

# **The Hardy Boys**

## **- The Tower Treasure -**



By  
**Franklin W. Dixon**

**A Novel Study**  
**by Nat and Joel Reed**

# The Tower Treasure

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**About the Author:** Nat Reed, a member of the teaching profession for more than 35 years, served as a full-time instructor at Trent University's Teacher Education Program for nine years. For more information on his work and literature, please visit [reednovelstudies.com](http://reednovelstudies.com).

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# The Tower Treasure

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## Suggestions and Expectations

Each chapter of the novel study focuses on two chapters of *The Tower Treasure* and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

**Every activity need not be completed by all students.**

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story... and many others.

**Themes** which may be taught in conjunction with the novel include solving a mystery, justice and fairness, courage and perseverance, family and mentorship.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *personification*
4. Identify *similes*
5. Identify *anagrams*
6. Listing compound words
7. Identifying parts of speech
8. Identify *syllables*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Five W's and an H Chart
3. Create a synopsis
4. Identify the climax of the novel

### Character Activities

1. Compare characters
2. Identify the protagonist, antagonist
3. Relating personal experience

### Creative and Critical Thinking

1. Create a poem
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Create a journal entry
8. Opinion writing

### Art Activities

1. A Storyboard
2. Create a movie poster
3. Design a cover for the novel
4. Create a comic strip

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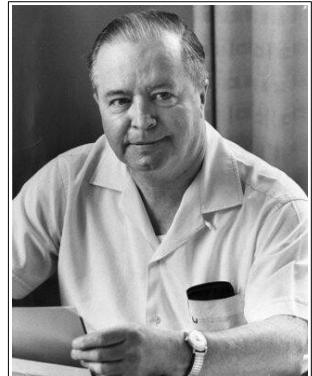


### Synopsis

In "The Tower Treasure," the Hardy boys, Frank and Joe, are on a high-stakes quest to prove their friend's father is innocent. A treasure has been stolen from the Tower Mansion and all clues point to the caretaker. But something doesn't add up. The brothers delve into a world of hidden clues, daring chases, and narrow escapes. As they piece together the puzzle, they find themselves up against a cunning thief with tricks up his sleeve. Will the Hardys outsmart the crook and find the treasure, or will the true villain slip through their fingers? It's a race against time in this heart-pounding adventure that will keep you guessing until the very end. Get ready to join the detective duo in unraveling the mystery of "The Tower Treasure"! (Courtesy of the Publisher)

#### **Author Biography** **Franklin W. Dixon**

**Franklin W. Dixon** is the pen name used by a variety of different authors who were part of a team that wrote the Hardy Boys novels. Dixon was also the writer attributed for the *Ted Scott Flying Stories* series, published by Grosset & Dunlap. Canadian author Leslie McFarlane is believed to have written the first sixteen Hardy Boys books, but worked to a detailed plot and character outline for each story. The outlines are believed to have originated with Edward Stratemeyer, with later books outlined by his daughters Edna C. Squier and Harriet Adams. Edna and Harriet also edited all books in the series through the mid-1960s. Other writers of the original books include MacFarlane's wife Amy, John Button, and Adams herself; most of the outlines were done by Adams and Svenson. A number of other writers and editors were recruited to revise the outlines and update the texts in line with a more modern sensibility, starting in the late 1950s. (Adapted from Wikipedia)



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## Student Checklist

Student Name

# The Tower Treasure



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Name:

# The Tower Treasure

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## Chapters 1-2



### Before you read this section:

It is important for an author to create an interesting **protagonist** (main character) for any work of fiction. *The Tower Treasure* actually features two protagonists, 18-year-old Frank Hardy and his 16-year-old brother, Joe. Do you think having two main characters would make a story more or less interesting? Why?




### Vocabulary:

Choose a word from the list to complete each sentence.

embankment	poised	vicinity	jalopy
confident	undaunted	vexed	invariably

1. Frank and Joe climbed into Chet's old \_\_\_\_\_ and headed off for town.
2. The tiger was \_\_\_\_\_ to leap onto the back of the mule.
3. "I was very \_\_\_\_\_ to hear that he had left," his mother said.
4. The girls climbed the \_\_\_\_\_ and started off across the field.
5. She \_\_\_\_\_ arrives early to meetings, no matter how tired she was.
6. Anthony was \_\_\_\_\_ by the steepness of the cliff.
7. Linda was quite \_\_\_\_\_ that she could give her speech without faltering.
8. The brothers found themselves in the \_\_\_\_\_ of their old home.

## Questions



1. What is the **setting** of the story at the beginning of Chapter One?


2. What errand were the boys on in Chapter One?


3. Describe the crisis the boys encountered in the first Chapter. Why did Frank think it was a professional job?


4. Why did the boys think that the thief didn't steal the car to sell it?


5. Why was Callie mad at Chet?


6. What major event did the Hardy boys learn about from Chief Collig?


## Language Activities



### A. The Good Old Indispensable Adverb!

An **adverb** is a part of speech defined as *a modifier (or helper) of a verb* (usually an action word). Often an adverb will end in the letters **ly** (i.e. *slowly*). Our novel features a good many creative adverbs.



1. *...the reckless driver suddenly pulled his car hard to the right...*

→ In this sentence, which verb does **suddenly** modify? \_\_\_\_\_

2. *...an embankment of tumbled rocks and boulders sloped steeply to the water below.*

→ In this sentence, what verb does **steeply** modify? \_\_\_\_\_

3. *The boys took the next curve neatly and started up a long, steep slope.*

→ In this sentence the adverb \_\_\_\_\_ modifies the verb \_\_\_\_\_

**B. A simile** is a comparison using the words “like” or “as”. We find an example of a simile in this section: *The car hurled toward them like a shot.* What is being compared in this example?

--

Invent your own **similes** comparing the following items with something from your own imagination:

- a) a windstorm on a hiking trail


- b) your choice


## C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



- a) read the clue in the right-hand column.
- b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of ***The Tower Treasure***.

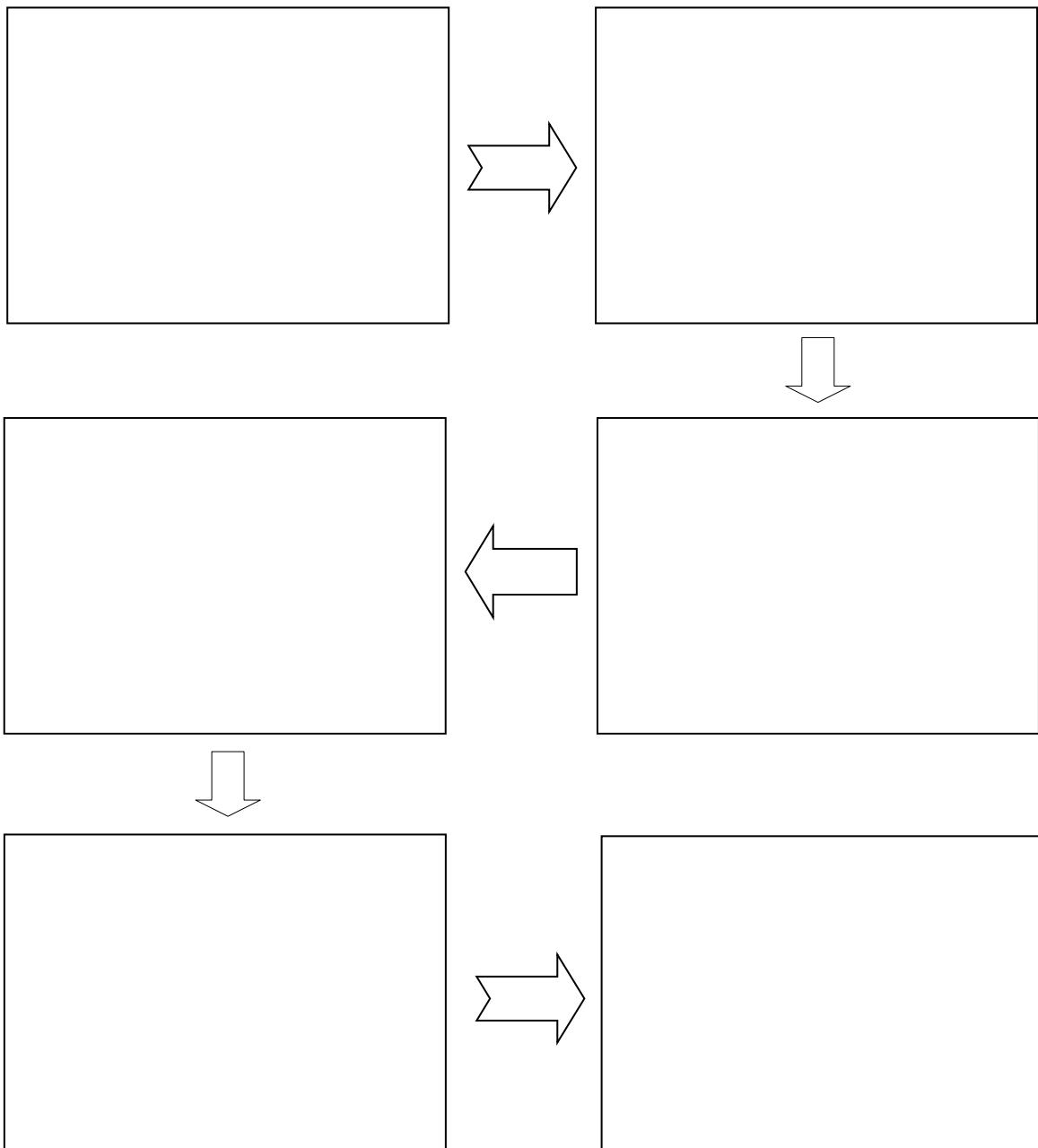
Word	Anagram	Clue
grips		A small stem bearing leaves or flowers.
dusty		Learning; schooling.
rocks		Seals bottles.
smile		Fruits.
sharp		Musical instruments.
state		Savor.
trail		Court case.

**D.** A number of fascinating characters have already appeared in the novel. For each of the three characters below think of three adjectives which would accurately describe him/her. Consider both appearance and personality.

Character	1	2	3
Frank			
Joe			
Chet			

## E. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



## Extension Activity



### A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section.



Beginning Picture:	Beginning:
Middle Picture	Middle:
Concluding Picture:	Concluding: