

Stories of the Pilgrims

Second Edition



ANSWER KEY

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The Table of Contents in this product appears in two different formats: chronological and alphabetical.

The chronological format is included on [page *i*](#) for those who are used to searching for chapters in a traditional manner.

An alphabetical format has been added to your application's table of contents/bookmarks section. Because the numerous chapters do not include a chapter number, this format may make it easier for you to locate the material you seek.

INTRODUCTION

This answer key for *Stories of the Pilgrims, Second Edition* (copyright © 2007 by Christian Liberty Press), was developed by the staff of Christian Liberty Press to help the instructor to be as successful and efficient as possible in her teaching. In addition to providing basic suggestions for developing a good overall approach to reading, this answer key provides the instructor with “model” answers to all the questions in the text. In most cases, the answers provide factual information; however, some of the questions that are listed merely ask the student to give his or her opinion regarding a particular story. Nevertheless, we believe that it is helpful to provide the instructor with accurate sample answers to her student’s questions so that she can conveniently gauge how well the student retained the major points of the stories, without having to thoroughly read each story herself.

The student should be asked to explain who the *major characters* of the story were, the *basic plot* or *theme* of the story, as well as the *moral* of the story. It would also be helpful for the instructor to require her student to write out the correct definitions for any new vocabulary words he may encounter in the stories.

A good teacher will constantly work to improve his or her student’s reading skills. The basic reading skills that a teacher should emphasize on a regular basis are as follows:

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 the meaning, purpose, and moral implications of the story. The student should be encouraged to read and study his lessons until he fully understands all of the *Who, What, When, Where, and Whys* of his stories.

Vocabulary recognition must be developed to the fullest extent possible so that the student is equipped to read with speed and accuracy. To aid in the development of proper vocabulary growth, we have listed vocabulary words that should be learned by the student; they are found at the end of several of the stories. The instructor should encourage her student to look up other unfamiliar words in the dictionary (and, if possible, write out their definitions) that he may encounter in his reading lessons.

The ability to properly pronounce vocabulary words involves the process of **articulation**. 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 he is able to properly articulate his vocabulary words.

A student’s **reading speed** will improve as his vocabulary recognition and articulation skills increase. Perhaps the best way to develop a student’s ability to read quickly is to encourage him 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* your student reads (providing he understands the proper phonics concepts and rules), the *better* he will read.

To help a student excel in his reading development, we suggest that a parent-teacher establish a rule in the home requiring her student 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, she is also encouraged to establish a daily “quiet time” when the student brings reading material to his room and reads alone for one hour. A young person who grows up in a home where a high priority is placed on reading seldom develops into a poor reader. If the parent-teacher will initiate and strictly enforce the two previous rules, as well as limit the student’s time spent watching television or playing computer games, she will have the joy of seeing her student excel in the reading process.

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

Text Key

PART I: FROM OLD HOMES TO NEW

“At Scrooby Inn” – Page 5

1. What had this beautiful old house been before it was used as an inn for travelers?
The old house had once been a fine palace.
 2. Why were some of the king's horses kept in the stables?
Some of the king's horses were kept in the stables for his messengers to change horses and rest for one hour. The messengers carried letters to the North Country.
 3. What did the children enjoy most of all about the hunting party that stayed at the inn?
Most of all, the children enjoyed the long evening when they all sat around the fireplace and listened to the stories that the hunters told.
 4. What news did the messenger bring at the end of the story?
The messenger reported that Queen Anne would be coming to stay a night at the inn.
 5. How does Patience respond to this news?
Patience is very excited by the news. She wants to help prepare the inn for the queen.
-

“A Royal Guest” – Page 12

1. When the queen first arrived, why didn't Patience recognize her?
Patience did not recognize the queen because she was not wearing her crown and jewels.
 2. What secret did Patience tell the queen by mistake?
Patience told the queen that her family and other families did not attend the church of King James.
 3. What do you think could happen if King James finds out Patience's secret?
Answers may vary. One possible response follows.
King James might try to force people to attend his church or punish those who do not attend his church.
-

“Meeting in Secret” – Page 17

1. What did two strangers notice about the Brewsters' house?
The two strangers noticed a number of people going into William Brewster's house on the morning of the Sabbath.
2. What did the message from the king say?
The king's message said that the people had to go to his church and worship according to the laws of England, or not worship at all.
3. How did the people react to the king's demands?
They were sad and began to worship at different houses so the soldiers would not find them.
4. Why did the king's soldiers have trouble finding where the people were meeting?
The king's soldiers had trouble finding where the people were meeting because they worshiped at a different house each Sabbath morning.