

The Story of the TREASURE SEEKERS

COMPREHENSION GUIDE



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THE STORY OF THE
TREASURE SEEKERS
*Being the Adventures
of the Bastable Children
in Search of a Fortune*

Comprehension Guide
by Ginny Walls

Designed by Ned Bustard

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THE STORY OF THE TREASURE SEEKERS

How to use this Guide

This guide is intended to help you study, understand and enjoy *The Story of the Treasure Seekers*. 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 they use to write a ransom note?

Answer: To write the note they used blood.

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 Council of Ways and Means

1. The beginning of our story tells us about the Bastable family home. How was their house described?

2. How many people lived in this house?

3. Draw a line from each of the children who lived in this house to the text on the right which best describes each one:

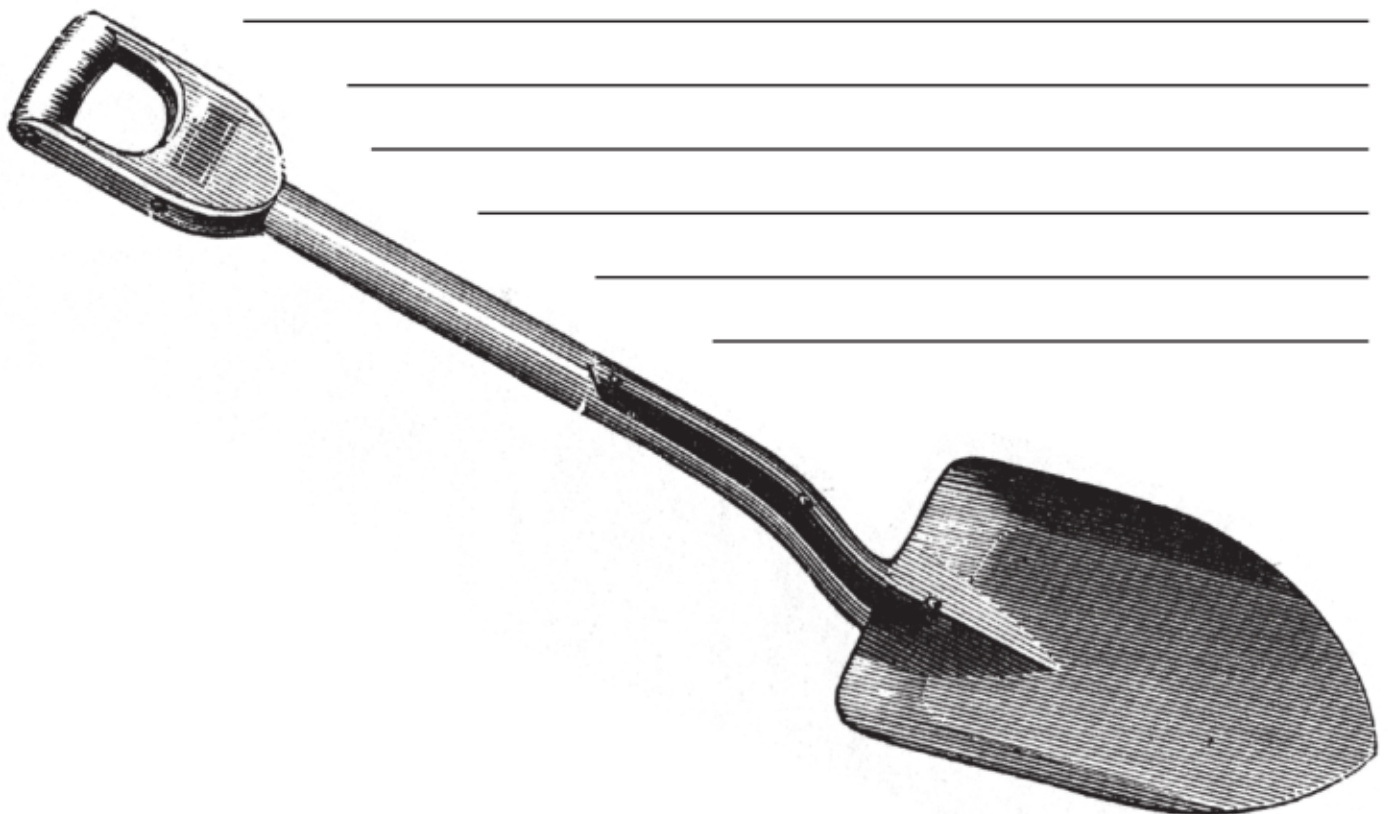
Dora	a ten year old twin
Oswald	nicknamed H.O.
Dicky	the Oldest
Alice	good at sums
Noël	won a Latin prize for his prep school
Horace Octavius	one of the twins

4. Which one of the children came up with the idea that they should seek for treasure and why?

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Chapter One, Page 2

5. Name some of the reasons the children were sure that the fortunes of the ancient House of Bastable were gone.



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Chapter One, Page 3

6. How do you know their father was upset by their current financial situation?

7. The children always kept a coin in the cash box for luck. What was it and how much would it be worth in US dollars?

8. Father had an interesting name for Dicky. What was it and why was it appropriate?

9. Noël's suggestion for finding treasure was to do what? Why was this a typical suggestion for him?

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Project 1—Vocabulary

There are some things you must do before reading a good book, because I have read books myself, and I know how beastly it is when a story begins and you don't know if Hildegarde is a good or a bad person since Hildegarde is described as "opprobrious," and you haven't a clue what that word means, and must slog it out for pages and pages, completely in the dark regarding Hildegarde's moral character. So, using a dictionary, define the following words:

pennon

baize

exchequer

boarding

preface

knickerbockers

dustbin

protracted

stow it

slanging

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Project 1, Page 2

moral force

braces

coiner

Maecenas

dragees

stupor

impenitent

benefactor

sherry

gruel

demeanour

gimlet

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Project 1, Page 3

pluck

dumb

divining rod

hauberk

portmanteau

parcels

scythe

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Project 2—British Money

Throughout this book there will be many references to British money—since the children are seeking to “restore the fallen fortunes” of the House of Bastable. Read the following to learn more about the Crown’s monetary system at the time the story takes place.

Before 1971, when Britain decimalized its monetary system, the currency used was divided into a system of pounds (£), shillings (s) and pence (d). The smallest unit of currency was a penny, the plural of which was pence (or pennies). There were 12 pence in a shilling and 20 shillings in a pound. How many pence were in a pound? The pound came in the form of a paper bill, called a note, or a gold coin, called a sovereign. Near the end of the nineteenth century when the story takes place, one pound was equivalent to about five U.S. dollars. At that exchange rate, about how many U.S. cents was one British penny worth?

Farthing (the lowest value coin)	=	1/4 penny
Ha’penny (Half penny—pronounced “heipni”)	=	1/2 penny
Penny (a copper coin)	=	one of the basic units (1d)
Threepence (pronounced “thrupence”)	=	3 pence
Sixpence (a silver coin also called a “tanner”)	=	6 pence
Shilling	=	12 pence (1s)
Florin (a silver coin)	=	2 shillings
Half-crown	=	2 shillings and 6 pence
Crown	=	5 shillings
Pound	=	20 shillings (£1)
Sovereign (a gold coin)	=	one pound

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Chapter Two—Digging for Treasure

1. What did the children call their neighbor, and how was he similar to them? Did they have a good relationship?

2. The children's neighbor had many strikes against him as far as the children were concerned. What clothing did Albert-next-door's mother insist he wear?

3. Alice told their neighbor that they were digging for what kind of treasure?

4. After a while the children even had their pet included in the digging. What kind of pet did they have and where did he get his digging practice?

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Chapter Two, Page 2

5. As the children were digging a tunnel to find their treasure, it came to be Albert's turn.

How did he want to dig for the treasure?

6. What happened to Albert while he was working on the tunnel?

7. How was Albert rescued from this catastrophe?

8. Albert-next-door's uncle was curious as to how his nephew ended up buried in the first place. Alice used the new words she'd learned in school to explain. What was her explanation?

9. Albert-next-door's uncle gave the children a prediction about how many coins are generally found on a treasure hunt. What was his prediction?

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Chapter Two, Page 3

10. How correct was his prediction, and what was his response?



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Project—Treasure in a Clay Pot

Follow the directions below to make your own red clay pot. Then hide some “treasure” around the house (candy, small toys, etc.) and create a treasure map directing a classmate or family member to the booty.

Materials

air-drying clay

bowl of water

clay tools or a pencil

tempera paint

Instructions

Take a lump of clay about the size of a golf ball, roll it into a sphere and then flatten to a circle that is approximately $\frac{3}{8}$ " thick.

Take a second lump of clay the same size as the first and roll it into a cylinder about $\frac{3}{8}$ " thick.

Score the flat circle with tools or pencil by making 1" score lines near the edge perpendicular to it. (See the top diagram.)

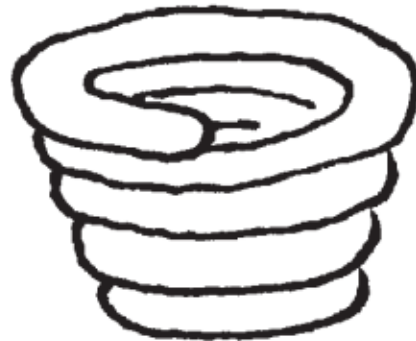
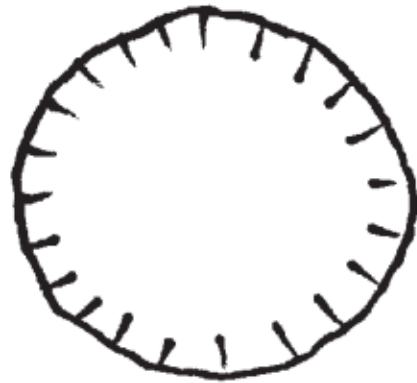
Take the cylinder and wrap it around the edge of the circle to build the first layer on top of the pot base.

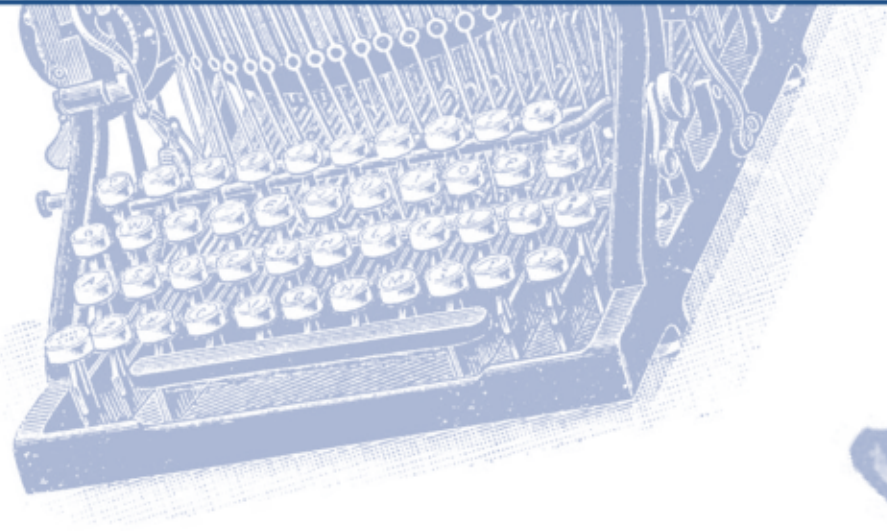
Repeat until desired height is achieved. (See the middle diagram.)

Wet hands and smooth walls of pot. (See the bottom diagram.)

Shape as desired and allow to dry.

Paint the pot after it is dry. (Use pictures from resources for ideas as to colors and designs.)





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