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# *Finding a New Land*

A Fourth Grade Reader



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**ANSWER KEY**

eBook Edition  
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# Table of Contents

<b>Introduction</b> .....	<b>v</b>
<b>Unit 1</b> .....	<b>1</b>
<i>Biarni and Leif the Lucky, Kindred Viking Spirits</i>	
Comprehension Questions .....	1
<i>The Girl Who Sailed a Dragon Ship, Gudrid Ericsson</i>	
Comprehension Questions .....	1
<b>Unit 2</b> .....	<b>2</b>
<i>The Boy Christopher Columbus Loved, Don Diego Columbus</i>	
Comprehension Questions .....	2
<i>Columbus</i>	
Comprehension Questions .....	2
<i>The Boy for Whom Our Country Was Named, Amerigo Vespucci</i>	
Comprehension Questions .....	3
<i>The French Settler Who Drew Pictures, Samuel de Champlain in Canada</i>	
Comprehension Questions .....	3
<b>Unit 3</b> .....	<b>3</b>
<i>The Pink Tulip</i>	
Comprehension Questions .....	3
<i>The Leak in the Dike</i>	
Comprehension Questions .....	4
<i>A Daughter of Plymouth, Edward Winslow's Adopted Daughter, Ellen More</i>	
Comprehension Questions .....	4
<b>Unit 4</b> .....	<b>5</b>
<i>Plymouth's Bad Boy, John Billington Has an Adventure</i>	
Comprehension Questions .....	5
<i>Big Hawk's Decoration</i>	
Comprehension Questions .....	5
<i>The Soap Making of Remember Biddle</i>	
Comprehension Questions .....	5
<b>Unit 5</b> .....	<b>6</b>
<i>The Foot Path</i>	
Comprehension Questions .....	6
<i>The Boy Who Grew Up to Discover a River, Robert Cavalier La Salle</i>	
Comprehension Questions .....	6
<i>Jonathan Edwards, Top Whipping and the Preacher</i>	
Comprehension Questions .....	7
<i>The Deacon's Grasshopper</i>	
Comprehension Questions .....	7

**Unit 6 ..... 7**

***The Boy Who Had Never Seen an Indian***

Comprehension Questions ..... 7

***The Iron Stove***

Comprehension Questions ..... 8

***Paul Revere’s Ride***

Comprehension Questions ..... 8

***The Midnight Ride of Paul Revere***

Comprehension Questions ..... 9

***Concord Hymn***

Comprehension Questions ..... 9

**Unit 7 ..... 9**

***Richard, the Youngest Soldier***

Comprehension Questions ..... 9

***The Flag of Their Regiment***

Comprehension Questions ..... 9

***Patience Arnold’s Sampler***

Comprehension Questions ..... 10

***The Star Lady***

Comprehension Questions ..... 10

**Unit 8 ..... 10**

***The Bravery of Elizabeth Zane***

Comprehension Questions ..... 10

***Phillis Wheatley: Poet and Slave***

Comprehension Questions ..... 11

***To the King’s Most Excellent Majesty***

NO Comprehension Questions

***The General and the Corporal***

Comprehension Questions ..... 11

# Introduction

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## To the Parent-Instructor

This answer key for *Finding a New Land* (copyright © 2010 by Christian Liberty Press) 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 Comprehension Questions.

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.

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## 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.

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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*

# Text Key

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## Unit 1

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### Biarni and Leif the Lucky, Kindred Viking Spirits

#### Comprehension Questions, Page 8

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1. Biarni was a stowaway on a Viking ship that had little food. He had to row the vessel, and it was a cold and dangerous trip.
2. Biarni and the crew landed in Greenland. They saw Biarni's father, Eric the Red, his son Leif Ericsson, and others.
3. The Vikings did not believe that Biarni saw the strange man. They thought Biarni's fever was causing him to imagine things.
4. Leif Ericsson (Leif the Lucky) set out to find the land Biarni spoke about.
5. *Answers should include three of the following:* Newfoundland, Nova Scotia, Vinland, Martha's Vinyard, Vineyard Sound, and Cape Cod
6. We know about the Viking voyages because the Vikings turned their stories into sagas, which were sung on feast days. Soon these sagas were written down.

#### Extension Activity: Understanding Sequence

3	Leif Ericsson listens carefully to Biarni's tale of his adventure on the sea.
2	Biarni finds his father and the other Vikings on the island of Greenland.
6	Leif Ericsson travels back home to Iceland.
4	Leif Ericsson sets out to find the land Biarni told about.
1	Biarni takes a journey to find his father, Herjulf the Viking.
5	Leif Ericsson and his crew find America.

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### The Girl Who Sailed a Dragon Ship, Gudrid Ericsson

#### Comprehension Questions, Page 18

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1. As a girl, Gudrid's special wish was to sail to Vinland.
2. On Gudrid's first trip, 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. 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.

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## Unit 2

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**The Boy Christopher Columbus Loved, Don Diego Columbus****Comprehension Questions, Page 28**

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1. Although most people thought the world was flat, Christopher Columbus thought 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.
4. Diego found out news of his father when a messenger delivered a roll of parchment to the queen with markings of the Santa Maria on it. The parchment, which told of his father's discoveries, was read aloud.
5. *Answers will vary, but may include the following:* Diego Columbus was responsible in his duties, humble, and honoring to his father.

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**Columbus****Comprehension Questions, Page 32**

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1. The first mate seemed to doubt they would ever find land. He complained about the conditions and seemed to want to turn back.
2. Regardless of the conditions reported by the first mate, Columbus answered, "Sail on!" He was determined to continue the voyage.
3. The flag unfurled represents the land that was finally in sight.
4. The lines suggest that Christopher Columbus taught America the lesson of persistence and endurance.

5. The story's ending is happy because Love's father finally arrives from England and finds Love.

**Extension Activity: Working With Similes**

1. an English rose in June
2. blue ribbons
3. a wonderful cup

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**The Leak in the Dike****Comprehension Questions, Page 72**

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1. Peter brought cakes to a blind man.
2. Peter knows that even a small leak can turn into a flood in a single night.
3. When Peter is first brought home, his parents fear he is dead.
4. The people of Holland think of Peter as a hero.

**Extension Activity: Understanding Story in Poetry**

*Answers will 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 fixes 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.

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**A Daughter of Plymouth, Edward Winslow's Adopted Daughter, Ellen More****Comprehension Questions, Page 81**

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1. Kriss Kringle was really Jacob Winkleman. 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. She wore 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. 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.