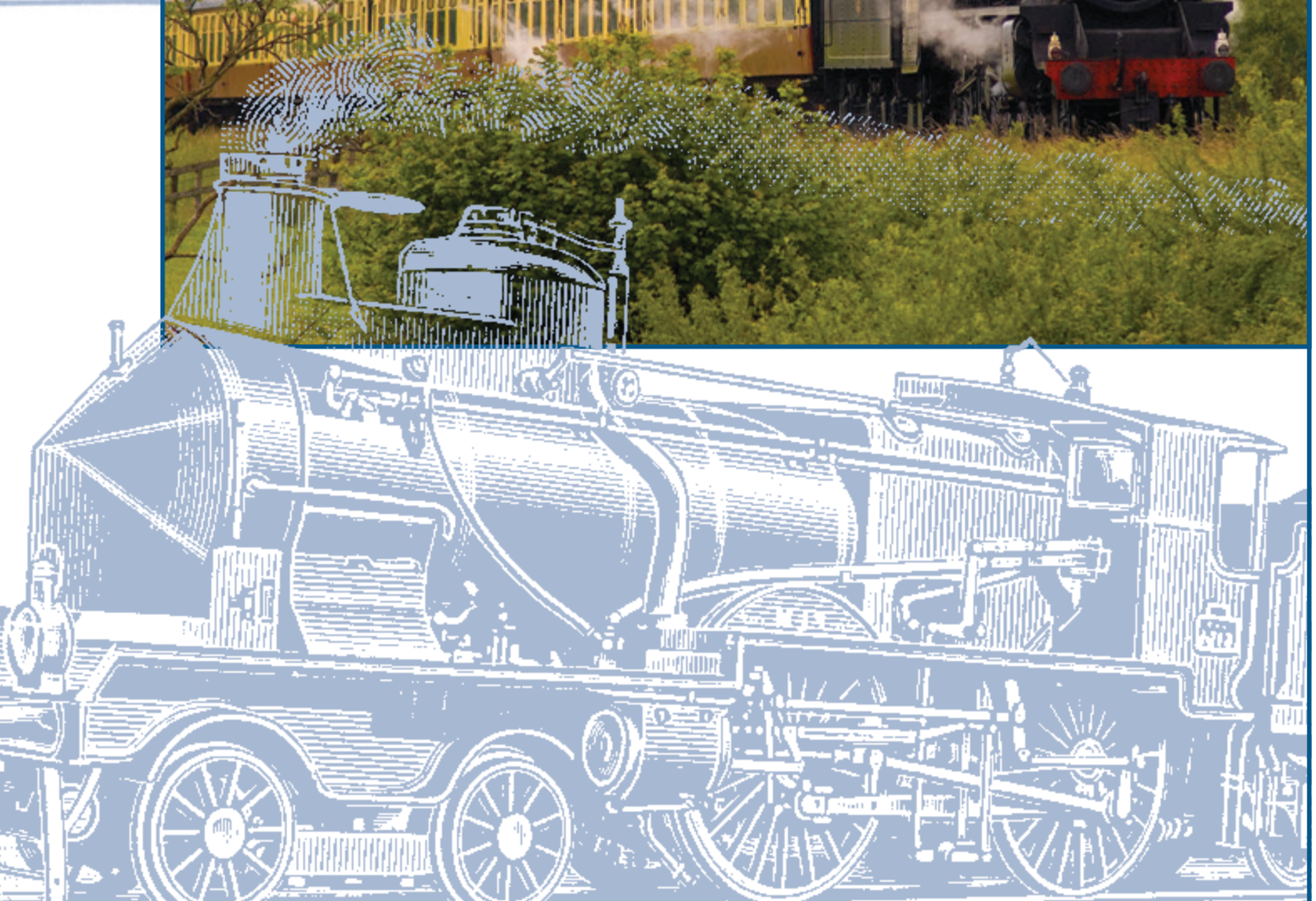


THE RAILWAY CHILDREN

COMPREHENSION GUIDE



THE RAILWAY CHILDREN

Comprehension Guide
by Parker Detweiler and
Laurie Detweiler

Designed by
Ned Bustard



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THE RAILWAY CHILDREN

How to Use this Guide

This guide is intended to help you study, understand and enjoy *The Railway Children*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training, he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education, we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: What did Anne name the geranium?

Answer: Anne named the geranium "Bonny."

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

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Chapter One—The Beginning of Things

1. What were the names of the railway children?

2. What did mother spend her time doing?

3. Why was father described as “just perfect”?

4. What toy did Peter receive for his tenth birthday? What became of it?

5. What did mother tell the children about the disappearance of father?

6. What did Ruth, the parlour-maid, tell the children about the disappearance of their father?

7. What did mother ask the children to do while she was away?

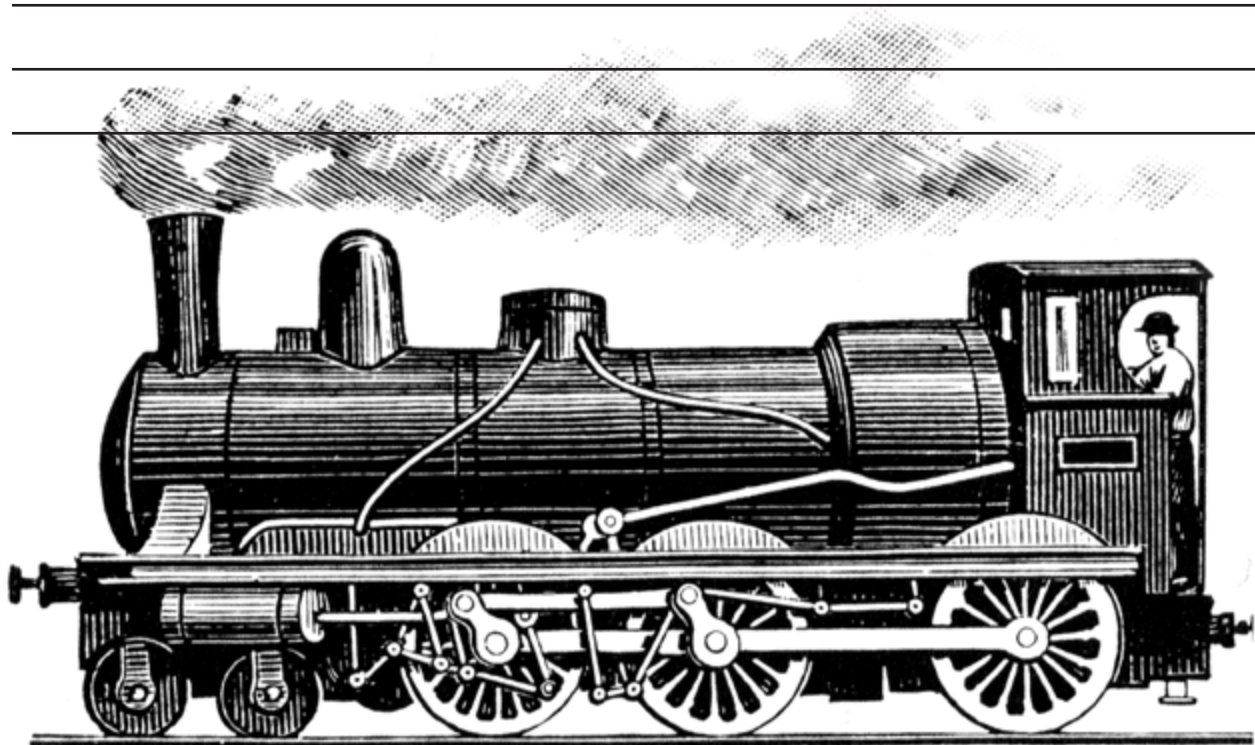
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Chapter One, Page 2

8. Who came on a visit to help with the children?

9. Why was Ruth sent away?

10. Why did the children and mother take a train trip?



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Project—Oatmeal Train

Materials

one empty oatmeal container

one empty cracker box

one empty cereal box (for extra cardboard)

masking tape

black and green duct tape

empty toilet paper roll, cut in half

small paper cup (to fit on top of toilet paper roll)

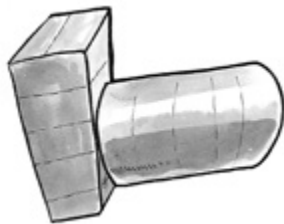
3 drinking straws

3 small skewer sticks

scissors

Directions

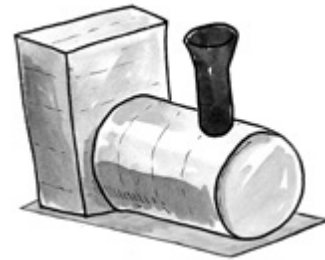
1. Using a small piece of masking tape attach the oatmeal container (steam engine) to the cracker box (driver's compartment). Wrap assembled pieces with green duct tape.



2. Create the smokestack by attaching the small paper cup atop the toilet paper tube. Wrap with black duct tape. Attach this to the train.



3. Cut a piece of cardboard that is the same length and width as the train.



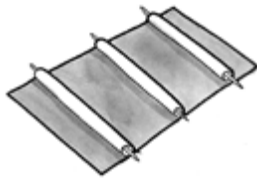
4. Cut out wheels approximately 3 inches in diameter from cardboard. Depending on the size of the train, cut out 4 to 6 wheels per train. Wrap each wheel in black duct tape.



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Project, Page 2

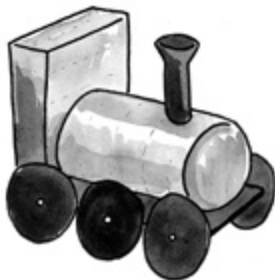
5. Cut 2 to 3 drinking straws (1 straw per pair of wheels) the same width as the cardboard. Using masking tape, tape into place. Slide a skewer stick through each straw leaving about a 1/2-inch overhang on either side.



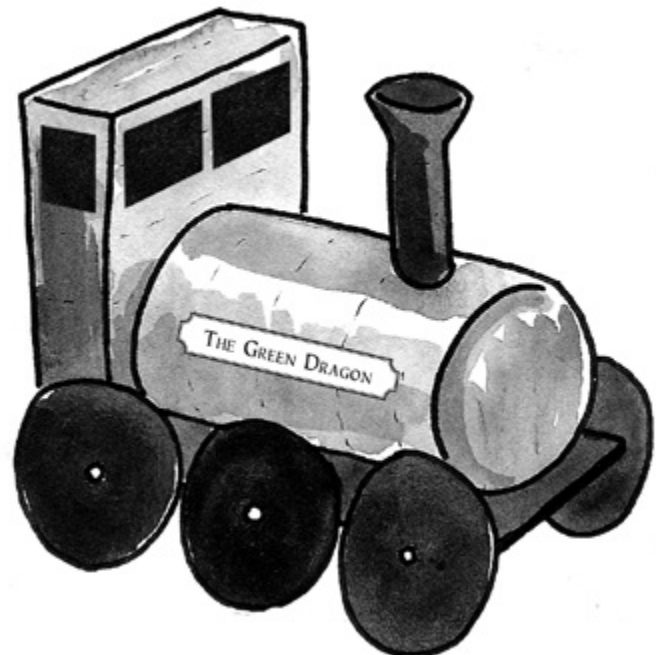
6. Attach the wheels by poking a small hole through the center of each wheel and pushing onto each skewer. Wrap base in black duct tape.



7. Place train onto wheel base and secure with tape.



8. Cut out and attach name placards and any other embellishments desired.



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Chapter Two—Peter's Coal Mine

1. What did the family have to eat for supper their first night in the new house?

2. Why did they toast Aunt Emma's health?

3. Why did the children want to get up early their first morning in the new house?

4. When Mother came looking for the children, where did she find them?

5. What did Mother find that they had missed when looking around the house the night before?

6. What treat did the children have for breakfast?

7. What did the children think the passing train resembled?

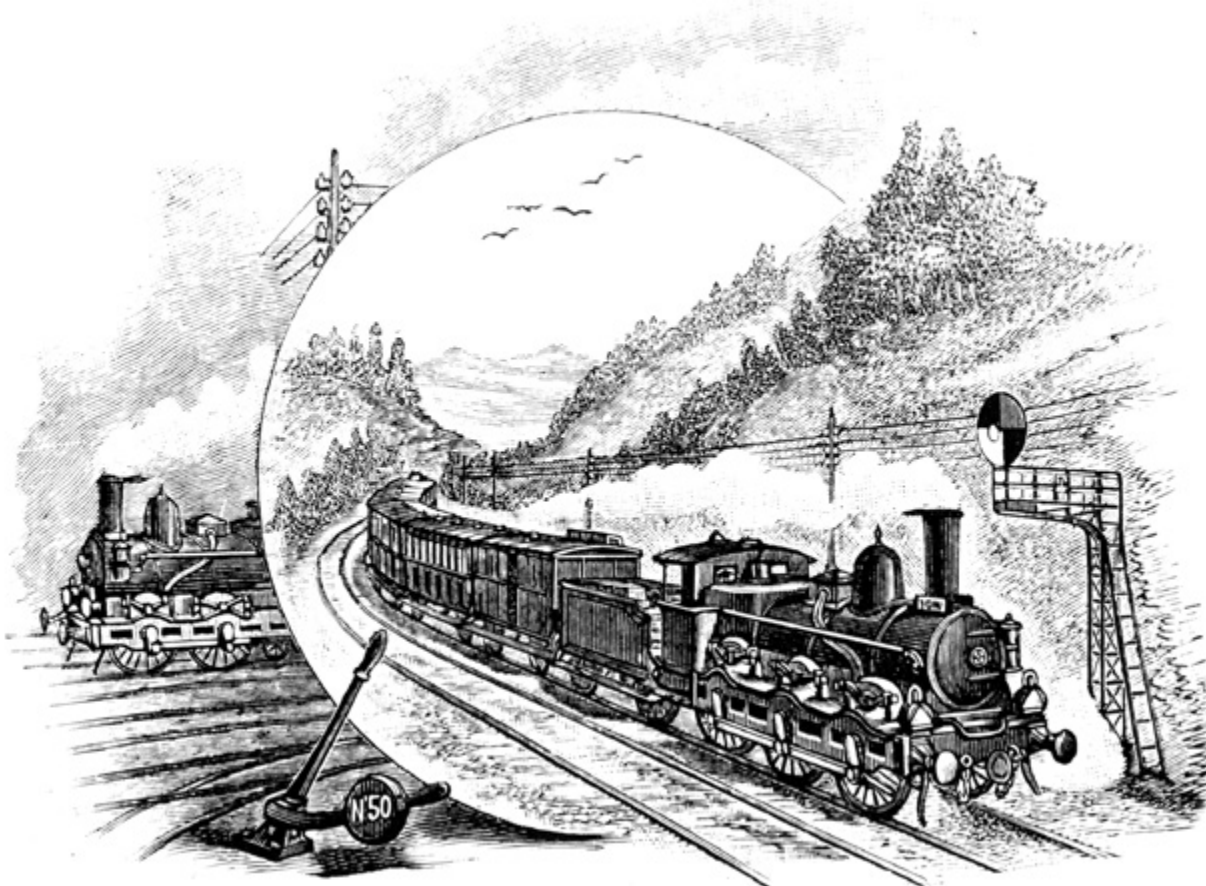
8. What was the line of whitewash on the coal bin used for?

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9. Why did Mother say they could not have a fire in June?

10. Where were Peter and his siblings mining for coal?



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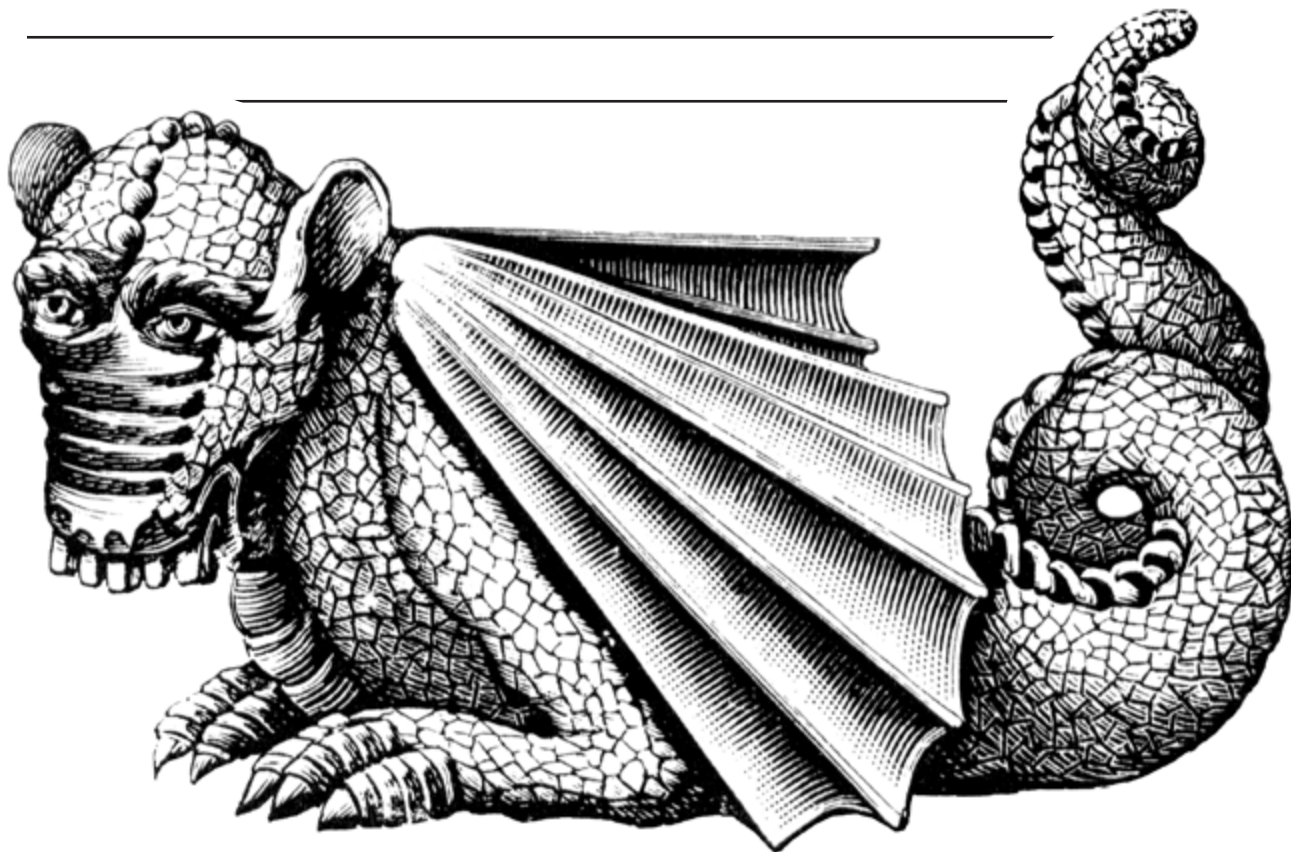
Chapter Three—The Old Gentleman

1. What are three names that the children gave to different trains that went by?

2. What did the children want the “Green Dragon” to take to their father?

3. What did the children’s mother send away in long blue envelopes?

4. What did Peter confess to the Station Master?



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Chapter Three, Page 2

5. What are the things that hook carriages together called?

6. What did the Station Master give each of the children?

7. Why did Peter want a notebook?

8. What diagnosis did the doctor give Mother?

9. Who tended to mother all through the night?

10. How were the children able to get the things the doctor ordered for their ill mother?

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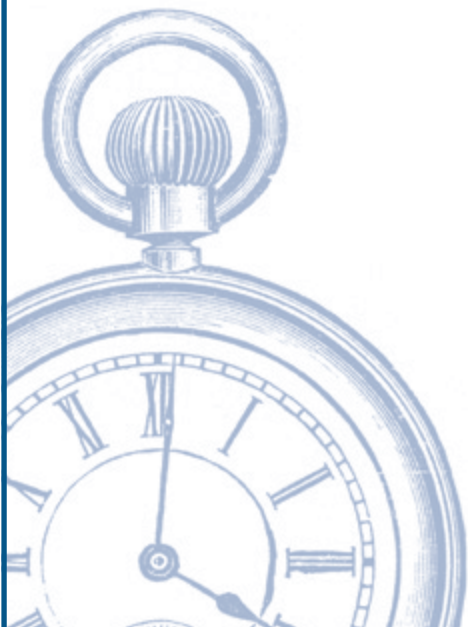
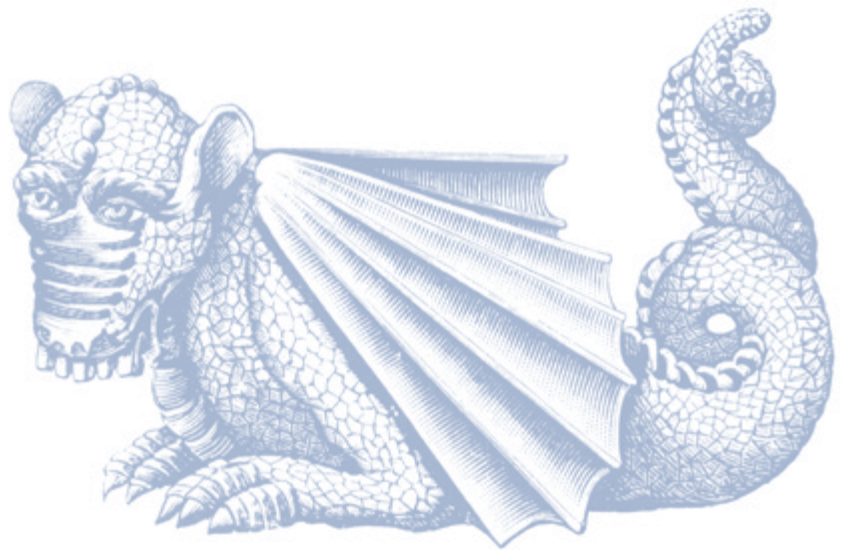
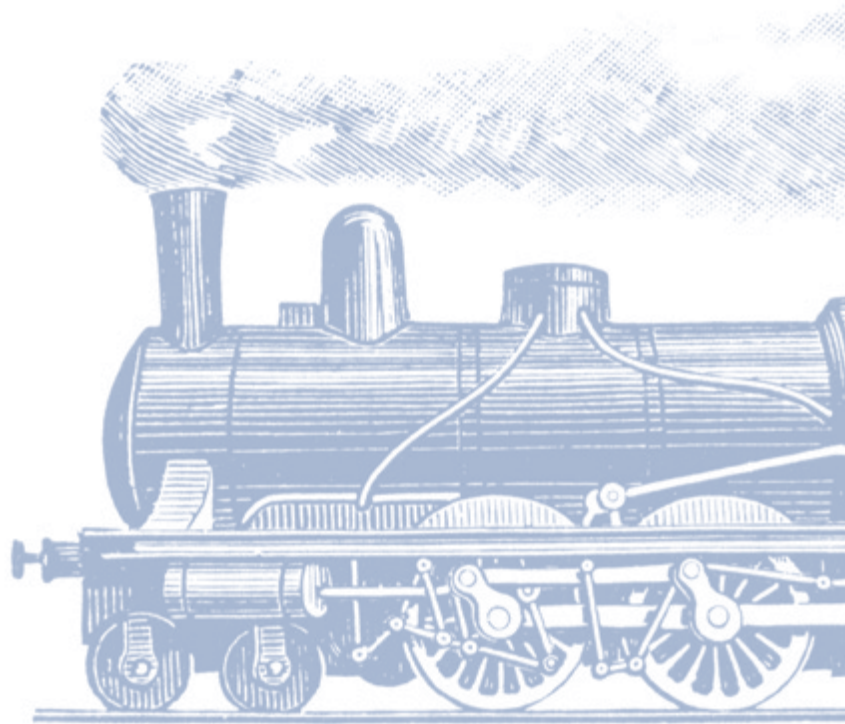
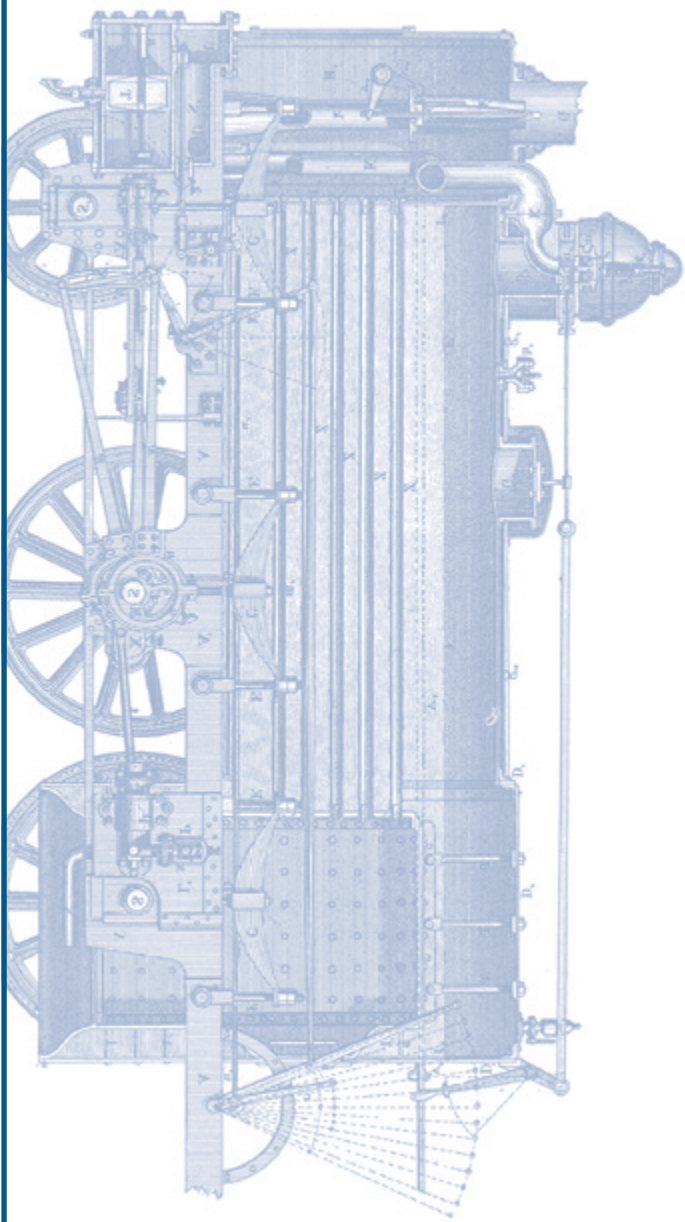
Chapter Four—The Engine-Burglar

1. Why was mother angry with the children?

2. Why did mother write a letter to the old gentleman?

3. Which of the children had a birthday to celebrate?





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