ACTIVITY ANSWER KEY

Chapter 4, Section 3

Check your answers from the Answer Key.
Correct all errors, then complete your next goal.



Lesson 11: *Writing*

Africa's First Missionary to America (A Triumphant Account of Brotherly Love)

1. (c) Liberia, Africa
2. Kaboo
3. the Kru tribe
4. (b) hostile
5. his son
6. no, (any two of the following)
   Kaboo was forced to work sunup to sunset, day after day. He was beaten. He was denied food for days.
7. (b) False
8. (a) A bright light blinded the chief and healed Kaboo's wounds, enabling him to free himself and run away.
9. (c) a group of people working in a field on a plantation
10. (b) ex-slaves from the United States and England
11. (a) a missionary school to teach Liberians to speak, read and write English
12. (a) He learned from them and prepared to go to the United States to learn more.
13. (a) Samuel Morris
14. (c) ship
15. (c) prejudice, cruelty and pirates
16. (b) The captain learned to respect Samuel, commanding that other sailors listen to Samuel.
17. (c) Samuel was conducting a prayer meeting.
18. (a) Mr. Merrit thought Samuel was an exceptional young man.
19. (e) only b and c
20. (i) only b, d and e
21. (b) False
22. (a) Samuel died of pneumonia, at age 21, never returning to his native land.
23. (b) When Samuel died, his funeral was the most widely attended funeral in Indiana.
24. ____ (a) The peasants bowed . . . .
    _X_ (b) Defeated kings often pay . . . .
25. _X_ (a) The ***undergrowth*** was so . . . .
    ____ (b) The ***undergrowth*** of the . . . .
26. ____ (a) The ***unarmed*** man . . . .
    _X_ (b) ***Unarmed***, he defended . . . .
27. ____ (a) You may ***passage*** in the . . . .
    _X_ (b) ***Passage*** from one . . . .
28. ____ (a) The athlete told the . . . .
    _X_ (b) The ***prostrate*** servant . . . .
29. _X_ (a) Many churches . . . .
    ____ (b) His ***revival*** was a few . . . .
30. *"A boy becomes a man when he sets the down trodden free from abuse, hopelessness and neglect and thus enables them to soar and serve."*



Lesson 12: *Writing*

The Pygmy in the Zoo (A Tragic Tale of Racism)

1. the Congo
2. (a) His village and family were destroyed; he was sold into slavery; he was purchased by a scientist and brought to the United States to be studied.

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3. (c) Verner, in an attempt to prove evolution, traveled to the Congo to study Pygmies; he found Ota at a slave market and purchased him.
4. (a) True
5. (b) False
6. (b) False
7. (b) to return to the United States with Samuel Verner
8. (c) Samuel Verner sold Ota to Dr. Hornaday to be placed on display in the zoo.
9. (b) He believed that some men were inferior to others based upon what he called "race."
10. (a) He was attempting to prove that Africans, and especially Pygmies, were possibly the "Missing Link" in the Theory of Evolution.
11. (b) Some were persuaded that Hornaday could be right, and that Benga was really not completely human.
12. (b) newsmen
13. (a) ministers, especially ministers of African descent
14. (b) He became hostile and difficult.
15. (b) was sent to an orphanage
16. (a) he was sent to a community in another state
17. (d) all of the above
18. (b) False
19. (b) He shot and killed himself.
20. (b) False
21. (c) Christian, having strong families and communities
22. ___ (a) During the ***racism***, he . . . .
    _X_ (b) Due to ***racism***, many evil . . . .
23. ___ (a) The smallest breed of . . . .
    _X_ (b) The ***Pygmy*** council voted . . . .
24. ___ (a) The ***warlock*** resulted in . . . .
    _X_ (b) The evil ***warlock*** was . . . .
25. *"Hesitating in the face of evil is equal to siding with the enemy."*



Lesson 13: *Writing*
Two Africans Who Impacted America

1. (b) different
2. evangelism, racism
3. ___ (a) The twins were so . . . .
   _X_ (b) The ***indelible*** mark was . . . .
4. ___ (a) Father and I visited the . . . .
   _X_ (b) I visited the ***seminary*** . . . .
5. _X_ (a) The son sailed in the . . . .
   ___ (b) The ***stead*** was high . . . .
6. between
7. writing process
8. Prewriting: gathering ideas
   Planning: putting ideas in order
   Drafting: writing the rough draft
   Editing: adding, subtracting or rearranging paragraphs, words and sentences
   Proofreading: correcting words that may be wrong, confusing or out of place grammatically
9. (1) native African tribesmen
   (2) separated from families
   (3) slaves
   (4) came to New York, U.S.A.
   (5) reached prominence in United States
   (6) desired to return to Africa
   (7) died young in the United States
10. (1) Morris was from Liberia; Benga was from the Congo.
    (2) Morris had never been married; Benga had been married twice.
    (3) Morris was separated from family because he was traded into slavery; Benga was separated from family because his family had been killed.
    (4) Morris escaped slavery with the help of Providence; Benga "escaped" slavery because he was purchased by Verner.

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(5) In Africa, Morris was accepted and educated; Benga stayed with Verner and was ostracized by other Pygmy tribes.
(6) In the United States, Morris was loved, educated, supported, clothed, fed and assisted in meeting his goals; Benga was exploited and denied human dignity and used to promote the "Missing Link" theory.
(7) In the United States, Morris was respected and revered; Benga was mocked, taunted and treated like an animal.
(8) Morris desired to return to his homeland to teach his people a better life; Benga wanted to return because he was miserable.
(9) Morris died of illness with loving friends by his side; Benga committed suicide, despondent and alone.

11. I. Topic sentence about both men impacting the United States in profound, yet drastically different ways
A. Samuel Morris creating a positive impact by uniting people in goodness
B. Ota Benga being used to create a negative impact of racism
II. Brief overview of Morris' life
A. Life in Liberia
1. Tribal warfare
2. Slavery and escape
3. Life at plantation and mission
B. Life in the United States
1. College
2. Church
3. Social impact on New York
C. His death and heroism
III. Brief overview of Benga's life
A. Life in the Congo
1. Pygmy tribal lifestyle
2. Slavery
3. Purchase by Samuel Verner
4. Ostracized by Pygmy tribes
B. Life in the United States
1. Travels with Samuel Verner
2. Sold to William Hornaday
a. Captivity in zoo
b. Protest of ministers and citizens
3. Released to Reverend Gordon/ placed in orphanage
4. Relocated in Virginia
a. Worked well with children, learned to read and write
b. Worked to purchase fare back to the Congo
C. His death
IV. Comparisons and Contrasts of both men in the United States
A. Treatment of Samuel Morris
B. Treatment of Ota Benga
C. Impact Samuel Morris had on the United States
D. Impact Ota Benga had on the United States

12. Samuel Morris and Ota Benga were both African natives who profoundly impacted the United States. Samuel Morris positively impacted America by uniting people in love and goodness. Ota Benga was used by scientists to spread the Theory of Evolution, dividing people according to ethnicity.

13. Samuel Morris grew up in Liberia in the warring Kru tribe. He was traded as a slave to the Grebo tribe where he was savagely treated. During a particularly cruel beating, Morris credited his escape due to

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Providential intervention. He discovered a plantation owned by ex-American slaves who had returned to Africa. Next to the plantation was a mission established by English and American missionaries where Morris learned to read and write and learned about Christianity.

14. After a few years at the plantation, Morris traveled to the United States to attend seminary so he could return to Liberia to teach his people about Christianity. While in the United States, Morris made many friends and became respected as an evangelist and preacher. His enthusiasm and faith dramatically impacted and improved the lives of many citizens.

15. After a cold winter, Morris became ill with pneumonia and died at a very young age, before he could return to his family. His death was attended by friends who loved him. His funeral was one of the most attended funerals in the history of Indiana. In Samuel's stead, young men and women from the seminary went to Liberia to teach the Kru people about Christianity.

16. Ota Benga was a Pygmy of the African Congo. At a young age, Ota was deprived of his wife and children and captured. He was purchased by Samuel Verner as part of a scientific experiment in an effort to prove the new Theory of Evolution. Verner took Benga to the United States but returned to the Congo after a short time. Back in the Congo, Ota remarried, but his wife died from a snake bite. Ota became ostracized by the other Pygmies. Having nowhere to go, Ota returned to the United States with Verner.

17. In the United States, Verner could not financially support Benga and sold him to Dr. Hornaday, an evolutionist who believed Pygmies were perhaps the "Missing Link." Hornaday placed Ota on public display in a zoo. Ota was required to entertain the crowd. Citizens and ministers, especially those of African descent, protested the treatment of Ota, claiming that putting a man on display in a zoo was inhumane and furthered what they believed to be a false teaching: evolution. Due to the constant pressure from the concerned citizenry, Ota was released to Reverend Gordon who placed Benga in an orphanage.

18. Benga did well at the orphanage but fell in love with a young lady there. In order to keep Benga from having a relationship with the young lady, the Revered and other orphanage workers sent Ota away to another community in a different state. There, Ota worked well with the children, learned to read and write and even embraced Christianity. However, as time passed, he became depressed, quarrelsome, difficult; he longed to return to the Congo. He dropped out of school to work. His goal seemed to be to earn enough money to purchase boat fare.

19. Realizing that he would probably never earn enough money to purchase fare to return to his homeland, Ota Benga committed suicide. The evolutionists failed to realize the great wrong they had done to the young Pygmy.

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20. Both young men greatly impacted the United States, but from very different experiences! Morris was treated like a brother by people who did all they could to further his knowledge and to help him accomplish his goals of evangelism. Benga fell into the hands of evolutionists who perverted science to promote a racist theory. These evolutionists harmed Benga, enslaved him, humiliated him, and then abandoned him. Morris brought goodness to the United States by perpetuating love and a better way of life. Benga was used to promote a theory that placed humans in an animalistic view where love is not found—survival of the fittest—where racism was the motivating factor. Both young men died young. The lives of both young men are examples of the goodness and the depravity of which people are capable.
21. *"A young man won't be happy unless he has adventure in his work, in his love and in his spiritual life."*



Lesson 14: *Writing*
Love Found a Way

1. (any order) King Artheol, Prince Abishag
2. The eyes of the offender would be gouged out with hot irons.
3. the king's son, Prince Abishag
4. The king ordered one of his son's eyes to be burned out and one of the king's own eyes to be burned out.
5. _X_ (a) The ***absolute monarch*** . . . .
   ___ (a) The ***absolute monarch*** . . . .
6. ___ (a) The king suffered from a . . . .
   _X_ (b) The king ***decreed*** a certain law.
7. ___ (a) All ***subjects*** in school . . . .
   _X_ (b) The ***subjects*** of the . . . .
8. similarities
9. Esther
10. (a) The king of Persia married a young, Jewish maiden. The king's chief advisor plotted to annihilate the Jews in Persia; the young queen saved her people by risking her own life.
11. *"Leadership begins with a thought then produces action that requires courage."*



Lesson 15: *Writing*
My Mother

1. (b) a daughter
2. (a) a child who had a loving mother
3. ___ (a) My mother had a ***fro***, ...
   _X_ (b) My mother rocked me to . . . .
4. _X_ (a) The ***rapture*** with which . . . .
   ___ (b) My tire had a ***rapture***, and . . . .
5. ___ (a) I saw ***aflame*** in the window.
   _X_ (b) The house was ***aflame***.
6. differences
7. (b) a child who had no one to care for him/her
8. *"How you start life is not important; what matters is how you finish."*

Ask for your QUIZ over Section 3.
Reminder: Students who score 85% or higher on the section quizzes may be exempt from the chapter test!

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