

THE OLD FASHIONED SCHOOL BOOKS

Third Reader
Study Questions & Exercises



William E. Kitchens

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Old Fashioned School Books

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Old Fashioned History Publishing

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Introduction

This little booklet is designed be used in conjunction with the The Old Fashioned School Books *Third Reader* and the *Old School Book Map Atlas* to aid students' use of the Reader. It features a Timeline to help students place events and people in their proper place in time and has questions to encourage them to consider what they have read, explore topics further, and to use the *Atlas* to know where places are or were and to see how maps have changed over time.

You can download *Old School Book Map Atlas*.

Part One

STORIES OF A YOUNG AMERICA

Chapter 1

THE DISCOVERY OF AMERICA

1. Compare the ancient map of Herodotus (Map 1 in the *Old Fashioned School Book Map Atlas*) with modern maps (like Map 29). How have they changed?
2. What were the first small steps toward exploring the earth by sea?
3. Locate Spain and the Canary Islands on Map 4.
4. What is “the Cape of Storms”? Locate it on a world map.
5. If there was no sea route to India and the far east known to the Europeans, did the far easterners ever sail to Europe?
6. What difficulties might travelers encounter traveling overland from western Europe to India? Use Map 4 to trace the trade routes.

THE BOY CHRISTOPHER COLUMBUS

Memory aid: In 1492 Columbus sailed the ocean blue!

1. Place the year AD 1492 (AD - *anno domini*, the year of our Lord) on the Timeline on the last page.
2. Columbus did not originate the idea of a globe-shaped earth (see Map 2) but was he the first to prove that the earth was a sphere? How did he do that?
3. Whom did Columbus thank for his success?
4. For whom did Columbus sail?

THE PILGRIMS

1. The Pilgrims landed at what became Plymouth, Massachusetts, in AD 1620. Place that date on the Timeline.
2. Locate Plymouth on Map 23 in the Atlas.
3. Why were they called “Pilgrims”?
4. How were the Pilgrims at Plymouth connected to other people in England?
5. What did they think was most important in life?
6. What other European nations were building colonies in the New World?

THE FIRST THANKSGIVING

1. How is it possible that such a small band as the Pilgrims survived under the harsh conditions they found here?
2. How were their lives different from ours today?
3. To whom did the Pilgrims give thanks?

SAFETY IN GOD

1. Change the semi-colons to periods. Does that make this poem more understandable?
2. Notice how the new sentences are formed by two lines (couplets) and there are two couplets to each of the two paragraphs (stanzas).
3. Notice how the rhyming words are arranged.
4. What are three facts about Isaac Watts?

ADVICE

1. This little rhyme is all about controlling the tongue. What does the Bible say about controlling the tongue?

OBJECT IN READING

1. The “object” in reading, as used here, is the purpose of reading. What is the purpose of your reading this book (in just one short sentence)?

THE STORY OF CAPTAIN JOHN SMITH

1. Smith and the other Jamestown settlers arrived in Virginia in AD 1607. Place that date on the Timeline.
2. Locate Jamestown on Map 23.
3. The Jamestown settlers could be called “Royalists” because they supported the king and the Church of England. The entire purpose of the Jamestown Colony was to make money for its investors, including the British royal family, largely from fur trade, rice and tobacco growing, and sale of slaves. How did the Jamestown Colony differ from the Plymouth Colony?
4. Do you think Smith was well prepared for his responsibilities in Jamestown?

Note: For centuries Islamic Empires, first the Arabs, then the Turks, had been trying to invade and conquer Christian Europe. In Smith’s day, the Ottoman Turkish Empire had conquered much of southern Europe, including Greece and the Balkan countries, parts of Hungary, and had even attacked Vienna, Austria (see Map 28).

CANDLE MAKING AT THE COOLIDGES’

1. This story takes place in the Massachusetts Bay Colony, the third English colony in America. Place its founding, 1630, on the Timeline.
2. Governor Winthrop lived in early Boston, so this probably is a story from early Boston. Like the Pilgrims, these settlers left England because of Royalist persecution. What would we call these people?
3. Which earlier colony was this one most related to? Find the two colonies on Map 23. How are they situated in relation to each other?
4. Can you imagine what life was like with so little light? How would people spend their time before going to bed?
5. Do you know how to make a candle now?
6. Puritans often named their children, especially the girls, after virtues, like patience. What other virtues have been used as names?

GRANDMA LEE’S WARMING PAN

1. What are some of the great differences in living when Grandma Lee was a girl and living today? What similarities? How about the relationship of boys and girls then and now?

A CHILD'S THOUGHT OF GOD

1. A child first learns to understand about love by relating to a parent's love. What is the meaning of this poem?
2. The first stanza asks a question that is answered in the third. What does the answer mean? Does Psalm 8 help?
3. Notice that each stanza here is a complete sentence, unlike some other poems.

A BOY ON A FARM

1. This piece uses sarcasm to present humor. As we read it today, we get a sense of nostalgia in addition to the humor, as it presents a picture of life on a farm long ago (long ago now, but not in 1886). What are some examples of sarcasm and nostalgia?
2. What was America like in 1886?
3. How did life then differ from life today?

BOB, THE COSSET

1. Like the previous piece, this one presents another age of American life. Does it bring nostalgia, or is it simply too alien to be envied in our day?
2. Unlike the previous piece however, this piece presents the story as a personal memory of the past. What other pieces have you read so far that are told as a personal memory?
3. Does it seem that 19th century farm people were more accustomed to such things as butting sheep than we would be today?

DON'T WAIT!

1. Don't wait for what?

THE GREAT TEMPTATION

1. Why did Susan return the money?
2. What are some of the arguments for keeping the money that she had to overcome in order to be honest?
3. What was the Bible verse that most influenced Susan to return the money?

Third Reader Study Questions and Exercises

4. Farmer Thompson paraphrased (which means he changed the quote slightly) Proverbs 30:24. What did he mean?

A WISE WOMAN

1. Define forbearance, tolerance, and deference.
2. Notice how these acts are virtuous in some cases, but not all. For instance, is it wise to give deference to an enemy (assuming the enemy is bad and your deference will hurt yourself or someone else)? Which of these should you give to all?

GEORGE WASHINGTON

1. Place the year of Washington's birth on the Timeline.
2. How was Washington well-prepared for his role as commander of the American army?
3. Some people believe that Washington's life was miraculously spared for his later role in the American Revolution. Is that a reasonable idea?

WASHINGTON (Lord Byron)

1. To whom does Byron compare George Washington?
2. Which was his greater conquest—to defeat the British army or to despise fame and power, and return to his farm?
3. Why is such behavior so outstanding?

GEORGE WASHINGTON, THE YOUNG SURVEYOR

1. Although Washington belonged to a prominent family in Virginia, he was an orphan and not born into wealth. He had to work for a living, rather than enjoying the life of idle luxury that many others of his social rank did. How did that affect his character?

A GLIMPSE OF WASHINGTON'S CHARACTER

1. How did Washington's character endear him to the common soldiers of the American army?

LETITIA AND THE RED COATS

1. This is a story of the American Revolution. The American Declaration of Independence was in AD 1776. Place that date on the Timeline.
2. Just as we saw earlier in the story of Washington's life, this fictional piece reminds us of the cultural bonds between England and America. It was, in effect, a civil war, even a continuation of the English Civil War, and civil wars commonly arouse the most hatred among the sides.
3. Did the Americans expect their homes to be burned? Did Letitia's appeal ("petition") have any effect upon the Redcoats?

BAD THOUGHT

1. How well does this metaphor of bad thought as a thief work? ("Bad thought is *like* a thief" is an analogy; "Bad thought *is* a thief" is a metaphor.)
2. How does one bad thought let in many more?

BENJAMIN FRANKLIN

1. What are some of the activities in which Franklin was involved?
2. Did Franklin make contributions to his city and his country?

YOUNG BENJAMIN FRANKLIN

1. Was Franklin much like other boys of his day? Did he grow up? Does I Corinthians 13:11 seem to apply?
2. Besides his punishment, what lesson did his father teach Benjamin?
3. Who was Nathaniel Hawthorne?

BEN FRANKLIN GROWS UP

1. Ben Franklin worked most of his adult life. At the end of his life, do you think he was sorry for working so hard?
2. Franklin's sayings are so well known that sometimes they are taken for Biblical verses. What is one often thought to be Biblical?

A TRICK FOR DOING GOOD

1. Ben Franklin was a representative of the United States in France at the time, trying to get, and maintain French support for our revolution, while British agents sought to persuade the French to abandon support for the American cause. Did he succeed?
2. Is Franklin's type of advice popular in today's world?
3. What did Franklin mean by his "little trick for doing good"?

JEFFERSON'S RULES

1. Note how much these "Jefferson's Rules" sound like Benjamin Franklin.
2. What did he mean by "pride costs more than hunger, thirst, and cold"?
3. What is the most famous thing Thomas Jefferson wrote?

SOME PROVERBS OF SOLOMON

1. Can we see some similarities between these wisdom sayings of Solomon, Franklin, and Jefferson?
2. Why is that so?

The Biblical Book of Proverbs was written in Hebrew and in the Hebrew style of "poetry," which is not like English poetry. Instead of a rhyming sound, the couplets of these proverbs have "parallel" thoughts expressed slightly differently, thus emphasizing them. They are expressed in English using the conjunction "and," or the antitheses of each other, using "but."

"Pride goeth before destruction;
And a haughty spirit before a fall."

"Pride" and a "haughty spirit" are synonyms, as are "destruction" and "a fall."

"He that gathereth in summer is a wise son;
But he that sleepeth in harvest is a son that causeth shame."

Remembering that summer is the harvest season, these lines are antithetical to each other.

Chapter 2

ANDREW JACKSON AS A BOY

1. Place the War of 1812 on the Timeline.
2. Would you say Jackson had an easy, or a hard life? Why?
3. Jackson was known as “Old Hickory” because he was so tough, like hickory wood.
Did his early life make him tough?
4. How was his life different from later presidents?
5. What affect did his early life have on the War of 1812?

YOUNG ABRAHAM LINCOLN IN HIS NEW HOME

1. Even though centuries later, the Lincolns endured similar hardships to those of the Pilgrims and other early settlers in America. Every move into the western wilderness brought new hardships. Why did they do it?
2. Did that exposure to hardship have any effect on Lincoln’s character?
3. Do you think Abraham Lincoln was taught the wisdom sayings of Solomon?

ABRAHAM LINCOLN AS POSTMASTER

1. Does Lincoln appear to be a humble man, or a proud man? Why?
2. Did his skills with people help him in his career?

O CAPTAIN! MY CAPTAIN

1. How is a president like the captain of a ship?
2. How is a civil war like a storm at sea?
3. What is the tone of this poem—shock, grief, denial? Give some examples of each.
4. The reader from which this piece is taken was published in 1917; what was going on in 1917?

TRUE MANLINESS

1. Why do some boys and girls act cruelly to others to make themselves feel more important?
2. Whose “strong arm” was Fred trusting in when he climbed the ladder?
3. Put in your own words the lesson Tom Barton learned.

DARE TO BE...

1. Dare to be what?
2. Why does it take daring to be right and true?

THE LIGHT HOUSE

1. In the period of this book, lighthouse beacons had to be fed with wood or coal all night. What does the last sentence mean?
2. Whose power and help did the children depend upon?

PSALM 23

1. This is a psalm (we might say “song” for they were sung in ancient times) of King David, and it has offered great comfort to people for thousands of years. It is a good thing to learn by heart.
2. This version is from the AD 1611 King James Bible translation that uses some old English words with “eth” and “est”; change those words to modern English. They are all present tense.
3. How is this Psalm related to the Light House story?

THE CHILDREN IN THE CLOUDS

1. Had the airplane been invented at the time of this reader?
2. Would that make a difference to students reading this story?
3. To whom did the two children look for help?
4. How would such an emergency be handled today?
5. Would Divine help still be necessary today?
6. How did the parents find out that the children were safe?
7. How would it be different today?

THE NIGHT BEFORE THANKSGIVING

1. Who was the surprise visitor, and why was he there?
2. Who was Mrs. Robb expecting?
3. What is the difference here between “hoping” and “expecting”?

A PRAYER

1. Is this a poem or a prose piece?
2. If no rhymes, does it have a certain rhythm when spoken?
3. What three things did the poet pray for?

A THANKSGIVING DAY

1. This poem presents a well-known nostalgic picture of Thanksgiving Day a long time ago now, although when this text book was published, horse drawn sleighs and wagons were still the norm. What is not mentioned in this account of that Thanksgiving Day so long ago?

THE SONG OF THE MILL WHEEL

1. Find pictures of water mills and learn how they work.
2. What did this mill make?
3. What all were water mills used for besides grinding grain?

THE SONG OF STEAM

Steam power came into popular use in the early 19th Century (early 1800s) and was the major innovation of the Industrial Revolution, opening up new industries, new jobs, and freeing mankind of some of its most laborious work.

The poem *anthropomorphizes* steam power, that is, it morphs steam power into human form (*anthropoid*) and gives it a boisterous character.

1. Can we understand the meaning of “boisterous” by what the poem says?
2. Can we understand why the author gave steam power such a personality by all the great innovations that came with it. What are some of those innovations?
3. Learn about steam engines and all the work they did.

FULTON’S FIRST STEAMBOAT

1. Place the launching of the *Claremont* on the Timeline.
2. What was the trip he took?
3. With the promise of such advantages in travel, why did people so ridicule “Fulton’s Folly”?
4. What effect do you think steam boats had on the development of America?

THOMAS ALVA EDISON

1. Why is it important to remember Edison’s famous saying: “I didn’t have ten thousand failures, I discovered ten thousand ways that didn’t work”?
2. It is important to remember too, that his great achievements came out of his life experiences. How was his life similar to others we have been studying?

WHAT IS GOOD IS ATTAINABLE

1. Complete this sentence: “There is nothing that God has judged _____ for us that He has not given us the _____ to accomplish, both in the natural and moral world.”
2. We have achieved many amazing things since 1872, but many of the discoveries God intended for good have been turned to evil. How are some modern inventions used for evil purposes other than God’s original design for them?

HOW CYRUS LAID THE CABLE

1. Mark the laying of the cable (1865) on the Timeline.
2. How was Cyrus Field's experience like Fulton's?
3. Today, we have other means of communication across vast distances, but how did this connection across seas affect people in those days?
4. Who was Mother England's eldest daughter?

RECOVERY OF THE LOST ATLANTIC CABLE

1. To whom was Field most grateful?
2. How was the cable found and recovered?

TOO DEEP FOR THAT

1. Farmer Brown's silly reason for disbelieving in the telegraph cable is an example of humorous sarcasm. What is another example of sarcastic humor in this piece?

A BATTLE OF PEACE

The United States was in control of Cuba for several years after the Spanish-American War of 1898. The knowledge gained in Cuba helped the US to pick up the Panama Canal Project, abandoned by the French because of the high mortality rate of the workers, and see it to completion in 1914.

The US required the Cubans to write into their constitution to keep up the anti-mosquito program set up by Dr. Reed when they became independent.

1. Place the year AD 1900 on the Timeline. Why is that date important?
2. Why did Dr. Lazear and the others risk their lives?
3. How is Dr. Walter Reed honored today?

Part Two

STORIES FROM THE OLD WORLD

Chapter 3

THE TRAVELING MUSICIANS

1. This is a humorous tale that uses *sarcasm* as well as *ludicrous imagery*. What are some examples of each?

THE SIGNS OF THE SEASONS

1. Where are the rhymes in this poem?
2. How does “dumb” rhyme with “come”?
3. What is meant by “the brooks are dumb in winter”?

SIR CLEGES AND THE CHRISTMAS CHERRIES

1. Sir Cleges may have been a generous soul but was he wise, or “generous to a fault”?
2. Everyone likes a story in which the characters “get their just deserts.” Did Sir Cleges get what he deserved? Did the king’s servants get what they deserved?
3. Is this story, to a degree, a religious story? Why?
4. Do you think the wife may have known Philippians 4:11–13?

THE CHRISTMAS SONG

1. This can be considered a paraphrase of Luke 2:8–11 put in rhyming couplets.
2. Mark the rhyming words.

THE GOLDEN TOUCH

1. What is the lesson King Midas learned?
2. What is the lesson we are to learn from this story?
3. Is gold the only thing we can love too much?
4. What are some other things that might come between us and our family and friends, and God?

PROVERBS 3:11–13

1. Do you understand this verse? How does your relationship with your earthly father help you understand it?

ROLAND, THE BRAVE KNIGHT

1. Place the year of Charlemagne's coronation on the Timeline. Why is it important?
2. Map 12 shows Charlemagne's Empire.
3. Can we see in the "Song of Roland," especially the last part, scenes that are familiar from later stories?
4. The name "Ganelon" has become synonymous with "traitor." How would we describe his character?

THE VALUE OF A GOOD REPUTATION

1. Shakespeare was among the greatest playwrights of all time. He had an uncanny ability to understand human nature, and weave it into stories. What does he mean that the money in his purse (everyone carried a purse, or money bag, in those days) "has been a slave to thousands"?
2. What does the last sentence mean?

THE COMING OF KING ARTHUR

1. There are some dark corners in the legends of King Arthur, because it is impossible to seamlessly connect sorcery and Christianity. For instance, is it right to use witchcraft to make someone love you? Is it right to sell your children to a magician? In this story, Merlin is good, and Arthur is saved by his actions, but is that usually the case in such tales of sorcery?
2. What is the Biblical view of sorcery?
3. The most famous and noteworthy treatment of the old legend of King Arthur is Tennyson's *Idylls of the King*, which is somewhat of a Christian allegory, but it still has some of those dark corners which we should be aware of.

KING ROBERT OF SICILY

1. This is a fable, of course, to teach people humility before God. It was a rather severe lesson for King Robert, but even today, we see sickness and injury bringing people to the same point as he was; perhaps even tougher lessons. When did Robert begin to have a change of heart?
2. Do people go through stages of anger at God before they find peace with Him?
3. Where is Sicily? It is seen on Map 12.

THE GOOD SAXON KING

1. What made Alfred a "good king"?
2. Place the year of Saxon King Alfred's death on the Timeline.
3. What was going on in England at that time? Find England on Map 13.
4. Who was Charles Dickens?

ROBIN HOOD

1. Does the author of this piece believe there was a factual basis of the Robin Hood legend?
2. Would you say this story has a feel-good ending? Why?

THE SHOOTING MATCH AT NOTTINGHAM TOWN

1. Robin Hood, even in physical disguise, revealed his true character to the Sheriff; what was it?
2. Why did that anger the Sheriff?
3. Using archaic (out of date) language gives the story an air of authenticity that makes it more interesting. Change all the archaic words to modern English.

LIFE WITHOUT FREEDOM

1. We Americans are so used to great personal freedom we can't really understand this poetic call to freedom. Study what lack of freedom means. As suggestions, read about the Irish Rebellion, read the American Declaration of Independence, the Twelve Articles of the Swabian Peasants, study Communist East Germany and the Berlin Wall, the French invasion of Switzerland under Napoleon's reign, and there are many other examples, past and present.

EYES AND EARS

1. This piece anthropomorphizes the ears and the eyes (gives them human attributes) but what is it that you see and hear, and why?

THE RIGHT WAY

1. What do you know about Andrew?
2. What was the lesson he learned?
3. How does his life differ from yours?
4. Locate Scotland on a map.

LITTLE THINGS

1. This is a little poem about little things, but does it add up to something big, something important, something worth remembering?

A NEW KIND OF FUN

1. Did the result of their prank surprise them?
2. Why did they snivel?
3. Many noblemen were taught to despise the poor and enjoy mistreating them, but that would not make a good story would it?

THE DERVISH AND THE CAMEL

1. This is an amusing little story of an Islamic holy man with the observational powers of a Sherlock Holmes, and just as unrealistic. But does it make the point that we can learn many things by being observant?

THE BEST KIND OF REVENGE

1. Even if the story didn't tell us it took place in England, could we tell it did not take place here in America?
2. This is not what we usually think of as "revenge"; is that the best word for what Mr. Grant gained in this situation? What are some other terms that might be better?
3. Does it appear that Mr. Grant, though wronged, had brooded over it and let the libel become more important in his life than it should?

GOOD ADVICE

1. How does the poet describe God?
2. What does "what good heart can behold distress without feeling compassion" mean?

Chapter 4

SIR ISAAC NEWTON

1. Place Newton's death date on the Timeline. How was the world different after his lifetime than before?
2. What are some of Newton's Principles of Physics and how important are they?

TO BE WISE

1. Which is it best to wise in the sight of?
2. Can you think of some things on which peoples' ideas of wisdom differ?
3. Draw a Venn Diagram to illustrate the message of this piece.

WHY AN APPLE FALLS

1. What is the difference in knowing *that* something happens and knowing *why* it happens?
2. Knowing the one is indispensable in our daily lives, but what progress can be made without knowing the other?

PROVIDENCE INSCRUTABLE

1. Notice the unusual structure of this piece, written in form like a poem but without rhymes. The “ways of heaven” refers to the pathways men are obliged (by heaven) to take in this life.
2. The colon after the first line/sentence is the key to understanding the whole piece. Change that to a period. The subject of the sentence after the colon is “our understanding”; underline it, then see if the piece makes more sense.
3. Does the piece define “inscrutable”?

JOHN POUNDS

1. Is this an example of the inscrutable ways of God?
2. Recall the last line of the poem “Lighthouse”: “Blessed are they whose love can make Joy of labor, for mercy’s sake!” Do you think that sentiment applies here?
3. Do you think Pounds lost anything by giving so much of himself to others?

LION, THE FIRE DOG

1. What is the “speaking testimony of that dumb animal”?
2. How much different would the story seem to those reading it in 1871?

THE BARBER AND THE SABBATH

1. Do you understand “man’s extremity (difficulty) was God’s opportunity”?
2. Is that just in this (fictional?) story, or is it a common occurrence in the real world?

DISHONESTY PUNISHED

1. This is a somewhat humorous piece; what makes it humorous?
2. How is this opposite “The Barber and the Sabbath”?
3. What was the “unwary” legal mistake the usurer made that cost him his money?
4. What was his moral mistake?

THE FOUR MACNICOLS

1. What would you say is the lesson this story seeks to teach?
2. Do you believe that hard work and thrift pays off in the real world?
3. The reader this story came from was published in 1901; how different would students in those days have found this book?
4. Mary of Argyle—person, place, or thing?
5. Argyle (or Argyll) is an area on the west-central coast of Scotland across the North Channel from Ireland. (See Map 27)

THE BEAR THAT HAD A BANK ACCOUNT

1. What role did magic, or the belief in magic, have in this story?
2. Locate Norway on a map.
3. What are some Norwegian, or Scandinavian, names in the story?
4. Did the story have a happy ending?

GRACE DARLING

1. Find the Farne Islands on Map 27, on the east coast just below the border with Scotland.
2. Can the events of this true story be considered a miracle?
3. Why do you think Grace risked her life for those few strangers?
4. Did her life have as happy an ending as you would like, a “storybook ending”?

ADVICE FOR GIRLS

1. Is this advice coming in a sad time?
2. Which is better, to be good or to be clever?
3. Do we often consider life, “death, and that vast forever” as parts of one continuing existence (or “song” as the last line puts it)?

THE TEMPEST

1. Is this poem about a storm at sea, or a metaphor about life in general?
2. What is the message?

THE SERMON ON THE MOUNT

1. These are the words of Jesus; why does he want us to love others?
2. How does God show love for all people?

MORE WISDOM FROM BEN FRANKLIN

1. How is time different from other “things” that can be lost?
2. We say “we can make up the time,” but is that really true, or are we just taking time from something else?
3. Does Franklin value education highly?

SARA CREWE AND THE BEGGAR GIRL

1. Do you think Sara was kind to the beggar girl because Sara was really a princess, or was she just tender hearted?
2. Why do you think the beggar girl had not been taught good manners?
3. There were very few provisions made for the needy in those days. Help had to come from good-hearted people, not the government. Today we have government programs for the needy, but does that mean people no longer have a responsibility to help others? Can we leave it all to government?

THE DOG IN THE WATER

1. Is this fable about a silly dog, or is that a metaphor for silly people?
2. Put Aesop’s time on the Timeline.

JEAN FRANÇOIS MILLET

1. Look up some of Millet’s paintings.
2. Some artists have a talent to paint pictures that look like photographs, but could a photograph convey the scene as well as Millett’s paintings?

NO ONE INSIGNIFICANT IN THE SIGHT OF HIS CREATOR

1. Is this message that everyone is important to God? Are you?
2. Would this message be important to other people, like the beggar girl?

THE MILLER'S DAUGHTER OF ARGENTUM

1. The French Revolution is often compared to the American Revolution in importance. Place its date on the Timeline.
2. The worst of the "Reign of Terror" took place in Paris. Locate Paris on a map.
3. Note also the location of London, England.
4. French words are often difficult for English speakers. For instance, a good many French names end in silent consonants, as do Millett and Passot. Usually these silent consonants indicate the sound of the preceding vowel, as in *Passôt* (long *o*). Some English words end in silent vowels for the same reason, as in *bāke* (long *a*). What are some others?

WHO IS MY NEIGHBOR

1. Read the Parable of the Good Samaritan in Luke, Chapter 10.
2. Answer the question "who is my neighbor" in a simple sentence.
3. How does it relate to the Miller's Daughter and Sara Crewe? Was the beggar girl the neighbor, or was Sara?

THE BLIND MEN AND THE ELEPHANT

1. The poem was based upon an ancient fable known all over the world, and using many different characters. This version has Asian monks examining the elephant.
2. What was Saxe doing here, making fun of blind people, or people from Indostan? Or, was he pointing out the foolishness of arguing about something when you don't know all the facts?
3. Was each monk correct about his part of the elephant?
4. Can everyone be correct in some part, and everyone wrong in part?
5. What should one do to ensure they are correct in their opinions?

FAITH IN PROVIDENCE

1. Place 1806 on the Timeline as a date in which central Africa was being explored by Europeans for the first time.
2. What does he mean by “Providence”? How is that different from “providence”?
3. Do Park’s thoughts remind you of our American Declaration of Independence?
4. Complete this sentence: “I was, indeed, a _____ in a strange land; yet, I was still under the protecting eye of that _____ who has condescended to call himself the stranger’s friend.”
5. What does “condescended” mean?

Part Three

STORIES FROM THE ANCIENT WORLD

Chapter 5

THE GODS OF ANCIENT GREECE

1. Place Euripides' birth date on the Timeline as a time during the "Golden Age of Greece."
2. These were only the main gods of the ancient Greeks. Read about the Apostle Paul's visit to Athens, Greece, in the Book of Acts.
3. Do a chart with Roman gods on one side and Greek gods on the other.
4. Where do you think we got the word "cereal"?
5. Is that from the Greeks or the Romans?

THE DOG IN THE MANGER

1. Put Aesop's date on the Timeline as another time during the "Golden Age of Greece."
2. Have you ever heard someone called "a dog in the manger"? What does it mean?

DIONYSIUS, PYTHIAS, AND DAMON

1. Dionysius was a dictator. Was Damon correct when he said: "thou canst have only trembling slaves, and base flatterers"?
2. Where have we seen the admonition to "love others as ourselves"?

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3. Complete this sentence: "I came to suffer it, though I have not _____ it; I cannot find it in my _____ to let my friend die in my stead."

HELENA OF BRITAIN

1. What is Helena's son best known for?
2. Place on the Timeline the year of Constantine's succession to the Roman Imperial throne.
3. Both the girl and the freedman spoke in _____, for at the date of our story the island of Britain was almost as Roman as Rome itself. England, or _____ as it was then called, had been conquered by the Romans, and King Coel (*Cole*), Helena's father, was _____ to them.

THE ROMAN EMPIRE: A PREPARATION FOR CHRISTIANITY

1. What was the political situation of Europe and the Mediterranean rim before the rise of Rome? Study Maps 8 and 9.
2. The thesis of this piece is that God raised up the Roman Empire to facilitate the spread of the Gospel through one common language and law; does that fit the facts as we know them from the Book of Acts?
3. Complete this sentence: "A large portion of every _____ people was admitted to the rights of _____. The laws of the republic threw over the conquered the shield of _____ protection."

ROME AND CARTHAGE

1. Can we see from this that rivalry between states and empires have always troubled human kind?
2. Victor Hugo was a great French novelist, best known for *Les Miserables*. Does his writing style differ from most of the other authors in this book?
3. Where was the city of Carthage in relation to Rome? (Map 9)
4. To whom were the people of Carthage related?
5. Who were Hannibal and Scipio?
6. Place the date of Carthage's destruction on the Timeline.

ROMAN PHILOSOPHERS

1. Place the birth dates of these philosophers on the Timeline.
2. How do they relate to the Greek philosophers in time?

HOW CINCINNATUS SAVED ROME

1. These events took place in the early years of Rome, when it was weak, around the year 460 BC. Place that on the Timeline.
2. What American has been compared to Cincinnatus?
3. Complete this sentence: "Here in this _____ of the Roman people there was no hope of safety but in one who was cultivating with _____ a little plot of scarcely three acres of ground."

A RABBI'S STORY

1. Is this likely to be a real occurrence, or a fable to convey a lesson about virtue? Can a fable be true?
2. Would you say this piece uses exaggeration to convey its point?

NAMES OF THE MONTHS

1. Which months are named for Roman gods?
2. Which for Roman emperors?

THE DESTRUCTION OF POMPEII

1. Locate Mt. Vesuvius, or Naples, Italy, on a map. Map 10 shows Naples as "Neapolis." Pompeii was just south of Naples.
2. How long ago was Pompeii (*Pom-pay*) destroyed?
3. Was Pliny foolish, or too brave, or just didn't understand the power of a volcano?

MERCY

1. This is a very famous selection, an appeal for mercy from one of Shakespeare's plays, and well worth studying. If it is poetry, where are the rhymes? Poetry is more

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than rhyming couplets, it also has meter, a type of rhythm, which this piece does have. Can you hear the rhythm?

2. Where did Shakespeare get the idea that mercy is an attribute of God?
3. What is the meaning of the first sentence?
4. What is meant by “mercy seasons justice”?

THE EARLY CHRISTIANS

1. What did Tertullian admit that Christians conspired to do?
2. Did some of the pagan Romans have positive opinions of the Christians?
3. Complete these sentences: “We have _____ your bloody spectacles, being persuaded that there is very little difference between _____ at murder and _____ it. The pagans expose their children to get rid of them, we consider this action as _____.”

THE LAST FIGHT IN THE COLISEUM

1. Place the date of the last gladiator fight in the coliseum of Rome on the Timeline.
2. Who built the coliseum (labor and management)?
3. In light of the description of what went on in the coliseum, were Athenagoras and the early Christians correct about those “bloody spectacles”?
4. Do you think everyone wanted to see an end to the “bloody spectacles”?

ADVANCE!

1. Webster gave a list of things his generation welcomed new generations to enjoy. What can you say about them?
2. Were there things he did not welcome them to enjoy?

Part Four
MORE AMERICAN STORIES

Chapter 6

THE EARLY SETTLERS

1. Audubon described what he had actually seen and experienced on the American frontier of his day. Place the date of his death on the Timeline.
2. In Audubon's account, everyone recovers from the "ague"; do you think all pioneers did? Many pioneers crossed the Mississippi Valley in winter to avoid mosquito season.
3. Did the pioneers' lives require hard work and hardship beyond what most of us today ever experience?
4. Why did they do it?

AN ADVENTURE WITH DUSKY WOLVES

1. What is one factor, one hero, this story leaves out?
2. What other human help, outside the family, was there for them?

GOD SEEN IN ALL THINGS

1. When this reader was published, lessons were read aloud, and they contained "rhetorical punctuation" like the exclamation point after "O God!" It was meant for

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the reader to say emphatically “O God,” not end the sentence. Write this poem as a standard English prose paragraph changing the exclamation mark to a comma and the semi-colon to a period.

2. Does that make it easier to understand?

THE VIRGINIA INDIANS

1. Jamestown was in the current state of Virginia; compare the population of the Jamestown area in Smith’s day with the present population of Virginia.
2. How did the Indian men and women occupy themselves?
3. How did the Indian tribes get along with each other?

PASSAGES IN THE LIFE OF DANIEL BOONE

1. Place the date of the establishment of Boonesborough on the Timeline.
2. Why did the Indians respect Boone?
3. “Great caution was necessary not to awake the savages; for, had the attempt of the hunters been discovered, they would have been sacrificed on the spot.” What is meant by “sacrificed”: is it different from being simply killed?
4. Why were the Indians called “savages”?

THE CAPTIVE

1. What was the connection between Helen Patterson and Daniel Boone?
2. Whom did Helen credit most with her rescue?
3. In what part of the country did this happen?

THE BOSTON TEA PARTY

1. Place the date of the “Tea Party” on the Timeline.
2. Who was the King of England at the time of the American Revolution?
3. Besides the tax on tea, what were some other grievances of the Americans against the English government (read the Declaration of Independence for a list)?
4. Complete these sentences: “This was one of the _____ which led to the war with England that gave this country its_____. Only a little more than a year afterward, the first battle was fought at _____, not far from Boston; and in less than ten years the colonies had become free and _____ states.”

THE BATTLE OF LEXINGTON

1. Place the year of the Battle of Lexington on the Timeline.
2. Who were the American officers involved?
3. What is the meaning of “Alarm guns were fired, and drums beat – not to call to village husbandmen only, *but the reveille to humanity.*”
4. Who fired first and started the war?

THE MEANING OF THE FLAG

1. What is meant by: “We *scorn*, when we see the flag, to be idle and mean, or false and dishonest”?
2. Rearrange the sentence to make it clearer.

LIBERTY

1. Who grants liberty?
2. Why must liberty be always defended?
3. Can people who have always enjoyed freedom understand life without it?
4. How does the study of history fit in here?

OLD IRONSIDES

1. The War of 1812 has been called our Second War for Independence. Place it on the Timeline.
2. What is the real name of “Old Ironsides”?
3. What does Holmes suggest as a proper fate for the ship?
4. What actually happened to her?
5. Why would someone nail the flag to the mast?

THE OLD EAGLE TREE

1. What is the lesson learned from the eagle?

THE STRENUOUS LIFE

1. Complete this sentence: "Far better it is to _____, to win glorious triumphs, even though checkered by _____, than to take rank with those poor spirits who neither _____ nor _____, because they live in the gray twilight that knows not victory nor defeat."
2. Roosevelt is often ridiculed today, but do you believe his philosophy of life has some merit?
3. Place the year of his election on the Timeline.

ATTITUDE

1. This piece contains two similes (a figure of speech comparing two things, usually with *like* or *as*); what are they?
2. Do they make sense to you?

THE BIBLE

1. Complete this sentence: "Among the most remarkable of its attributes, is _____; for it looks with impartial eyes on _____ and on _____, on the hero and the soldier, on philosophers and peasants, on the eloquent and the dumb (mute or silent)."

SPEAKING THE TRUTH

1. Complete this sentence: "In short, to speak the truth we must _____ the truth. What we are not sure of, we must not express as _____."
2. How does this piece relate to "The Blind Men And The Elephant"?

LISTEN

1. Complete this sentence: "Listen to the _____ counsels of your parents."
2. Sadly, not all family relations are good, as this one presumes. What standard should one hold to in cases where the family relationship is not good?

MEDDLESOME MATTIE

1. What was Matilda's "one grievous fault"?

THE SPIDER AND THE FLY

1. What scheme did the spider use on the fly?
2. Do people ever make the same mistake that the fly made?

THE OAK TREE

1. Mark the rhymes in this poem.
2. Can you see how the sentence structure is altered to improve the rhythm?
3. Rewrite the last couplet as a prose sentence.

MRS. LOFTY AND I

1. Mark the rhymes and note the pattern.
2. What are the things "I" has that Mrs. Lofty has not?
3. What different things might "Mrs. Lofty" have today?
4. Do you sense a little jealousy here in the need of "I" to prove herself better off than Mrs. Lofty? Which one do you think has the best of life?

THE VICAR'S SERMON

1. This is a very complex and unusual poem, rather like a puzzle. It consists of short "wisdom sayings" strung together in rhymes. Mark the rhymes at the ends of lines. Mark also the rhymes within the lines that give the piece its rhythm.
2. How many separate "sayings" are there?

THE LAWS OF THE LAND

1. In this story, the boys (perhaps it was a boys' school) voted for good rules. But what if the majority of students had been bad, and voted for bad rules, rules that robbed other students of their freedoms?

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2. That is a problem with pure democracy, and is why America's Founding Fathers gave us a government of "Limited Democracy," or a "Constitutional Republic." There are many laws that can change over time as in the examples, but there is a set of basic "unalienable rights," that is rights that can't be taken away from our people even by the vote of a majority. So where do those rights come from?
3. Our Founding Fathers, who wrote our Constitution, believed that the first and primary laws were given by God in His Holy Word. Most Americans still believe that to be the case, though some people want to deny these "unalienable rights" in order to have more power and control over other people. Where do you think the primary laws originated?

WE ARE SEVEN

1. What did the little girl mean by "we are seven"?
2. Read the last stanza; is there really any difference in what the man is saying, and what the little girl says?

THE NINE PARTS OF SPEECH

1. Even a basic grammar lesson can be turned into a rhyming lesson. Does that make it easier to remember?
2. Go back to the last selection, "We Are Seven," and pick out a few of each parts of speech.

TALKING IN THEIR SLEEP

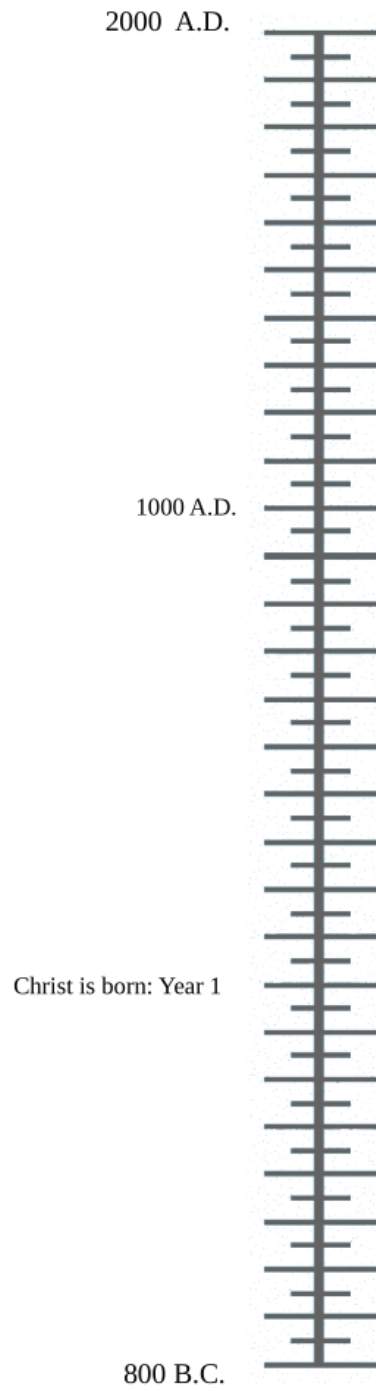
1. Mark the rhyming scheme of this poem.
2. How do the flowers, the grass, and the apple tree differ in their grasp on life?

THE JOURNEY OF LIFE: AN ALLEGORY

1. What are the metaphors in this allegory?
2. Can you picture yourself in this story?
3. Is it a happy story, or a sad story, or some of both?
4. Does it warn the young that now is when you make your memories pleasant ones, or unpleasant ones?

HOPE AND GLOOM

1. This is a famous metaphorical poem for cheering up people with renewed hope.
What is the source of our hope?
2. What are some of the pieces in this reader that show hope?



About the Author

What shall I, William E. Kitchens (Bill), say about myself? I am now a fairly old man; that at least infers that I have seen and experienced a lot. And I have learned a lot, but about that, you'll have to judge for yourself, my dear reader. The things I am most proud of, and most thankful to God for are (and putting these blessings in order of importance would be gut wrenching, and fortunately not necessary), my good wife of fifty years, our four wonderful children, our grandchildren, my parents and our extended family; that I was able to have a career as a geologist for over 40 years, that I am able now to try to impart some of what I have learned in that time to future generations; and that which made it all possible: that I have known my savior Jesus the Christ for many years now. Of lesser importance, I have from my youth been interested in history and the political scene, and could have been considered a "professional student" for years, save for the fact that I worked and raised a family much of the time, wandering the halls of higher education evenings and weekends (to the detriment of my family life, I have to admit). Between interests ranging from astronomy to zoology, with a lot of history, political science, philosophy, psychology, Bible study in between, I managed to eke out two degrees: a Bachelor's degree in Geology and a Master's in Religion and Philosophy.

You can find out much more from what I have written on my websites:

Old Fashioned History

<https://oldfashionedhistory.com/>

God Made Agates

<https://godmadeagates.com/>

War Comes to God's House

<https://www.warcomestogodshouse.com/>

