

Boys and Girls of Colonial Days



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ANSWER KEY

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June 2018 edition

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Cover image: Vic Lockman; copyright © 2002 Christian Liberty Press

ISBN: 978-1-930092-39-6 (print)
978-1-935796-57-2 (eBook PDF)

Printed in the United States of America

To the Teacher

The answer key for *Boys and Girls of Colonial Days* (2002 edition) was developed by the Christian Liberty Press staff to help the instructor be as successful and efficient as possible in teaching this course. It is designed for use with the 2002 edition of the reading book but may be used with the 1990 edition of the reader, although the page numbers will be different.

In this answer key, we have provided model or representative answers to all Comprehension Questions in the book. When the phrase “*Answers may vary*” (in italics) is used, it means that there is more than one possible correct answer. In such situations, we have attempted to be as helpful as possible to the parent-instructor by providing a list of acceptable answers. In most cases, however, the answers are not prefaced with “*Answers may vary*.” The specific answers to these questions are either found directly in the text, or may be deduced from the reading selections. In all cases, the student must relate his answer to the question and textbook material as closely as possible.

Four tests have been developed for use with this reading book. Each test indicates the chapters covered on the test. In order to be successful on the tests, the student must carefully read each chapter and complete all of the comprehension questions. A test key is included with the test packet to facilitate grading.

The parent-instructor is strongly urged, however, to do more than simply grade the student’s answers. Become directly involved in the teaching process; do not leave the student alone with this course. 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.

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 the 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 grant you grace and wisdom in fostering your student’s knowledge and spiritual discernment in his reading.

Text Key

Chapter 1: “The Pink Tulip” – Page 10

1. What was the name of Love Bradford’s father?
Goodman Bradford was the name of Love’s father.
 2. What country is well known for its tulip gardens?
Holland was well-known for its tulip gardens.
 3. How did Love Bradford try to make money?
Answers may vary. The student must provide one of the answers found below.
 - a. Love helped Jan deliver milk, cheese, and butter to homes in Amsterdam.
 - b. Love tried to sell the pink tulip that a Dutch housewife had given her as a gift.
 4. Why was Love’s father placed in prison in England?
Answers may vary. The student must provide one of the answers found below.
 - a. Mr. Bradford was put into prison because of his faith in Jesus Christ.
 - b. Mr. Bradford was put into prison because he wanted to worship God freely.
 5. How was Love Bradford’s patience rewarded?
Love’s patience was rewarded when her father found her while she was trying to sell her pink tulip along the sea coast.
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Chapter 3: “The Soap Making of Remember Biddle” – Page 33

1. Why did Remember’s mother need to leave her home for several days?
Remember’s mother had to leave her home to take care of a sick neighbor.
 2. What household cleaner did Remember make while her parents were gone?
Remember made soap while her parents were gone.
 3. What gift did the Indian take from Remember?
The Indian took the crock of soft soap from Remember.
 4. Why did Indians sometimes take children away from their parents during the colonial times?
The Indians would take children and hold them for a high ransom.
 5. Copy the little hymn that Remember sang to herself in the story.
“The Lord is both my health and light; Shall men make me dismayed? Since God doth give me strength and might, Why should I be afraid?”
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Chapter 5: “The Deacon’s Grasshopper” – Page 53

1. How did Deacon Shane Drowne make his living?
Deacon Shane Drowne was a coppersmith.
2. Who bought the copper grasshopper from Deacon Drowne?
Mr. Peter Faneuil bought the copper grasshopper from Deacon Drowne.
3. Did this copper grasshopper ever serve any useful purpose? If so, what purpose did it serve?
The copper grasshopper served a useful purpose by being placed on a weather vane at the top of the high tower on Faneuil Hall. This weather vane was high enough so that it could be seen by sailors quite a distance from shore.