
American Pioneers and Patriots

SECOND EDITION



ANSWER KEY

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2010 Printing

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A publication of
Christian Liberty Press
502 West Euclid Avenue
Arlington Heights, Illinois 60004
www.christianlibertypress.com

Prepared by Lars R. Johnson
Layout by Edward J. Shewan
Copyediting Diane C. Olson

ISBN 978-1-930367-83-8
1-930367-83-X

Printed in the United States of America

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Introduction

Christian Liberty Press is happy to provide students with the second edition of *American Pioneers and Patriots*. We believe that this book will give them an excellent exposure to early American history and culture. Students will learn about life in America through the fictional accounts of typical pioneer families in the New World.

The course consists of three components—the student textbook, this answer key, and twelve tests—all of which are available from Christian Liberty Press. You should not, however, feel limited to using only these materials; you may add supplemental activities and materials that will enhance the coursework. Many instructors will want to assign extra reading material from the library or Internet on selected topics and have students complete supplemental projects—including the optional activities found in the “Things to Do” exercises.

As students complete the course, they should be encouraged to carefully study the material in each unit, including the special “unit studies” page located toward the end of each unit in the text (pages 12, 25, 38, 50, etc.). Once students finish studying each unit, they should complete the unit review exercises. Each unit in the book concludes with two types of exercises, required review questions and optional “Things to Do” activities. Upon the completion of each unit, students will be expected to take a test.

This answer key is provided by the staff of Christian Liberty Press to help instructors successfully teach this course and is written in a manner so that it could be helpful for instructors in either a homeschool situation or traditional classroom. It provides answers to the review questions, as well as answers and suggestions for selected “Things to Do” activities.

Instructors should grade their students’ written work on a regular basis. When evaluating the students’ written work, please bear in mind that due to the nature of some of the questions and activities, the grading may at times be subjective. In such cases, instructors may want to evaluate the work on the basis of the students’ effort, rather than any actual answers provided by the students.

Instructions for teachers are given in italics. In some cases, such instructions refer to various activities and projects found in the Things to Do activities. In some instances, students are encouraged to do outside research, using encyclopedia articles, an atlas, or a dictionary. Instructors should review the answers for each unit, before students begin to complete these exercises, to determine what, if any, outside activities are expected of their students.

When the phrase “*Answers will (or may) vary*” (in italics) is used, it means that there is more than one possible correct answer. In such cases, students must relate their answer to the question and textbook material as closely as is feasible. In such cases, we have attempted to be as helpful as possible to instructors. In most cases, however, the answers are not prefaced with “*Answers will (or may) vary.*” The answers to these questions are either found directly in the text, or may be deduced from the unit. It should be understood that students are not necessarily expected to provide answers that are as detailed as those found in the key, but they should provide similar information.

The tests for this course are objective in nature, using multiple choice and true or false questions; each test covers one unit. The student will be expected to study all material in within each unit, including the “unit study” page, prior to taking the test. Most test questions will be based on strictly factual information, but some will also be taken from the unit’s storyline.

May the Lord grant you wisdom and diligence as you seek to teach young people about life in early America.

no designation for Puerto Rico on either page. Puerto Rico is the second large island to the southeast of Cuba—which is immediately below Florida.

Unit 2 Review

Page 26

Questions

- Answers will vary. The student must list five of the following items made by the pioneers in Jamestown.
The pioneers in Jamestown made at home such things as stockings, stools, soap, a cradle, thread, a pet box, linen napkins, a table, and a mixing bowl.
- The people of Jamestown built a wall around the settlement because they were having trouble with the surrounding Indians. They felt safer to have a fort with guns to protect them.
- The people who settled Jamestown came from England.
- The people who settled St. Augustine came from Spain.
- Answers will vary. This question may be completed orally.
- Sally and her mother saved grease and fats, and wood ashes from the fireplace. They made lye by putting ashes in a barrel and pouring water through them. When the lye was ready, the fat was boiled in a big kettle. The lye was then poured into the hot fat, making soap.

Unit 3 Review

Page 39

Questions

- The women and children stayed on board the *Mayflower*.
- The Pilgrims used wooden pegs instead of nails when they built their homes.
- The Pilgrims used the following materials for their houses: wood for pegs, beams, walls, doors, and floors; bundles of course reeds tied with grapevines for the roof; stone for the fireplace; and oiled paper or glass for windows. Chimneys were made of logs covered with clay.

- Answers may vary. The following is a list of the chores that Pilgrim boys and girls did to help. The student must write one chore each for the boys and girls.
 - boys—cut smaller branches off of logs, cut pegs, carried loads from the shore into the house
 - girls—helped the women heat the water for washing, mended clothes
- The Pilgrims celebrated Thanksgiving Day out of gratitude to God for the first harvest which would provide food for the winter. It was a day of feasting and prayer to God, as well as celebration with the local Indians.
- The Indians helped the Pilgrims by showing them how to plant corn, gave them seeds for beans and pumpkins, and brought food to the Thanksgiving feast.

Unit 4 Review

Page 51

Questions

- People who live in Holland are called Dutch.
- The settlers wanted cows and horses so that they could ride the horses and get milk from the cows.
- Peter Stuyvesant was the last Dutch governor of New Amsterdam. He surrendered control over the Dutch colony to the English after his men refused to fight against the stronger English warships.
- The student should use the maps on pages 52 and 165 to find New York City.

The dot on these maps is small because they themselves are small. Each map covers a large amount of territory and individual cities only take a relatively small part of that territory. Therefore, individual city locations will be small.

- The animals were not taken to New Amsterdam first, because there were no pastures ready near town. Therefore, the island would be safer than New Amsterdam until pastures were ready.

Fences are important to protect farm animals from predators like wolves and bears, and keep the animals from eating harmful plants.