

Building a New Nation

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ANSWER KEY

29751 R2/24

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CHRISTIAN LIBERTY PRESS
502 West Euclid Avenue
Arlington Heights, Illinois 60004-5402
www.christianlibertypress.com

Author: Elizabeth Kearney

Layout and editing: Eric L. Pfeiffelman and Edward J. Shewan

Copyediting: Diane C. Olson

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Introduction

Christian Liberty Press has developed *Building a New Nation* as a course that we believe will be useful in teaching children important historical events from America's westward expansion. Readers will learn about important people such as Davy Crockett, Clara Barton, Abraham Lincoln, Robert E. Lee, Adoniram Judson, and Booker T. Washington. In addition, this course provides children with a better understanding of the growth of the nation through various genre—historical fiction, true stories, biographical accounts, American folk tales, 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 *Building a New Nation*. 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 provides directions for each Extension Activity mentioned in the text and supplies answers to several of the extension activities found in the *Student Exercises* workbook. 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. Both the *Student Exercises* workbook and the tests may be purchased separately from Christian Liberty Press.

Note: Both the text and the *Student Exercises* workbook contain a number of website links for use with the Extension Activities. Since website addresses change often, you may find that a link no longer works. When

that occurs, check this key. The links contained here have been updated as needed, and should provide the access you need to complete the activities.

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 *Building a New Nation*.

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.

Text Key

Unit 1: American Tales

Johnny Appleseed: The Life of John Chapman

Pages 1–5

Comprehension Questions

1. John Chapman decided to travel and plant orchards as a way to do something generous for other people, even though he was poor.
2. *Answers may vary, but could include the following on how the quotes relate to John Chapman's life:*

Happiness is a by-product of an effort to make someone else happy. John Chapman became happy when he thought of something he could do for others (planting apple trees) that they would enjoy.

Pleasure is spread through the earth in stray gifts to be claimed by whoever shall find. John planted his apple trees in wide fields where there were no farms (and no one lived), so no one knew where the trees were planted. Then, when people began to move into the area, they would find apple trees (stray gifts) on the land they explored.

He is rich or poor according to what he is, not according to what he has. Even though John wandered from place to place with nothing but what he carried, his being rich came from the happiness he gave to others—a happiness that others showed to John (e.g., giving him the very best apples for seed; saving pear, plum, and peach clippings for him; giving him the warmest corner near the fire; not wanting him to leave in the morning; etc.).

3. *Answers will vary but might include the following:* The fact that a man traveled so many miles on foot and planted so many trees is an amazing example of an extraordinary and generous deed.

Extension Activity

This assignment should include a short plan for the holiday, giving reasons why people should celebrate the holiday and explaining how they should commemorate “John Chapman Day.”

Round River

Pages 7–11**Comprehension Questions**

1. The cook's assistants disappeared when Squint-Eyed Martin put gunpowder in the pancake batter instead of baking powder and the batter exploded.
2. The men came to have pea soup when a wagon full of peas was accidentally dumped into some nearby hot springs. The cook then added salt, pepper, and a hunk of pork to turn it into pea soup.
3. Paul got upset when he thought he saw other lumbering camps because he thought the other camps would also be selling logs, bringing the price of the logs down.
4. The men kept coming across their own lumber camp because the river they were on was round.
5. *Answers will vary.*

Extension Activity

Have your student fill in the Creative Writing Planning Sheet on page 1 of the *Student Exercises* workbook. Then have him write his tall tale on a separate sheet of paper. Encourage your student to write more than one draft of his tall tale; he should revise and proofread his work before writing the final draft.

The Girl Who Owned a Bear

Pages 13–22**Comprehension Questions**

1. The little man was upset because Jane Gladys's father would not buy his book, the *Complete Works of Peter Smith*.
2. The first creature to come alive was a clown. Jane Gladys laughed at him because his back was all white.
3. When the bear said that he was going to eat Jane Gladys, she outwitted him by saying that he could not eat her because he was her property.
4. The creatures went back into the book because they heard Jane Gladys's mother come home.
5. *Answers will vary.*