THE BRONZE BOW

Elizabeth George Speare

Reproducible Activity Book
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The Portals to Reading series accompanies time-tested literature that should be an important part of every school's reading program. The activities will reinforce a wide variety of language and reading skills that are generally part of the curriculum at the reading level of the novel. However, the Portals pick-and-choose format gives you the final decision about which activities will enhance your students' personal learning.

The activities in this book are based on sentences and paragraphs especially written to support the teaching objective of each lesson. Clearly, such literary matters as style and flavor may be experienced only by reading the book itself. Thus, the words of the author have been left where they belong—in their pure form in the pages of the novel.
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Author! Author!

ELIZABETH GEORGE SPEARE

Elizabeth George Speare was born in Melrose, Massachusetts, in 1908. After receiving her master's degree from Boston University, Ms. Speare taught high school English. She was married in 1936 and had two children.

Ms. Speare spent the first several years of her married life caring for her family as a full-time homemaker. When she began writing, Ms. Speare turned out magazine articles about family life, following the advice that you should write about what you know.

One day, Ms. Speare stumbled on a true story from New England history with a character who seemed the ideal heroine. For a long time this girl haunted Ms. Speare's imagination. Finally she began to write down her adventures, filling in the outlines of the actual events with new characters and scenes of her creation.

Ever since her first historical novel, Calico Captive, Ms. Speare has been researching and writing historical novels. She once explained that gathering material for a book took her about a year or more. When she finally sat down to write, she knew what her characters would do and how their story would end, though many surprising changes always occurred on the way. She worked very slowly, doing only a few pages a day, trying to make each sentence say exactly what she meant.

Ms. Speare’s second book, The Witch of Blackbird Pond, was about a young girl from the sunny island of Barbados who traveled to the small Puritan town of Wethersfield in 1685. The book was awarded the 1959 Newbery Medal.

Once when teaching a Sunday School class of seventh graders, Ms. Speare realized that the life and people of ancient Palestine seemed very dim and far away. Actually the first century was an exciting, colorful, and violent age. To make the time come alive, she began to imagine a group of young people who grew up learning to hate the Roman conquerors and to long for the freedom of their country. One of her imaginary young people suddenly took the story into his own hands and became Daniel, the hero of The Bronze Bow. This novel won the Newbery Medal in 1962.

When asked why she writes about the “olden days,” Ms. Speare explained that she was never very fond of history. But she discovered that when she followed the adventures of an imaginary family through some great events of the past, the pages of the history books came alive for her. She always found in her study of earlier days a new understanding of the present.

Ms. Speare also wrote The Prospering and The Sign of the Beaver. The Sign of the Beaver won the 1983 Newbery Honor Book award, the Scott O’Dell Award for Historical Fiction, and the Child Study Association Award.
The Story in Brief

Daniel’s father was crucified by the Romans, his mother died shortly afterwards, and his sister has been possessed by demons since seeing her father on the cross. Now Daniel lives in the mountains with a band of outlaws who are devoted to one day driving the Romans out of their country. The leader, Rosh, says they must rob from the rich and poor alike in order to build up the weapons and food needed for victory.

One day, Daniel is summoned back to his village because his grandmother is ill. On the night of his return, Daniel’s grandmother dies. No one else can take care of his sister, Leah, who has not left the house or seen another person since her father’s crucifixion.

But hope arrives with Simon, the local blacksmith. He has left his shop to follow a new teacher, Jesus. He remembers that Daniel was an apprentice before he ran away, so he offers his shop and home to the boy and his sister. Daniel wants desperately to return to the mountains and fight for victory, but he knows his sister needs him. Simon reassures the boy that there are others in the village who feel the same as he does.

With the help of an old school friend, Joel, Daniel rallies a legion of 17 other boys who are willing to fight for the cause. They all think that Rosh will one day lead them to victory over the Romans.

Joel and Daniel sometimes wander to the water’s edge where the teacher speaks to the crowd. He talks about the new kingdom and how it is very near. Jesus tells Daniel that he must give up his hate in order to find the new kingdom. Daniel is confused by the teacher’s words. He wants to believe them, but the man refuses to lead the citizens against the Romans.

While gathering information for Rosh, Joel is captured by the Romans and sentenced to spend his days aboard the galleys. When Rosh refuses to help with Joel’s escape, Daniel begins to think the villagers are right. Rosh is not the man who will lead them. He cares only about his own pockets and stomach.

Daniel leads the 18 inexperienced boys against the well-armed Romans. With a little help from an escaped slave, the mission succeeds, and Joel is saved.

Daniel’s hatred for the Romans increases. He not only wants to revenge his father’s and mother’s deaths, but he wants to kill a young Roman who dared to speak to his sister.

Daniel finally understands Jesus’s words when the teacher visits Daniel’s dying sister. Leah responds to the man’s kind words and accepts him into her house. And for the first time, Daniel is able to see the young Roman soldier as a man instead of the enemy.
## Making Compounds

Two words combined form a compound. Each word in Box A forms the first part of a compound. Each word in Box B forms the second part. In the blank in each sentence below, write the compound that best completes the sentence. Use a word from each box to make your compounds.

<table>
<thead>
<tr>
<th>Box A</th>
<th>Box B</th>
</tr>
</thead>
<tbody>
<tr>
<td>trades</td>
<td>mother</td>
</tr>
<tr>
<td>hill</td>
<td>light</td>
</tr>
<tr>
<td>black</td>
<td>smith</td>
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<tr>
<td>loin</td>
<td>laws</td>
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<tr>
<td>grand</td>
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<tr>
<td>head</td>
<td>side</td>
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<tr>
<td>wrist</td>
<td>cloth</td>
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<td>out</td>
<td>men</td>
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<tr>
<td>noon</td>
<td>dress</td>
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<tr>
<td>sun</td>
<td>day</td>
</tr>
<tr>
<td>fire</td>
<td>bands</td>
</tr>
</tbody>
</table>

**Example:** The ___noonday___ sun shone down on the boy’s head.

1. Daniel asked Joel for news about his _________________ and sister.

2. Flashes of metal in the _________________ alerted Daniel to the approaching Romans.

3. Rosh lived with the other _________________ on the mountain.

4. Daniel hurried to meet Rosh on the rocky _________________.

(continued)
5. The caravan consisted of four mangy camels, a string of underfed mules, and four ordinary ________________.

6. Daniel wrestled the dagger from the man in the striped ________________.

7. Joel and Daniel stared at the giant slave who was dressed only in a ________________.

8. Daniel grabbed the chain dangling from the slave’s iron ________________.

9. Since he was trained as a ________________, Daniel was chosen to remove the slave’s chains.

10. Daniel wrapped his cloak around himself and settled down just beyond the circle of ________________.
Finding Base Words

Each word below has been made by adding an ending such as -ly, -ed, or -ing to a base word. On the blank beside each word, write the base word.

Example: robbers rob or robber

1. patriotism
2. astonishment
3. angry
4. hostility
5. insistence
6. reddish
7. deliverance
8. imaginations
9. passionately
10. feverish

11. intention
12. rocky
13. intelligence
14. steadiness
15. stony
16. hastily
17. fragrance
18. laughter
19. difference
20. finest

Name _____________________________

Chapters 1–2

THE BRONZE BOW

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Using Long Vowels

Read the words in the word box. Each word contains a long vowel sound. Say the words to yourself and listen for the long vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

Example: Daniel suspected that Samson understood more than anyone ___realized__.

1. The dark-bearded stranger was wearing a ______________.

2. Since Daniel knew the stranger, Rosh signaled for the man to be ________________.

3. Daniel paused ________________ and motioned for Samson to remain on the mountain.

4. Simon and Daniel stopped near a hollow full of ________________ oleander and purple iris.

5. ________________, Leah poured water into a hollow bowl and then washed Daniel’s feet as she had been taught to do.

6. Not even the sound of the ________________ could be heard on the Sabbath.

7. Leah could not look into Daniel’s eyes as she ________________ bent forward to fasten his sandal.

8. The bakers and ________________ sat behind the silversmiths and the sandalmakers.

9. Daniel listened intently as Jesus ________________ his purpose.

10. Jesus spoke ________________ to the crowd gathered in the synagogue.
Adding Endings

Read each sentence. Then look at the word shown in parentheses at the end of the sentence. Add an ending such as -ed, -ing, -s, or -er to the word to make it fit in the sentence. Remember, you may need to change the word when you add the ending. Write the new word in the blank.

Example: Daniel wondered if Samson was hungry or _______ thirsty _______. (thirst)

1. Simon marveled at how much Daniel had _______________ since he had fled the village. (grow)
2. Samson stared at Daniel without _________________. (express)
3. Leah spoke to Daniel in her sweet ________________ voice. (child)
4. Simon nodded his _________________ as Daniel stepped before him. (approve)
5. Daniel tried to make himself _______________ in the crowded synagogue. (small)
6. All eyes watched the ________________ who approached the platform. (strange)
7. Jesus had not been _________________ with those who tried to kill him. (anger)
8. Daniel found it difficult to hide his ________________ of the Romans. (hate)
9. Daniel had _________________ an oath against the Romans who had killed his father. (take)
10. The Sabbath lamp had been burning since Daniel’s _________________. (arrive)
Using Short Vowels

Read the words in the word box. Each word contains a short vowel sound. Say the words to yourself and listen for the short vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

Example: The grain fell in _____ rhythmic _____ waves before the farmers’ sickles.

1. The morning sky was marked with a yellow glow and spears of pink and
   ____________________.

2. Daniel glanced at Malthace’s exquisite robe and __________________ embroidered sandals.

3. At times, Daniel felt like the ________________ of the camp because of Samson.

4. A woman in a red and blue ________________ offered Daniel a small fish on a palm leaf.

5. Daniel was at a great ________________ when he was questioned by Joel’s father.

6. After the attack, Daniel ran ________________ until he found a low wall to hide behind.

7. The ________________ figure coming toward Daniel was not Joel, but Malthace.

8. When Daniel finally opened his eyes, he could see nothing but ________________.

9. Joel wondered if the girl had put ________________ in the wine.

10. Joel’s father ________________ that his son might run off and join the Zealots.
## Listening for Syllables

Say each of the words below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank line after each word.

**Example:** activity \[4\]

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. understood</td>
<td></td>
<td>16. heavier</td>
<td></td>
</tr>
<tr>
<td>2. language</td>
<td></td>
<td>17. countless</td>
<td></td>
</tr>
<tr>
<td>3. embarrassed</td>
<td></td>
<td>18. loyalty</td>
<td></td>
</tr>
<tr>
<td>4. reflected</td>
<td></td>
<td>19. unpleasantly</td>
<td></td>
</tr>
<tr>
<td>5. strolled</td>
<td></td>
<td>20. humiliated</td>
<td></td>
</tr>
<tr>
<td>6. hospitality</td>
<td></td>
<td>21. quenched</td>
<td></td>
</tr>
<tr>
<td>7. clamoring</td>
<td></td>
<td>22. staggering</td>
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</tr>
<tr>
<td>8. reasserted</td>
<td></td>
<td>23. concentrating</td>
<td></td>
</tr>
<tr>
<td>9. something</td>
<td></td>
<td>24. synagogue</td>
<td></td>
</tr>
<tr>
<td>10. gingerly</td>
<td></td>
<td>25. outlaws</td>
<td></td>
</tr>
<tr>
<td>11. necessary</td>
<td></td>
<td>26. forgiven</td>
<td></td>
</tr>
<tr>
<td>12. gymnasium</td>
<td></td>
<td>27. cautiously</td>
<td></td>
</tr>
<tr>
<td>13. disgraceful</td>
<td></td>
<td>28. argue</td>
<td></td>
</tr>
<tr>
<td>14. stadium</td>
<td></td>
<td>29. candlelight</td>
<td></td>
</tr>
<tr>
<td>15. passion</td>
<td></td>
<td>30. imagined</td>
<td></td>
</tr>
</tbody>
</table>
Remembering Details

The following questions are about the main character and some of the events in the book. Write the answers on the lines below the questions. Be sure to use complete sentences.

1. Why did Joel think Rosh was important? ________________________________
   ________________________________________________________________

2. Why had Daniel’s father been crucified by the Romans? __________________
   __________________________________________________________________

3. What reason did Daniel give for why his sister was never seen? ____________
   __________________________________________________________________

4. How was Daniel treated when he returned to the mountain? ________________
   __________________________________________________________________

5. Why was Daniel nervous about going to Capernaum? ______________________
   __________________________________________________________________

6. Why were so many people gathered at the house of Simon? ________________
   __________________________________________________________________

7. Why had the men in the house eaten sparingly? __________________________
   __________________________________________________________________
Classifying Words

In each group of words below, one word does not belong with the others. Draw a line through the word that does not belong. Then decide what the other three words have in common. Write your answer on the blank line after the words.

**Example:** eyebrows knees cornfield hand

They are all parts of the body.

1. story wick torch coal

They all ____________________.

2. sword bow power dagger

They are all ____________________.

3. Daniel Enoch Joel Malthace

They are all ____________________.

4. glitter pain cough fever

They are all ____________________.

5. lion panther pebble camel

They are all ____________________.

(continued)
### Classifying Words

**Chapters 7–8**

6. brother  neighbor  grandmother  father

They are all _____________________________.

7. overseer  collector  weaver  suspect

They are all _____________________________.

8. evening  outside  morning  afternoon

They are all _____________________________.

9. guilt  pride  shadow  jealousy

They are all _____________________________.

10. days  weeks  years  support

They are all _____________________________.
Sequencing Events

The two sets of events listed below are arranged in incorrect sequence. Number each set of events in order from 1 to 5 by writing a 1 in the blank before the event that happened first, a 2 before the event that happened next, and so on.

**Set 1**

_____ When the traveler was opposite Daniel, the boy attacked.

_____ Daniel felt sorry for the traveler, so he waited for the old man to regain consciousness.

_____ Daniel returned one of the daggers and told the man to continue his journey.

_____ Daniel sat at the foot of the mountain waiting for the traveler to appear.

_____ The man crumpled to the ground after Daniel struck him with a fist.

**Set 2**

_____ Daniel broke down the door when no one would let him in.

_____ The doctor said there was nothing more that he could do for Daniel’s grandmother.

_____ Daniel received a message that his grandmother was gravely ill.

_____ Daniel sent for the doctor to examine his grandmother.

_____ Daniel arrived at the hut to check on his grandmother and found the door bolted.
Getting the Main Idea

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

a. Rosh sent Daniel out to hijack a wealthy traveler. It would be the first job that Daniel had to do alone. It was an easy job, and Rosh knew the boy would not fail. He wanted to find out just how useful Daniel would be to him.

1. Rosh didn’t want to do the job himself.
2. Rosh wanted to test Daniel’s abilities.
3. Rosh had no one else to do the job.
4. Rosh trusted only Daniel to do the job.

b. Daniel knew that he was to rob the old man and return to camp. But when the boy looked at the unconscious man, he was reminded of his grandfather. Daniel then realized that he couldn’t just walk off and leave him. He picked up the man and carried him to a shady spot next to a rock. Then Daniel sat down and waited for the man to regain consciousness.

1. Daniel thought the old man looked like his grandfather.
2. Daniel wanted to return the money to the old man.
3. Daniel wanted to make sure the old man was all right.
4. Daniel didn’t return to the mountain.

(continued)
C. The neighbors told Daniel that the door of his grandmother’s house had been bolted for ten days. No one had been near the house except to toss bread through the window. They would not break in because they were afraid of Leah. Everyone thought she was possessed by demons.

1. Daniel was worried about his grandmother and sister.
2. The villagers didn’t care about what happened to the old woman and her granddaughter.
3. No one checked on the woman and the girl because they were afraid of the girl.
4. The villagers knew that Daniel would take care of what needed to be done for his grandmother and sister.

D. Leah had not moved from the wall, though Daniel felt her watching him. He decided that he would leave her alone. She had been shut in the hut with the dying woman for ten days, and he was sure some of the old demons had returned. Maybe eventually she would trust him.

1. Leah was dying too.
2. Daniel didn’t want anything to do with his sister.
3. Daniel couldn’t worry about Leah because he needed to care for his grandmother.
4. Daniel didn’t want to add to Leah’s fears.
Making Inferences

Read each of the questions below. Then read the three possible answers. Think about what happened in chapters 11 and 12 of *The Bronze Bow*. Use what you know to choose the best answer for each question. Circle the number next to the answer you choose.

a. Why did the women spread the funeral feast outside the house?
   1. The feast was always held outside.
   2. The women were too afraid of Leah to go inside the house.
   3. Daniel had instructed them to do so.

b. Why did Simon make his offer sound like a favor?
   1. Simon did not want the offer to sound like charity and embarrass Daniel.
   2. Simon had tried to sell the shop but couldn't.

c. What did Rosh mean when he said that Daniel was soft?
   1. Daniel had put on weight while he was in the village.
   2. Daniel cared too much about other people.
   3. Daniel was easy to push around.
Making Inferences
Chapters 11–12

d. Why was Daniel startled when Leah reached in to help him make the bread?

1. Daniel wanted to make the bread himself.
2. Daniel didn’t realize that she knew how to make bread.
3. Leah had other things to do instead of making bread.

e. Why was Daniel nervous when the Roman soldier entered the shop?

1. Daniel was afraid that the soldier would find some sign that there had been a meeting in the shop.
2. Daniel was afraid that the soldier would remember him from the confrontation that had happened in the city.
3. Daniel was afraid that the soldier would want to know who was in the other room.
Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter \textit{F} if that sentence is a statement of fact. Write \textit{O} if that sentence is a statement of opinion.

\textbf{Example: } \textit{F} Money was not important to Simon.

\begin{itemize}
  \item \textit{F} Daniel should have been able to express his feelings for the Romans in any manner he wanted.
  \item \textit{O} Rosh should have been more understanding of Daniel’s situation.
  \item \textit{F} Everyone agreed to stay out of sight while Daniel moved Leah to Simon’s house.
  \item \textit{O} It was not Leah’s place to show Daniel how to care for the garden.
  \item \textit{F} Daniel would have had more business if he had talked to his customers.
  \item \textit{F} Nathan had been attacked by his own friends.
  \item \textit{F} The boys agreed to meet the third day of each week.
  \item \textit{F} The boys chose a password.
  \item \textit{F} Daniel should have asked the young Roman what he was looking for.
  \item \textit{F} The boys used the watchtower as a meeting place.
\end{itemize}
Understanding Special Meanings

Read the following sentences. Explain in your own words the meaning of the italicized word or group of words. Write your response on the line below each sentence.

Example: Simon’s shop provided an ideal place where Daniel could keep an eye on Leah.

---

1. “It weighs on my conscience that the business is closed,” Simon told Daniel.

2. Simon did not want the tools to lie idle while he was away.

3. Simon wanted Daniel to keep the shop from going to seed.

4. Daniel wondered how he would fight off the shackles that Simon was offering him.

5. Simon knew his reputation would be in good hands if Daniel accepted the offer.

6. The villagers held their neighbors’ safety in their own hands.

(continued)
7. *Word went round* that Daniel had taken over Simon’s shop.

8. Daniel *seldom had words to spare* for anyone who entered the shop.

9. Nathan, who was uncomfortable at first, soon *surrendered to Joel’s friendliness*.

10. Nathan could name boys who would have *given their right arms* to join Daniel.
Determining Feelings

A person does not always express feelings directly in words. Sometimes feelings are shown through other clues as well. Each of the sentences below provides clues to the characters’ feelings in the book. First study the clues. Then choose the word from the box that best describes that character’s feelings. Write the word in the blank in front of the sentence.

<table>
<thead>
<tr>
<th>understanding</th>
<th>surprised</th>
<th>restless</th>
<th>nervous</th>
<th>uneasy</th>
</tr>
</thead>
<tbody>
<tr>
<td>embarrassed</td>
<td>frightened</td>
<td>curious</td>
<td>confused</td>
<td>angry</td>
</tr>
</tbody>
</table>

1. Leah listened to Daniel and then accepted the fact that he would be gone for long hours at a time.

2. Leah’s mouth dropped open when Daniel laid the coin in her hand. She had never been paid for her work before.

3. Malthace looked at everything in the shop since she had never been in a blacksmith’s shop before.

4. Daniel could only stutter as he welcomed his friends to his humble shop.

5. Daniel blushed when Thacia said that she and Leah had been talking about him.

6. Leah’s face turned gray, and she shrank away from the stranger.

7. Daniel roared and slammed the door at the mention of the Roman.

8. Daniel’s gaze kept straying toward the hills, and he yearned even more for the freedom of his old life.

9. Daniel had been away so long that he did not feel comfortable with the outlaws.

10. Torn between life in the village and on the mountain, Daniel wasn’t sure where he belonged.
Using Cloze Reading

Read the paragraph below. Use the words in the word box to fill in the blanks. The first example is done for you.

Daniel looked at Leah and realized that her clothes were rags. He took a few coins from the money he kept in a jar and headed for the market. The marketplace was a confusing scene, definitely no place for a man. But Daniel gathered his courage and approached one of the weavers. He found a beautiful, blue cloth that would be perfect for Leah. Daniel asked the girl how much the material cost, and she told him. He knew the price was too much, but he didn't have much of a knack for bargaining. Daniel cursed himself silently and finally paid the price.
Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you where, when, or how. Underline the correct choice.

**Example:** *The month of Ab* became the happiest month that Daniel had ever known.

1. Nearly every morning, Daniel walked *to the city* to join his friends.
2. Simon seemed *glad* to see his old friend.
3. *At mealtimes,* Daniel told Leah stories of what he had seen and heard in the city.
4. Daniel told of the people who went *down to the shore* every morning to listen to the carpenter.
5. *Sooner or later,* the overseers would break in and make the men go back to work.
6. The night air was *thick with the day’s heat.*
7. The carpenter’s words touched people *like some healing ointment.*
8. The women *at the door* were weeping for the sick child.
9. Leah was *silent* until Daniel asked if she would go with him to hear Jesus speak.
10. One day, Daniel found Leah peering into the tiny hand mirror that Thacia had given her.


12. At first, Daniel was jealous of the opportunity Joel had been given.

13. Joel made arrangements to get the fish early.

14. Daniel hurried to join the farmers on the road to the city.

15. Thacia and Daniel left the houses of Capernaum behind them.

16. The two soldiers chatted good-naturedly while Daniel and Thacia carried their packs.

17. At noon, Leah spread out a meal for Thacia and Daniel.

18. Thacia told Daniel that he shouldn’t be working with great chunks of iron.

19. The physician in the village said there was nothing that could be done for Leah.

20. At the junction of the road, Daniel and Thacia met two more Roman sentries.
Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word. Write your answer on the blank line.

Example: ______ aroma ________ The fragrance of roasting fish filled the night air.

_____________ 1. Daniel watched as the people _jostled_ each other and grabbed food from the helpless.

_____________ 2. Women stood in the street _wailing_ for Jairus's little girl.

_____________ 3. Some of the _disciples_ grumbled because Jesus did not accept money from Jairus.

_____________ 4. Often the little children were a _nuisance_.

_____________ 5. One _sultry_ afternoon, Daniel made a bow-shaped brooch from a scrap of bronze.

_____________ 6. Daniel did not speak highly of the _tetrarch_.

_____________ 7. A special group from Rome was coming to inspect the _garrison_.

_____________ 8. Daniel was _baffled_ by Joel and Thacia's relationship.

_____________ 9. The soldiers found Thacia's slow pace _irksome_.

_____________ 10. Leah didn't realize how _meager_ the meal was that she offered Thacia and Daniel.
**Evaluating What You Read**

Read each of the story situations below. Decide whether you agree or disagree with what the character said, did, or thought about the situation. Then explain why you feel as you do.

1. Many of the villagers became annoyed with Rosh. They were tired of his looting and robbing. Daniel would not let the criticism go unanswered. He was quick to defend Rosh by saying that Rosh robbed for a good purpose. Do you agree or disagree with Daniel that Rosh had a good purpose when he robbed the villagers?
   I ______________ with Daniel because _____________________________________________________________________________
   _____________________________________________________________________________

2. When Joel was arrested, Daniel went to the mountain to ask for Rosh's help in freeing Joel. Rosh refused, saying that every man was responsible for himself. Do you agree or disagree with Rosh that every man is responsible for himself?
   I ______________ with Rosh because _____________________________________________________________________________
   _____________________________________________________________________________

3. Daniel felt the boys should choose a leader. Nathan replied that they already had. They all agreed that Daniel was the best one to be the leader. Do you agree or disagree with the boys that Daniel was the best choice for leader?
   I ______________ with the boys because _____________________________________________________________________________
   _____________________________________________________________________________
Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

Example: Hoping to soon join the leader, the boys waited for a *summons* from Rosh.

- call
- warrant
- raid

1. The meeting in the watchtower was a *jubilant* occasion. The boys couldn’t contain their excitement about Rosh’s raids on the city.

- somber
- serious
- joyous

2. The boys *garnered* every bit of news until they knew everything about the raids.

- told
- gathered
- released

3. Since the first raids were successful because of Joel’s efforts, the relay of information between Joel and the outlaws *intensified.*

- lessened
- increased
- stopped

4. The boys did what they could to harass the Romans. They *pilfered* equipment, spurs, gauntlets, and anything else they could get their hands on.

- returned
- watched
- stole

(continued)
5. Daniel tried to explain that Rosh was helping the villagers, so they should not begrudge him a sheep now and then.

- deny
- give
- throw

6. The Romans needed information about the raids, so they flogged the captives until they talked.

- fed
- beat
- bathed

7. Joel was captured because he was too confident after his successes. He felt that he couldn’t fail.

- self-assured
- lazy
- careless

8. Joel could see that he was getting nowhere with Rosh, so he tried a different tack.

- fastener
- approach
- face

9. Daniel was nervous. He kept looking over his shoulder because he had the uncanny feeling someone was following him.

- normal
- casual
- strange

10. A dozen voices shouted their excitement. Kemuel could barely be heard above the clamor.

- noise
- quiet
- mess
Determining Cause and Effect

To determine a cause, ask “What is the reason?” To determine an effect, ask “What is the result?” Match the causes and effects below. Write the number of the cause in front of its effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The road had been dangerous for travelers.</td>
<td>Daniel looked to the other side of the road in surprise.</td>
</tr>
<tr>
<td>2. There hadn’t been any attacks on the road for years.</td>
<td>The boy’s energy was draining away in the heat.</td>
</tr>
<tr>
<td>3. The heat from the sun was almost unbearable.</td>
<td>King Herod wiped out all the robbers who lived near the road.</td>
</tr>
<tr>
<td>4. When he saw Joel, Daniel gave the signal to the boys on the mountain.</td>
<td>Rocks were hurled at the soldiers from the mountain.</td>
</tr>
<tr>
<td>5. A rock crashed down from the other bank.</td>
<td>The Romans wouldn’t be expecting the attack.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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</thead>
<tbody>
<tr>
<td>1. Daniel had broken his shoulder during the attack.</td>
<td>Leah watched Joel with terrified eyes.</td>
</tr>
<tr>
<td>2. The centurion’s steward recognized Joel.</td>
<td>Daniel was unable to do most of the chores in the shop.</td>
</tr>
<tr>
<td>3. Joel’s father made arrangements for Joel to go to Jerusalem.</td>
<td>Daniel turned red from embarrassment.</td>
</tr>
<tr>
<td>4. Joel stood in the doorway looking at Leah.</td>
<td>Joel’s father would not let him leave the house.</td>
</tr>
<tr>
<td>5. Joel gave Daniel a message from Thacia.</td>
<td>Joel left home so he wouldn’t have to leave the city.</td>
</tr>
</tbody>
</table>
Matching Antonyms

An antonym is a word that means the opposite or nearly the opposite of another word. Read each sentence. Choose an antonym from the word box to replace the italicized word. Write your answer on the blank line.

Example: _____climbable_____ The road wound between the unscalable mountains.

1. Daniel thought about the handful of untried boys behind him.
2. The cavalry sat tall and erect in their saddles.
3. Daniel was seized by someone with a paralyzing grip.
4. The boys made their way home like ordinary travelers.
5. The boys moved cautiously through the village.
6. Joktan couldn’t do enough to prove his gratitude to Daniel.
7. Daniel was hopeful that working together, he and Joel could accomplish anything.
8. Leah watched her brother and Joel with terrified eyes.
9. Daniel had been blinded by Joel’s loyalty.
10. Daniel had sworn his life to vengeance.

thankingness  treachery  special
experienced  trusting  weak
forgiveness  carelessly  fail
climbable  slouched
Choosing Correct Meanings

The italicized word in each of the sentences below has several meanings. Some of the meanings are listed in the Glossary. Decide which meaning the word has in the sentence. Then write the number of your choice on the blank.

Glossary

**face**
1. to confront or deal with  
2. to stand with the face toward  
3. front part of the head  
4. facial expression

**foot**
1. the end part of the leg  
2. the lower end of the leg of a chair or table  
3. the lowest part  
4. by walking or running

**head**
1. upper part of the body  
2. self-control  
3. a leader  
4. a side of a coin  
5. to go in a certain direction

**place**
1. a definite location  
2. to put  
3. space or room  
4. house or dwelling  
5. to come in second in a race

**word**
1. written or printed combination of letters  
2. talk  
3. order, command  
4. promise, declaration

Example: 4 Daniel gave his *word* to Leah that he would return later.

1. Leah lifted her *face* as she listened to Daniel’s words.

2. Daniel set out for the city on *foot*.

3. Daniel looked for the *place* where Thacia would be dancing.

4. Daniel *headed* for Joel’s home first.

5. Someone gave *word* for the dancing to begin.

(continued)
Choosing Correct Meanings
Chapters 21–22

6. Daniel turned his _head_ at the sound of Thacia’s voice.

7. Thacia wanted to have a _word_ with Daniel.

8. Daniel swung around to _face_ Thacia.

9. Daniel stood for the longest time at the _foot_ of the hill.

10. Daniel said that there was no _place_ in his life for a wife.

11. Thacia made a sad _face_ after she heard Daniel’s words.

12. Daniel quickly returned to his _place_ in the village.

13. Daniel _placed_ a garland of flowers on Leah’s head.

14. Daniel was reluctant to _face_ Leah when he reached home.

15. Daniel lost his _head_ when he heard that Leah had been talking to the Roman.
### Determining Alphabetical Order

Words are listed in a dictionary in alphabetical order. Number the six words in each list below to show the order in which they would appear in the dictionary. Write a 1 in the blank before the word that comes first alphabetically, and so on.

**Example:**

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**H.**
Using a Pronunciation Key

Use the key at the bottom of the page to help pronounce the respelled words. Write the word correctly spelled on the line beside the Respelled Word. Use the Word List to help figure out the Respelled Word.

<table>
<thead>
<tr>
<th>Respelled Word</th>
<th>Word List</th>
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<tbody>
<tr>
<td><strong>Example:</strong>  [krinj’ ing]</td>
<td>cringing</td>
</tr>
<tr>
<td>1. [kruch’ æz]</td>
<td>confirmed</td>
</tr>
<tr>
<td>2. [ri fūzd’]</td>
<td>betrayed</td>
</tr>
<tr>
<td>3. [rē Ə liz’]</td>
<td>imagined</td>
</tr>
<tr>
<td>4. [skrēm]</td>
<td>scratched</td>
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<tr>
<td>5. [kən furmd’]</td>
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<tr>
<td>6. [rīz’ ing]</td>
<td>resigned</td>
</tr>
<tr>
<td>7. [kre’ vis]</td>
<td>eyelids</td>
</tr>
<tr>
<td>8. [bə trād’]</td>
<td>realize</td>
</tr>
<tr>
<td>9. [fə zi’ shən]</td>
<td>crevice</td>
</tr>
<tr>
<td>10. [ri zīnd’]</td>
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<tr>
<td>11. [skracht]</td>
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<td>12. [sun’ līt]</td>
<td>scream</td>
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<td>13. [i ma’ jind]</td>
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<tr>
<td>14. [i’ lidz]</td>
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**Phonetic Indications:**
- pat/ cå/ kår/ pet/ mē/ it/ nīç/ pot/ cōld/ nōrth/ book/ fōl/ boil/ out/ cup/ mōle/ burn/ sing/ thin/ this/ hw in white/ zh in pleasure/ ə in about
- The ’ mark indicates an accented syllable.
Using Guide Words

At the top of each dictionary page are guide words. These words are the first and last words on a dictionary page. The other words on the page fall in alphabetical order between the guide words.

Put the words in the word box in alphabetical order under the correct guide words. The first one has been done for you.

| changed | man | reached |
| master | bread | grasped |
| argument | king | scorn |
| friend | purpose | huddled |
| himself | broken | filing |
| third | rejected | fighting |

act—fin

1. argument

final—march

1. ________________

mare—tongue

1. ________________

2. ________________

3. ________________

4. ________________

5. ________________

6. ________________
Using Descriptive Words

List four words that can be used to describe each of the italicized words below. Write your words on the blanks. Be creative.

**Example:** ghost
1. pale
2. spooky
3. mischievous
4. floating

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<th>B. oath</th>
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<th>E. slave</th>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</table>
Writing a Journal Sample

Imagine that you are Daniel. In the sample journal below, write about the Roman’s visit with Leah after Jesus left.

Name _____________________________

THE BRONZE BOW
Creating a Character

Imagine that you are the young Roman, and you have just returned from seeing Leah. The other soldiers have many questions for you. Write your answers to the following questions on the lines provided.

Soldiers: How did you feel when you entered the Jew’s house?
Your Answer: __________________________________________

Soldiers: What have you learned during your time in Galilee?
Your Answer: __________________________________________

Soldiers: What would you hope others have learned about you during your time in Galilee?
Your Answer: __________________________________________

Soldiers: Would you want to return to Galilee in the future? Why or why not?
Your Answer: __________________________________________

Soldiers: What is your hope for the future?
Your Answer: __________________________________________
Creating a Picture

Draw one of the scenes the author describes in *The Bronze Bow*. Then write your own description of what you have drawn.

Name _____________________________
Writing a Book Recommendation

Do you think other students would enjoy reading *The Bronze Bow*? On the lines below, explain why you would recommend reading the book. Mention specific things you liked about the story. For example, did you think the story seemed believable? Did you think the characters were realistic? Did the descriptions of the setting seem accurate? If you didn’t like the book, tell why you would not recommend it.

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Explaining Feelings

The questions below ask you to describe the feelings you had as you read the book. Read each question carefully. Write your response on the lines provided. Explain why you felt the way you did. Be sure to use complete sentences.

1. How did you feel when Daniel, Joel, and Malthace made the pact to fight against the Romans?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. How did you feel when Daniel gave up his life on the mountain to take care of his sister?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. How did you feel when Simon offered his shop and house to Daniel?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(continued)
Explaining Feelings

4. How did you feel when Daniel bought the cloth for Leah to make a new robe?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. How did you feel when Rosh refused to help Daniel rescue Joel?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. How did you feel when Daniel convinced Joel to go to Jerusalem?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. How did you feel when Daniel invited the Roman into his house?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Optional Spelling and Vocabulary Lists

Here are eight word lists from the book. The words can be used as spelling or vocabulary words.

<table>
<thead>
<tr>
<th>Chapters 1–3</th>
<th>Chapters 4–6</th>
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(continued)
## Optional Spelling
### Vocabulary Lists

#### Chapters 13–15
- recompense
- embroidered
- intricacy
- theological
- derisive
- scandalous
- morsel
- cypress
- hostility
- carcass
- ferocity
- interfere
- forge
- memorized
- caressing
- curious
- sympathy
- alabaster
- confident
- inspiration

#### Chapters 16–18
- jealousy
- extravagant
- intrigue
- scruples
- lustrous
- ancient
- humiliation
- solitary
- gratitude
- centurion
- phalanx
- defrauded
- swarthy
- bereft
- guerrilla
- exploits
- catapult
- scurvy
- incredulous
- solemnly

#### Chapters 19–21
- projections
- fortified
- detachments
- oblique
- disheveled
- stupefied
- frenzied
- steward
- earnestly
- quiver
- atonement
- betrothed
- impulsive
- authority
- conferring
- blasphemy
- disciples
- ascended
- tormented
- precious

#### Chapters 22–24
- dignity
- frivolous
- festival
- animated
- miserably
- pomegranates
- sacrifice
- luscious
- conquered
- groveling
- intermittent
- hysterical
- exaltation
- averted
- concoction
- contorted
- involuntarily
- luminous
- liberating
- guttural
Supplementary Activities

Below is a list of ideas that could be used as supplementary or culminating activities.

I. Oral reading
   A. To the entire class
   B. To each other
   C. To the teacher
   D. To a tape recorder

II. Group discussions
   A. Author’s writing style
   B. Ideas gained from the book
   C. Parts of the book
      1. Most important
      2. Most humorous
      3. Most saddening
      4. Most exciting
      5. Most liked
   D. Characters
      1. Did the characters seem real?
      2. What did you like best about each character?
      3. What did you dislike most about each character?
      4. Which character was your favorite? Why?
      5. List questions to ask each character.

(continued)
Supplementary Activities

III. Spelling bee using words from the book

IV. Role-play situations from the book

V. Artistic creations
   A. Murals
   B. Dioramas
   C. Book jackets
   D. Posters
   E. Puppets
   F. Poetry
   G. Costumes
   H. Portraits
   I. Mobiles
   J. Songs
   K. Newspaper headlines, articles, and drawings

VI. Research
   A. Jerusalem at the time of Jesus
   B. Roman occupation of Israel
   C. King Herod
   D. Blacksmithing

VII. Read other books by the same author
Response Key

WORD ATTACK SKILLS

Making Compounds (page 9)
1. grandmother; 2. sunlight; 3. outlaws; 4. hillside; 5. tradesmen; 6. headdress;
7. loincloth; 8. wristbands; 9. blacksmith; 10. firelight

Finding Base Words (page 11)
1. patriot; 2. astonish; 3. anger; 4. hostile; 5. insist or insistent; 6. red; 7. deliver;
8. imagine or imagination; 9. passion or passionate; 10. fever; 11. intent; 12. rock;
13. intelligent; 14. steady; 15. stone; 16. haste or hasty; 17. fragrant; 18. laugh;
19. differ or different; 20. fine

Using Long Vowels (page 12)
1. blindfold; 2. released; 3. briefly; 4. rosy; 5. Obediently; 6. grindstone; 7. shyly;
8. cheesemakers; 9. proclaimed; 10. quietly

Adding Endings (page 13)
1. grown; 2. expression; 3. childish; 4. approval; 5. smaller; 6. stranger; 7. angry;
8. hatred; 9. taken; 10. arrival

Using Short Vowels (page 14)
1. amethyst; 2. delicately; 3. laughingstock; 4. headdress; 5. disadvantage; 6. uphill;
7. indistinct; 8. blackness; 9. medicine; 10. suspected

Listening for Syllables (page 15)
1. 3; 2. 2; 3. 3; 4. 3; 5. 1; 6. 5; 7. 3; 8. 4; 9. 2; 10. 3; 11. 4; 12. 4; 13. 3; 14. 3; 15. 2; 16. 3;
17. 2; 18. 3; 19. 4; 20. 5; 21. 1; 22. 3; 23. 4; 24. 3; 25. 2; 26. 3; 27. 3; 28. 2; 29. 3; 30. 3

COMPREHENSION SKILLS

Remembering Details (page 16)
1. Joel thought that Rosh might be the leader they were all waiting for. 2. Daniel's father
had tried to free his brother after he was sentenced to work in the quarry to pay his tax
debt. 3. Demons had possessed Leah since the time she had seen her father hanging on a
cross. 4. At first, he was treated like a hero, and then he was completely ignored. 5. Daniel
was worried that the Roman soldiers might remember him. 6. The people were hoping to
hear or see Jesus. 7. The men wanted to share the food with the people who waited
outside.
Classifying Words (page 17)
1. story/burn; 2. power/weapons; 3. Enoch/characters in the story;
4. glitter/symptoms of illness; 5. pebble/animals; 6. neighbor/relatives;
7. suspect/occupations; 8. outside/parts of a day; 9. shadow/feelings; 10. support/time periods

Sequencing Events (page 19)
Set 1: 2; 4; 5; 1; 3
Set 2: 3; 5; 1; 4; 2

Getting the Main Idea (page 20)
a. Rosh wanted to test Daniel’s abilities. b. Daniel wanted to make sure the old man was all right. c. No one checked on the woman and girl because they were afraid of the girl. d. Daniel didn’t want to add to Leah’s fears.

Making Inferences (page 22)
a. 2; b. 1; c. 2; d. 2; e. 1

Determining Fact and Opinion (page 24)

Understanding Special Meanings (page 25)
1. bothers me; 2. go unused; 3. in good order; from becoming run-down; 4. the unwanted responsibilities; 5. upheld; 6. were responsible for each other’s safety; 7. The news spread; 8. spoke only when necessary; 9. accepted; 10. done anything

Determining Feelings (page 27)
1. understanding; 2. surprised; 3. curious; 4. nervous; 5. embarrassed; 6. frightened; 7. angry; 8. restless; 9. uneasy; 10. confused

Using Cloze Reading (page 28)
1. Daniel; 2. faded; 3. coins; 4. market; 5. confusing; 6. courage; 7. smooth; 8. much; 9. knew; 10. knack; 11. paid

Classifying Word Groups (page 29)
1. where; 2. how; 3. when; 4. where; 5. when; 6. how; 7. how; 8. where; 9. how; 10. where; 11. where; 12. when; 13. when; 14. where; 15. where; 16. how; 17. when; 18. how; 19. where; 20. where
Matching Synonyms (page 31)
1. shoved; 2. crying; 3. followers; 4. bother; 5. muggy; 6. governor; 7. fort; 8. confused; 9. annoying; 10. scanty

Evaluating What You Read (page 32)
Responses will vary.

Discovering Meaning Through Context (page 33)
1. joyous; 2. gathered; 3. increased; 4. stole; 5. deny; 6. beat; 7. self-assured; 8. approach; 9. strange; 10. noise

Determining Cause and Effect (page 35)
Set 1: 5; 3; 1; 4; 2
Set 2: 4; 1; 5; 2; 3

Matching Antonyms (page 36)
1. experienced; 2. slouched; 3. weak; 4. special; 5. carelessly; 6. thanklessness; 7. fail; 8. trusting; 9. treachery; 10. forgiveness

STUDY SKILLS

Choosing Correct Meanings (page 37)
1. 3; 2. 4; 3. 1; 4. 5; 5. 3; 6. 1; 7. 2; 8. 2; 9. 3; 10. 3; 11. 4; 12. 4; 13. 2; 14. 1; 15. 2

Determining Alphabetical Order (page 39)
A. 3; 1; 2; 6; 4; 5
B. 3; 5; 2; 6; 4; 1
C. 5; 1; 2; 3; 4; 6
D. 3; 5; 4; 6; 1; 2
E. 2; 1; 5; 3; 4; 6
F. 2; 4; 5; 3; 6; 1
G. 5; 3; 4; 1; 2; 6
H. 3; 2; 5; 4; 6; 1

Using a Pronunciation Key (page 40)
1. crutches; 2. refused; 3. realize; 4. scream; 5. confirmed; 6. rising; 7. crevice; 8. betrayed; 9. physician; 10. resigned; 11. scratched; 12. sunlight; 13. imagined; 14. eyelids
Using Guide Words (page 41)

Using Descriptive Words (page 42)
Responses will vary.

Writing a Journal Sample (page 43)
Responses will vary.

Creating a Character (page 44)
Responses will vary.

Creating a Picture (page 45)
Responses will vary.

Writing a Book Recommendation (page 46)
Responses will vary.

Explaining Feelings (page 47)
Responses will vary.

CREATIVE SKILLS

Using Guide Words (page 41)

<table>
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<th>act—fin</th>
<th>final—march</th>
<th>mare—tongue</th>
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<td>1. master</td>
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<td>2. purpose</td>
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<td>3. broken</td>
<td>3. himself</td>
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<td>4. changed</td>
<td>4. huddled</td>
<td>4. rejected</td>
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<td>5. fighting</td>
<td>5. king</td>
<td>5. scorn</td>
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<td>6. filing</td>
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Responses will vary.

Explaining Feelings (page 47)
Responses will vary.
THE BRONZE BOW

WORD ATTACK SKILLS
Making Compounds
Finding Base Words
Using Long Vowels
Adding Endings
Using Short Vowels
Listening for Syllables

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SPREADING AND VOCABULARY
Optional Spelling and Vocabulary Lists

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