

Ox-Cart Man

By Donald Hall
Pictures by Barbara Cooney

Classroom Favorites

Teacher's Guide by Elanna Grover

A Perma-Bound Production



Note to the Teacher: This guide is not intended to be followed exactly. If you did all of the following activities, both you and your students would be tired of working with this book long before you finished. Instead, you are meant to pick and choose among the suggested activities based on the needs and interests of your particular group. You are encouraged to make adaptations, or to supplement the guide with activities of your own creation. Even though this book has no page numbers, this guide will refer to certain pages by number. Therefore, you may find it convenient to number the pages in your copy of the book, starting with the page showing the ox-cart man standing in front of the barn with his ox and his cart as page 1, and the page showing the geese in the barnyard as page 37.

Objectives

1. To (a) recall details, (b) make interpretations, (c) read critically, and (d) respond creatively to the book
2. To expand vocabulary through the use of context clues, picture clues, and class discussion
3. To have opportunities for a variety of writing experiences
4. To respond to the book through the use of art and drama
5. To gain an appreciation of how life in America in the early 1800s differs from life in America today
6. To gain experience in using maps and research skills

Evaluation

Teachers may evaluate students' mastery of the preceding objectives through their response to the Word Study Activities, Discussion Questions, and Activities sections of this guide. Each of the items in these sections has been coded to the objective(s) to which it relates. You will find this coding in parentheses following each item. For example (Obj. 1c; Obj. 5) would indicate that the preceding teaching suggestion relates to objective 1c and objective 5.

Synopsis

The ox-cart man and his family spend all year growing and making things to sell at Portsmouth market. The activities of this New England farm family are chronicled month by month. Wool from their sheep, a woven shawl, knitted mittens, candles, linen, shingles, birch brooms, potatoes, apples, honey, turnips, cabbages, maple sugar, and goose feathers are all packed into the ox-cart to be taken to market. After a ten-day journey, the ox-cart man sells all of his goods, including his ox and cart, and walks back home with a new

iron kettle, an embroidery needle, a Barlow knife, peppermint candy, and coins still jingling in his pockets. He then starts making a new ox-cart, yoke, and harness for the young ox in the barn, and so the cycle continues.

Critic's Corner

In poetic language, this story portrays the relationship between self-sufficiency and interdependence of a farm family in New Hampshire in the early 1800s. The text reflects the sparseness and simplicity of life at that time, and Barbara Cooney's illustrations convey a feeling of Americana.

Ox-Cart Man would be an appropriate selection for good second grade readers, and could also be used profitably with older students up to about fifth grade level who are studying early nineteenth century America.

Biographical Sketches

Donald Hall

Donald Hall was born September 29, 1928, in New Haven, Connecticut. He began writing poems when he was fourteen. He worked very hard at it, because he thought being a poet would make him "loved by women". As a teenager, he vacillated between becoming a "great actor" or a "great poet". He now feels that he has the best of both worlds, because as a poet, he is often invited to give lectures and this allows him to indulge his love of performing.

Donald Hall has attended Harvard University, Oxford University, and Stanford University. Most of his poetry is for adults and it has won many awards. He has been a professor at the University of Michigan and an editorial consultant for Harper and Row publishers. In addition to his poetry, his writings include textbooks on writing and literature, a play, a biography, an autobiography, and a collection of essays. He has also worked on a number of poetry anthologies.

Mr. Hall lives in New Hampshire at Eagle Pond Farm where his great-grandmother moved in 1865. This house is filled with things that the family has saved from the past. On his wall is a picture of his grandmother when she was a junior in high school, and hanging in his upstairs closet is the dress she was wearing in that picture. He also has three spinning wheels, twenty-five quilts, and his great-grandfather's underwear.

Donald Hall first heard the story of the ox-cart man from his cousin who said he had heard it as a boy from an old man who said he had heard it as a boy. He originally wrote "Ox-Cart Man" as a poem for

The New Yorker. It was only later that it was turned into a children's book.

Barbara Cooney

Barbara Cooney was born in 1917 in Brooklyn, New York, but her family always spent their summers in Maine. Her great-grandfather made his living carving cigar-store Indians and painting. Her mother was also an amateur painter in oils and watercolors, and Barbara always had access to all of her mother's art materials as she was growing up.

Mrs. Cooney lives in a large yellow sixteen-room house in a small town in Massachusetts, with her physician husband. Here she raised her four children, along with numerous dogs and cats, and even some ponies. Mrs. Cooney also raises vegetables and flowers and is an avid gardener.

Mrs. Cooney has illustrated over 100 books in her long career as an artist. She always does careful research to make sure that everything about her books is as authentic as possible. In her Caldecott acceptance speech she described some of the research that went into *Ox-Cart Man*:

"*Ox-Cart Man* is the story of a New Hampshire farmer who lived in the last century . . . Even though the story took place, as I said, just outside my back door, I still had to do some preliminary research. First of all, I had to establish **exactly** when the story could have happened. 'When' is very important to an illustrator because the sets (the landscape and architecture) must be accurate; so must the costumes, the props, the hairdos, everything.

To begin, I tackled the road that the ox-cart man would have followed. This, I found out, would have been one of the early New Hampshire turnpikes, one which opened to traffic in 1803. This was a toll road. The ox-cart man would have paid one and a half cents a mile for his two-wheeled cart. He paid by the axle, as we still do on the New Hampshire turnpikes. Going to the big markets along the seaboard were great events for New England farmers. Along the road were plenty of wayside inns where they could get hay for their horses and oxen and food for themselves . . . Every year thousands of carts and wagons passed this way until the railroads arrived in 1847 and commerce took to the rails.

Next I investigated Portsmouth and Portsmouth market to ascertain what buildings would have been there between 1803 and 1847. The main difficulty here was that Portsmouth buildings, including the market, had a bad habit of periodically burning down. It was a puzzle trying to figure out what was where and when.

What finally determined the date was the ox-cart man's beard. I wanted him to have a lovely red beard like Leon's. (Leon was a carpenter who was helping to build a home in Maine for Mrs. Cooney.) The story, therefore, had to happen between 1803 and 1847, when the turnpikes were busy, at a time when the brick market building in Portsmouth was standing, and when beards were in fashion. Thus, the date of 1832 was settled upon. After that it was downhill sledding all the way."

Introductory Activities

1. What can you tell about where and when this story takes place by looking at the cover of the book? (Obj. 1b)

2. In what ways is life today different from life over 150 years ago? (Obj. 5)

Word Study

Note to the Teacher: Following is a list of vocabulary words from the book which may be unfamiliar to your students. Most of these words will probably be unfamiliar because of the historical nature of the book. The vocabulary words that will be tested are marked with an asterisk.

*sheared p. 3, 33	honeycombs p. 7, 13
*shawl p. 3, 13	maple sugar p. 7, 13, 16
wove p. 3, 33	tapped p. 7, 31
*loom p. 3	*sap p. 7, 31
spun p. 3, 33	*valleys p. 10, 23
*spinning wheel p. 3	*yoke p. 20, 28
knit p. 3, 33	harness p. 20, 25
linen p. 5, 29	embroidery p. 20, 29
*flax p. 5, 29	*harbor p. 20
shingles p. 5, 13, 28	whittling p. 25
birch brooms p. 5, 13, 20	planks p. 28
*carved p. 5	squawked p. 37

Before reading the book, put the entire list of words on the chalkboard, an overhead transparency, or a ditto. Read the list aloud and ask each student to mark or copy any words that are unfamiliar to him/her. Have students look through the illustrations in *Ox-Cart Man* to see how many of the unfamiliar words can be figured out by looking at the pictures. Often the picture which depicts the word is not on the page where the word is first used. For example, sheared is first used on page 3, but the picture of sheep being sheared is page 34. Following is a listing of the vocabulary words along with the pages where they are pictured. If the word is not pictured in the book it will be followed by the letters NP (not pictured) See the list of books under "Making Connections to Other Books" for titles which may picture some of these words. (Obj. 2; Obj. 5)

*sheared p. 34	honeycombs NP
*shawl p. 4, 11, 14, 19, 30	maple sugar NP
wove NP	tapped p. 31, 32
*loom NP	*sap NP
spun p. 30	*valleys p. 10, 24
*spinning wheel p. 30	*yoke p. 1, 6, 9, 11, 28
knit NP	harness (see below)
linen p. 6, 8, 30	embroidery p. 26, 30
*flax p. 30	*harbor p. 11, 21
shingles p. 6	whittling p. 26
birch brooms p. 6, 8, 14, 26	planks NP
*carved p. 26, 27	squawked NP

(As I looked at the pictures, I could see nothing that looked like harness. The ox seemed to follow the ox-cart man without any sort of lead rope. The shafts of the cart appeared to be attached to the yoke by a length of chain. However, it is possible that this chain was made of leather rings and constituted a harness. This would be a good subject for students to research further.)

As students find pictures of each of the words, discuss them briefly so that students have some background information concerning the activities which they will read about in the book. (Obj. 6)

Discussion Questions

1. Why do you think the ox-cart man walked to Portsmouth market instead of riding in the cart? (Obj. 1b)
2. Compare the chores that the ox-cart man's family did to the chores that you do today. Tell how your chores are alike and how they are different from the chores in the book. (Obj. 1c)
3. Where do you think the ox-cart man slept at night while he was traveling to and from Portsmouth market? Where might his ox have slept? What do you think the ox-cart man and his ox ate during their journey? (After students have discussed this issue, you can read the excerpt from Barbara Cooney's speech found in the "Biographical Sketches" portion of this guide.) (Obj. 1b)
4. Why do you think the ox-cart man went to Portsmouth market in October instead of at some other time of the year? (This is when crops were harvested.) What would be the advantages and disadvantages of going to the market at other times of the year? (Obj. 1b; 1d)
5. If the children of the ox-cart man visited your classroom, what would be some of the things which would surprise them? (Obj. 5)
6. This book starts in October and ends in May. List the activities of the ox-cart man and his family during each of these months. Then make a list of the activities you think the ox-cart man and his family would be involved in during the months of June, July, August, and September. (Obj. 1a; 1d)
7. The ox-cart man came home from the market with coins in his pockets. Why do you think he bought so little at the market? What do you think he might be saving his money for? What do you think he might buy at Portsmouth market next year? If you were living at the time of the ox-cart man, what would you buy at the market? (Obj. 1b; 1d)
8. How do you think the ox-cart man felt about selling his ox? List some advantages and disadvantages of selling the ox. Why do you think the ox-cart man made the decision that he did? (Obj. 1b; 1c)
9. Compare travel today with travel at the time of the ox-cart man's journey. What are some other ways that the ox-cart man could have traveled to Portsmouth market? (Obj. 1c; 1d; Obj. 5)
10. Compare farms of today with the ox-cart man's farm. How are they alike and how are they different? (Obj. 1c; Obj. 5)

Activities

1. Make a mural in the shape of a large semi-circle. Divide the mural into seven pie shaped wedges and label each wedge with a month, starting with November and ending with May. Draw scenes showing the activities of the ox-cart man and his family during each of these months of the year. If you do this, you will have to imagine the activities of the family during the months that are not described in the book. (Obj. 4)
2. Imagine that television had been invented at the time of the ox-cart man and that a local station was doing a special program about Portsmouth market. Recreate Portsmouth market and videotape your version of this television special. You will want to give some background information about the market, and interview some of the people who are there. Various members of the class can dress in appropriate costumes and act as visitors to the market who are being interviewed. (Obj. 3; Obj. 4)
3. Write a diary that might have been kept by the ox-cart man, his wife, or either of his children. (Obj. 3)
4. Make a chart listing all of the things that the ox-cart man's family probably made or grew for themselves and all of the things that they would have had to buy. (Obj. 5)
5. Try to figure out exactly where the ox-cart man's farm might have been. First use an atlas to try to find Portsmouth. How many different Portsmouths did you find? Which one is most likely to be the one that the ox-cart man traveled to? Use the illustrations in the book and information about the author as clues. Find out how far the ox-cart man could travel in one day and use that information to figure out how far his farm was from Portsmouth market. See if you can discover something about the roads in the early 1800s to try to further pinpoint the ox-cart man's home. (Obj. 6)
6. The ox-cart man grew many different vegetables on his farm. Try making vegetable print pictures by cutting designs in different kinds of vegetables. Potatoes, turnips, and carrots make good vegetable prints, but try some other kinds of vegetables too. For example, broccoli dipped in paint and pressed against the paper might make good foliage for trees. (Obj. 4)
7. Reread the book and make a list of all the foods that are mentioned. Divide the list into foods you have tasted and foods you have never tasted. Take a survey of the rest of the class to see which foods they have never tasted before and make a graph of the results. Arrange to bring these foods to class so that everyone can try them. Make a list of other foods that are not mentioned in the story that you think the ox-cart man's family would have eaten. (Obj. 1a; Obj. 5)
8. Read the newspaper found at the end of the activities. Items in this paper were taken from the October 8, 1832 issue of the *New Hampshire Patriot and State Gazette*. Look at microfilm of other old newspapers to find out what prices were like in the early 1800s. Barbara Cooney has said that she chose the year 1832 as the date for her illustrations of this book, so you might want to get newspapers from that year. Calculate how much money you think the ox-cart man would have gotten for his goods and how much his purchases would have cost. Make your own version of a newspaper that might have been in circulation in the Portsmouth area at the time of the ox-cart man's visit. (Obj. 5)
9. Barbara Cooney won the Caldecott Medal for *Ox-Cart Man* in 1980. The Caldecott Medal is given each year to the illustrator of the best picture book published that year. In 1980 the Caldecott Honor Books were *Ben's Trumpet* by Rachel Isadora, *The Garden of Abdul Gasazi* by Chris Van Allsburg, and *The Treasure* by Uri Shulevitz. Read these three books and decide which book you would have awarded the 1980 Caldecott medal. Give reasons for your choice. (Obj. 1c)
10. You are one of the children of the ox-cart man, and you are very upset that he is taking the ox to Portsmouth market to sell. You helped raise this ox from the time he was born and he is like a pet to you. Prepare and perform a skit or write a letter in which you try to convince your father not to sell the ox. (Obj. 4)

11. Have a pioneer day. Students and teachers should dress as people did in pioneer times. Plan some pioneer activities such as the following:

Cooking Activities

- churn butter
- roast meat on a spit
- pop corn over open fire
- pull taffy
- pound dried corn into cornmeal and bake cornbread
- make applebutter or applesauce

Pioneer Crafts

- candle dipping
- embroidering a sampler
- making a braided rag rug (a small one makes a good hotpad)
- weaving cloth
- learning to knot or crochet a potholder
- quilting
- making birch brooms
- stenciling
- silhouettes
- basketweaving
- gravestone rubbings

Pioneer Games

- marbles
- hopscotch
- jumping rope
- Simon Says
- Hide the Thimble
- hoop rolling (use hula hoops)
- horseshoes
- charades
- sack race
- egg and spoon race
- skipping stones on a pond

Make a Pioneer Toy

- slingshot
- willow whistle
- corn husk doll
- top

Pioneer School

- have a blab school
- have a spelling bee
- make hornbooks (Cut a rectangular piece of cardboard with a handle at the bottom. Glue a paper onto your hornbook with the upper and lower case letters of the alphabet and several moral sayings such as "waste not, want not," "Pride goeth before a fall," and so on. Cover the hornbook with clean contact paper. In colonial times these hornbooks were made of wood with a thin covering of animal horn to protect the writing. Students studied their hornbook until they could read and write everything on it.)
- write with quill pens (Cut the end of a feather at a 45 degree angle to make a quill pen. Actually, pioneer students used slates for their school work because paper was very scarce.)
- bring your lunch in a lunch pail or a basket. Try to bring foods that were typical of pioneer times.

Learn Some Pioneer Songs and Dances

- "Turkey in the Straw"
- "Skip to My Lou"
- "Yankee Doodle"
- "Barbara Allen"
- "Down in the Valley"
- square dances
- reels
- (Obj. 5)

Making Connections to Other Books

1. Books About Pioneer Times:

- The Courage of Sarah Noble* by Alice Dalgliesh
- Indian Summer* by F.N. Monjo
- Dakota Dugout* by Ann Turner
- My Prairie Year* by Brett Harvey
- Go Find Hanka* by Alexander L. Crosby
- Aurora Means Dawn* by Scott Russell Sanders
- Cassie's Journey* by Brett Harvey
- Armintha's Paint Box* by Karen Ackerman
- The Cornhusk Doll* by Evelyn Minshull
- Pioneer Living* by Edward Tunis
- The Heritage Samples: A Book of Colonial Arts and Crafts* by Cheryl G. Hoople

2. Books which involve the four seasons:

- The Little House* by Virginia Lee Burton
 - Frog and Toad All Year* by Arnold Lobel
 - Summer Is . . .* by Charlotte Zolotow
 - Seasons* by John Berningham
 - Seasons* by Brian Wildsmith
 - Song of the Seasons* by Robert Welber
 - Around the Seasons* by Eleanor Farjeon
 - Burnie's Hill* by Eric Blegvad
- 3. Books About Buying and Selling:**
- The Piney Woods Peddler* by Paul Galdone
 - Socks for Supper* by Jack Kent
 - From Barter to Gold: The Story of Money* by Solveig Paulson Russell
 - General Store* by Rachael Fields
 - "Smart" from *Where the Sidewalk Ends* by Shel Silverstein
 - A New Coat for Anna* by Harriet Zieffert
 - Alexander Who Used to Be Rich Last Sunday* by Judith Viorst

4. Books about Farms and Farming:

- Yonder* by Tony Johnson
 - The Little Farm* by Lois Lenski (also about seasons)
 - Old MacDonald Had a Farm* by Robert Quackenbush
 - Early Farm Life* by Lise Gunby
 - Hannah's Farm* by Michael McCurdy
 - The Year at Maple Hill Farm* by Alice and Martin Provensen
 - On Granddaddy's Farm* by Thomas B. Allen
 - Farming* by Gail Gibbons
 - Jamie's Turn* by Jamie DeWitt
 - The Farm Book* by E. Boyd Smith
 - The Midnight Farm* by Reeve Lindbergh
- 5. Other Books by Donald Hall:**
- The Man Who Lived Alone*
 - Seasons at Eagle Pond*
 - Riddle Rat*

6. Other Books Written and/or Illustrated by Barbara Cooney:

- Chanticleer and the Fox* (Caldecott Medal Winner)
- Christmas in the Barn*

Hattie and the Wild Waves

Island Boy

Miss Rumphius

Little Brother and Little Sister

Wynken, Blynken and Nod by Eugene Field

When the Sky Is Like Lace by Elinor Lander Horwitz

Squawk to the Moon Little Goose by Edna Mitchell Preston

7. Other Related Books:

Sugaring Time by Kathryn Lasky

The Life Cycle of the Honeybee by Paula G. Hogan

Annie and the Old One by Miska Miles (weaving)

New Hampshire Patriot

October 8, 1832

NEW-HAMPSHIRE PATRIOT
Price \$2 per annum, if paid in
advance, \$3 per annum if not paid
within the year.

ABNER GREENLEAF, JR.

FEATHERS!

Just received and for sale by
ASAPH EVANS, at No. 4 Hill's
Building--1000 lbs. prime live
Geese Feathers; 1000 lbs. do. Sea
Fowl; 100 Buffalo Robes--for sale
cheap.

CASH FOR FLAX SEED, OATS, CORN, AND RYE.

The subscriber will pay cash and a
fair price for flax seed, oats, corn,
and rye, and most kinds of country
produce. Those persons that
intend bringing us Woollen Cloth,
Frocking, Yarn, Socks, and
Drawers, are desired to forward
them soon.

SAMUEL HERBERT
SAM WEST

YOUTH'S BOOK ON NATURAL THEOLOGY.

Just Published, With Numerous
Engravings, by Reverend Thomas
B. GALLAUDET, Late Principal
of the Am. Asylum for the Deaf
and Dumb. To exhibit and
illustrate the science of Natural
Theology with simplicity,
familiarity, and explicitness--and
in a manner that shall excite the
interest of the young reader, has
been the object of the author in
preparing this work. The systems
that have heretofore been
published, have generally
treated the subject so scienti-
fically, as to be confined
chiefly to the more elevated class

of readers.--Price 62 1/2 cents.
For sale at the Publishers' price by
CARTER HENDEE & CO.
Boston, and H. HILL & CO.
Concord.

GREAT SAVINGS TO LADIES
Teeth cemented in SHELL
COMBS, as strong as new,--only
eight cents a tooth. COMBS
POLISHED for six cents and
JOINED when broke apart for
twelve cents. Wrought and
French Combs repaired in
superior style by riveting or
cementing, by HENRY GEO.
ARTHUR, Original Golden
Comb, 204 Washington St.
Boston. Cash paid for old shell
combs.

\$20 REWARD

On Thursday, and 13th instant, a
young man by the name of
DEXTER MASON, about 21 or
22 years of age, hired a Mare and
Sulkey under pretence of going to
Concord, N.H. with about thirty
dollars worth of calf skin Shoes,
or Pumps which were manu-
factured by John Quimby, of
New-Chester, for Mr.
Richardson of said Concord. He
was heard of at Hooksett on
Thursday evening offering the
shoes for sale, since which no
information has been had from
him; he is about five feet seven or
eight inches high, dark
complexion and slender form. The
Mare is a light bay, about twelve
years old, with a star in her
forehead and one or more white
feet, about middling size,--the
Sulkey or Gig has been used
considerable, has an iron

axle-tree, and is of a chocolate
colour. Said Morgan is a native of
Grafton in Grafton County, N.H.
Whoever will secure said Thief
and give information to the
subscriber, shall receive ten
dollars, or twenty dollars for the
thief and property.

JONATHAN EATON

VEGETABLE PULMONARY BALSAM

This truly valuable remedy has
now been before the public for
four years, and has proved itself
the most valuable remedy
discovered for coughs, colds,
asthma, or phthisic, consump-
tion, whooping cough and
pulmonary affections of every
kind. Its sale is steadily increasing
and the proprietors are con-
stantly receiving the most
favorable accounts of its effects.
Price 50 cents For sale by Lowe
and Reed, and by the druggists
generally.

STATE OF NEW HAMPSHIRE
Colebrook, Sept. 21, 1832 Notice
is hereby given to the non-
resident proprietors and owners
of lands in the town of
COLEBROOK, state and county
aforesaid, who have not paid their
Highway, School, Town, State and
County taxes for the year 1832,
that so much of their
lands as will pay said taxes, with
incidental charges, will be sold at
public vendue, at the house of
Edmund Chamberlain,
Innholder, in said Colebrook, on
the 25th day of January next, at
ten o'clock in the forenoon,

unless prevented by previous
payment. N.B. The Highway tax is
64 cents, School tax 19 1/2 cents
State tax 6 1/2 cents, Town tax 6
1/2 cents, and the County tax 3
cents, on each of the following
lots of 100 acres each; and those
lots of less than 100 acres, taxes in
the same proportion.

D.G. HUTCHINSON,
Collector

NOTICE.

Ran away from the subscriber, on
Thursday the twentieth of August,
an indented apprentice boy by the
name of JONATHAN R. DOW.
This is to forbid all persons
harbouring or trusting him on my
account, as I shall pay no debts of
his contracting after this date.

DAVID PHILBRICK
Sept. 21, 1832

PRIVATE ACADEMY at Northwood, N.H.

The subscriber will open a
BOARDING SCHOOL, in
Northwood, on the 15th just.
Students will be prepared for
College or for entering one or two
years forward. Particular attention
paid to scholars of both sexes,
who intend to become teachers.
As the students will be with the
instructor, they can have aid in
their studies from an early hour in
the morning till the hour of
retirement in the evening. Board
from \$1.25 to \$1.50 per week;
tuition \$5 per quarter.

TIMOTHY HILLIARD

Vocabulary Test

Fill in the blank in each sentence with the correct word from the list below. (10 points each)

1. The ox-cart man put a _____ around his ox's neck so he could pull the ox-cart.
2. The ox-cart man saw tall ships in the _____ at Portsmouth Market.
3. When the ox-cart man _____ his sheep, his daughter used the wool to make mittens.
4. The ox-cart man walked over hills and down into _____ to get to Portsmouth Market.
5. At the time of the ox-cart man, many women wore _____ around their shoulders.
6. The ox-cart man's wife used her _____ to make yarn and linen thread.
7. The ox-cart man's family made linen from the _____ plants that they grew.
8. The ox-cart man's son _____ birch brooms to sell at Portsmouth Market.
9. The ox-cart man boiled the _____ from his maple trees to make maple sugar.
10. The ox-cart man's wife wove linen cloth on a _____ .

sheared
yoke

shawls
loom

carved
flax

spinning wheel
valleys

harbor
sap

Comprehension Test A

Underline all of the things that the ox-cart man sold at Portsmouth Market on the left-hand list. Underline all of the things that the ox-cart man bought at Portsmouth Market on the right-hand list. If the item listed was not something that the ox-cart man bought or sold at the market, do not mark it.

Things the ox-cart man Sold

1. birch brooms
2. milk
3. ox
4. linen
5. beets
6. maple sugar
7. honey and honeycombs
8. wheat
9. bag of goose feathers
10. yoke

Things the ox-cart man Bought

1. glass for his windows
2. flour
3. embroidery needle
4. water bucket
5. pitchfork
6. saw
7. wintergreen peppermint candy
8. dried beans
9. shoes
10. horse

Comprehension Test B

Underline all of the things that the ox-cart man sold at Portsmouth Market on the left-hand list. Underline all of the things that the ox-cart man bought at Portsmouth Market on the right-hand list. If the item listed was not something that the ox-cart man bought or sold at the market, do not mark it.

Things the ox-cart man Sold

1. shingles
2. ox-cart
3. carrots
4. mittens
5. eggs
6. bag of wool
7. candles
8. potatoes
9. butter
10. apples

Things the ox-cart man Bought

1. nails
2. iron kettle
3. sugar
4. coffee
5. salt
6. ribbon
7. pig
8. Barlow knife
9. ax
10. shovel

Answer Key

Vocabulary Test

- | | |
|------------|-------------------|
| 1. yoke | 6. spinning wheel |
| 2. harbor | 7. flax |
| 3. sheared | 8. carved |
| 4. valleys | 9. sap |
| 5. shawls | 10. loom |

Comprehension Test A

- | | |
|----------------------------------|--|
| 1. <u>birch brooms</u> | 1. glass for his windows |
| 2. milk | 2. flour |
| 3. <u>ox</u> | 3. <u>embroidery needle</u> |
| 4. <u>linen</u> | 4. water bucket |
| 5. beets | 5. pitchfork |
| 6. <u>maple sugar</u> | 6. saw |
| 7. <u>honey & honeycombs</u> | 7. <u>wintergreen peppermint candy</u> |
| 8. wheat | 8. dried beans |
| 9. <u>bag of goose feathers</u> | 9. shoes |
| 10. <u>yoke</u> | 10. horse |

Comprehension Test B

- | | |
|-----------------------|------------------------|
| 1. <u>shingles</u> | 1. nails |
| 2. <u>ox-cart</u> | 2. <u>iron kettle</u> |
| 3. carrots | 3. sugar |
| 4. <u>mittens</u> | 4. coffee |
| 5. eggs | 5. salt |
| 6. <u>bag of wool</u> | 6. ribbon |
| 7. <u>candles</u> | 7. pig |
| 8. <u>potatoes</u> | 8. <u>Barlow knife</u> |
| 9. butter | 9. ax |
| 10. <u>apples</u> | 10. shovel |

TEACHER'S NOTES



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