

# *Discovering New Worlds*

THROUGH LITERATURE

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**ANSWER KEY**

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# Introduction

Christian Liberty Press has developed *Discovering New Worlds Through Literature* as a course that we believe will be useful in introducing students to classic and new authors through various genre in literature—historical fiction, true stories, biographical accounts, American folktales, and poetry. Readers will encounter important historical people and literary characters such as Hannah, Jonah, David Brainerd, Billy Sunday, Hiawatha, Don Quixote, and William Shakespeare. 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 *Discovering New Worlds Through Literature*. 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.

This key also supplies answers to a few 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. Toward the back of the textbook, literary terms are defined; draw your student's attention to these important features at the appropriate time throughout the course.

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 *Discovering New Worlds Through Literature*.

*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

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## Unit 1: Discovering a World of Adventure

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### In the Beginning God

Pages 1–5

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#### Comprehension Questions

1. On the first day, God called the light Day, and the darkness He called Night.
2. On the second day, God called the firmament Heaven.
3. On the third day, God called the dry land Earth, and the gathering together of the waters He called Seas.
4. On the fourth day, God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He also made the stars.
5. On the fifth day, God created great sea creatures. He also created every winged bird.
6. On the sixth day, God created man in His own image.
7. On the seventh day, God ended His work that He had done, and He rested on the seventh day.

#### Extension Activity

*Answers will vary.*

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## Queen Isabella's Resolve:

Pages 7–14

### A One Act Play—The Faith of Columbus

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#### Comprehension Questions

1. Don Gomez said the plan of Columbus was fanciful.
2. Columbus believed that gravity would operate at every point on the round earth's surface.
3. Queen Isabella states that it is by faith that Columbus looks forward, “far over the misty ocean, to an undiscovered shore” (p. 10).

4. Columbus tells Queen Isabella that he believes that “there is a great discovery reserved for the man who will sail patiently westward, trusting in God’s good providence” (p. 10).
5. Don Gomez states that it is obvious that the queen believes this plan of Columbus has been inspired by Almighty God.

## Extension Activity

*Answers will vary, especially if the student creates a time line of his family. As an option, the website <[https://www.teach-nology.com/web\\_tools/materials/timelines/](https://www.teach-nology.com/web_tools/materials/timelines/)> will generate a time line of up to nine events of your choosing.*

Below is a listing of the major voyages of those explorers listed in the *Student Exercises*, should the student choose to pursue this option.

### Christopher Columbus (for Spain)

1492-93 First Voyage: attempts to find a trade route to the Orient; reaches the Bahamas, Cuba, and Hispaniola

1493-96 Second Voyage: begins to colonize the region of Hispaniola, Cuba, and Jamaica

1498-1500 Third Voyage: travels to Trinidad, identifies South America, travels to Hispaniola

1502-04 Fourth Voyage: travels to Martinique; identifies Central America (Honduras, Costa Rica, Nicaragua, and Panama); travels to Jamaica

### John Cabot (for England)

1497 First Voyage: attempts to find a northern route to the Orient; reaches the coast of Newfoundland

1498 Second Voyage: finds Greenland; forced to travel south due to the cold; reaches Nova Scotia and New England

### Amerigo Vespucci (for Spain and Portugal)

1499-1500 First Voyage (for Spain): sails to northern South America, continues southward along the coast past the Amazon River to the equator before returning to Trinidad

1501-02 Second Voyage (for Portugal): sails to the coast of Brazil and sails south to Patagonia (southern Argentina)

**Vasco da Gama (for Portugal)**

1497-99 First Voyage: discovers sea trade route from Portugal, around Cape of Good Hope, to India

1502-03 Second Voyage: sails from Portugal to India

1524 Third Voyage: sails from Portugal to India (where he dies)

**Ferdinand Magellan (for Spain)**

1519-22 Commands the first voyage around the world: sails around Argentina to Guam and the Philippines (where Magellan is killed) before the expedition returns to Spain; only 18 of the over 200 men who went on the trip returned

**Giovanni da Verrazzano (for France)**

1523-24 First Voyage: explores from the northern tip of Florida north to Rhode Island (including the Bay of New York)

1528 Second Voyage: explores south from the coast of Florida into the Caribbean Sea, where Verrazzano is killed

**Sir Francis Drake (for England)**

1577-80 First Englishman to circumnavigate the globe: follows similar route as Magellan, except travels along the western coastline of South and North America (up to San Francisco) before heading west toward the Philippines

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**I Go to Bristol: From *Treasure Island*****Pages 15–22**

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**Comprehension Questions**

1. Jim said nothing turned out so strange and tragic as the actual adventure.
2. The letter was read by young Hawkins because the gamekeeper, Mr. Redruth, was a poor hand at reading anything but printed writing.
3. The name of the ship that John Trelawney found was the *Hispaniola*.
4. Jim said he was going to seek buried treasure.

**Extension Activity**

*Maps will vary.*

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**The True Story of My Life: A Sketch**

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**Pages 23–26****Comprehension Questions**

1. The area of Europe Hans Christian Andersen mentions he is leaving is the Pyrenees.
2. H. C. Andersen said his whole life, the bright as well as the gloomy days, turned out for the best. As one who had faith in God, Andersen’s statement that his life turned out for the best agrees with what it says in Romans 8:28—that all things work together for good to those who love God.
3. Andersen goes on to say, “I have chosen my path,” but he says God rules the storm and the sea (p. 24).
4. Andersen finished his autobiographical sketch thanking God and men.

**Extension Activity**

*Answers will vary.* Be sure the student uses the five elements of a story found on page 3 of the *Student Exercises* as he creates his fairy tale. We recommend outlining the major points on separate paper before beginning to write the tale.

If you are unable to access a local library, *Fairy Tales of Hans Christian Andersen* can be accessed in a number of formats for free online at Project Gutenberg <<https://www.gutenberg.org/ebooks/27200>>.

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**Praise for Creation and Providence**

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**Pages 27–30****Comprehension Questions**

1. “I sing” are the repeated two words that begin the first, fifth, and ninth lines of the hymn.
2. The two places he then says he surveys are the ground he treads and the sky.
3. The two lines at the end of the poem that show us that Isaac Watts is sure of God’s providence or guidance for him in this world are “His hand is my perpetual guard, He keeps me with His eye” (p. 29).

**Extension Activity**

*Answers will vary.*