, Christopher Columbus believed it was round (spherical).
2. A monk from La Rabida was able to help persuade Queen Isabella to finance Columbus’s voyages.
3. While Christopher Columbus was on his voyage, Diego served as a page to Don Juan and Queen Isabella.

The Leak in the Dike

Pages 65–72

Comprehension Questions

1. Peter's errand was to bring cakes to a blind man.
2. Peter was worried because he knew that even a small leak could turn into a flood in a single night.
3. When Peter is first brought home, his parents fear he is dead.
4. In the poem, the people of Holland think of Peter as a hero.

Extension Activity: Understanding Story in Poetry

Answers may vary, but could include the following:

Characters:

Main Character: Peter

Other Characters: Peter's parents, the blind man, the townspeople

Setting:

Time: Past

Place: Holland

Plot:

Event 1: On the way home from taking cakes to a blind man, Peter sees a leak in a dike.

Event 2: Peter stops the leak by plugging it while his mother worries why he has not returned.

Event 3: The townspeople carry Peter back home and declare him a hero.

A Daughter of Plymouth:

Pages 73–82

Edward Winslow's Adopted Daughter, Ellen More

Comprehension Questions

1. Jacob Winkleman dressed up as Kriss Kringle. The story said that Kriss Kringle was in Jacob Winkleman's fishing boat and that he was the image of Jacob Winkleman himself.
2. Kriss Kringle gave Ellen a beautiful English doll with a ceramic head. It was dressed in a satin petticoat, a short gown, a black silk cape, and a lace cap.

3. Before leaving Holland, Ellen showed her humility and generosity by leaving her doll behind to make room for Mistress Winslow's dancing slippers. On the ship, Ellen took care of Elizabeth Winslow when she was sick. At Plymouth, Ellen helped wash and bake and keep the Winlows' log cabin bright and cheerful.
4. *Answers may vary.* Philippians 2:3 tells us to put others before ourselves. Ellen does this throughout the story. She gives up her doll and takes Elizabeth's shoes on the ship. She nurses Elizabeth on the ship. She works hard in Plymouth to make it a good community.

Extension Activity: Understanding Personification

Answers will vary.

Unit 4

Plymouth's Bad Boy:

Pages 83–89

John Billington Has an Adventure

Comprehension Questions

1. On the *Mayflower*, John played with gunpowder and nearly blew up the ship.
2. When John ran away, he was captured by Narragansett Indians.
3. John's captors made him work hard. He had to weave rush mats, clean fish, cut wood, and fetch water.
4. King Massasoit and his party rescued John and returned him to Plymouth.
5. *Answers will vary.*

Big Hawk's Decoration

Pages 91–100

Comprehension Questions

1. The story implies that Deliverance often misbehaves while Percival generally has good conduct.
2. Percival receives a ribbon at school for his good conduct and grades.