



BJ BookLinks®

❖ JOURNEY INTO LITERATURE ❖

The Lost Prince of Samavia

LESSONS, REPRODUCIBLES, & STUDY GUIDES



BJ BookLinks®

:: JOURNEY INTO LITERATURE ::

The Lost Prince of Samavia

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BJ BookLinks®: Journey into Literature for *The Lost Prince of Samavia*

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Introduction

BJ BookLinks are individual units based on full-length, grade-level-appropriate books published by BJU Press. They are intended to enhance and enrich the basic literature curriculum, not to replace it.

Contents

- A pocket folder printed with complete directions for enrichment activities.
- A teacher's guide with carefully planned lessons, vocabulary bookmarks, study guide questions, enrichment activities, and reproducibles.

Goals

- To provide reading instruction and experiences that broaden and deepen the ability of students to know, comprehend, analyze, synthesize, and evaluate what they read.
- To challenge or motivate students to expand their reading experiences.

Strategies

- Focus on scriptural applications that help build character and discernment.
- Develop an expanded vocabulary based on contextual clues.
- Directly instruct specific reading strategies and higher-order thinking skills.
- Foster an appreciation for literature and the enjoyment of reading.
- Integrate literature with other subject areas.
- Provide enrichment experiences.

The Lost Prince of Samavia may be used in the classroom or home with sixth, seventh, or eighth grade students as a part of literature, history, or biblical instruction.



SAMAVIA



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Chapters 1 and 2, pages 1–13

Lesson 1

Objectives

The student will

- Recognize fanciful elements in the story's setting.
- Identify and understand relationships between characters.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of living for eternity.

Planning the Trip



Gather

- ❑ A map of Europe
- ❑ Pictures of works by artists Raphael, Rubens, and Rembrandt

To be used in Lessons 1–20:

- ❑ A copy of *The Lost Prince of Samavia* for each student
- ❑ A Bible

Prepare

- ❑ A display of the following sentences:

I felt depressed just looking at the dingy gray house standing empty beneath a cloudy sky.

I was surprised that the king would treat a common boy with such honor and deference.

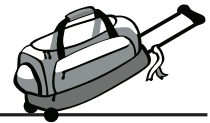
After months of being chained in a prison, the man rejoiced at being able to walk about unfettered.

Driven from her country, the queen lived in exile in a faraway land.

Sobered by the threat of war, the students recited the pledge of allegiance with great solemnity.

- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 1–4)
Note: You may choose to copy on cardstock and cut the corresponding bookmark. Distribute the bookmarks to the students during Developing Word Meaning. The Chapters 1–2 bookmark will be used in Lesson 1.

Packing Up



Introducing the Story

Discuss the setting of *The Lost Prince of Samavia*.

Display a map of Europe and call on students to name the countries they recognize. Explain that the story, though set in Europe, contains elements of fantasy in its setting. Most of the countries named in the book actually exist today in modern Europe, but the country of Samavia is fictitious.

- Where in Europe would you imagine the country of Samavia to be? (*Accept any answer.*)
- Judging from the cover of the book, would you expect this story to be set in modern times or an earlier time? (*an earlier time*)

Developing Word Meaning

Read aloud the sentences on display. Then read the following definitions. (The answers are provided in brackets.)

- *free; unrestrained* [unfettered]
- *earnestness; seriousness* [solemnity]
- *shabby; dirty; drab in color* [dingy]
- *forced absence from one's own country* [exile]
- *submission; respect for another's wishes* [deference]

After reading each definition, choose a student to look at the sentences and match the correct underlined word with that definition. Distribute vocabulary bookmarks to the students as an extra study aid for them to use while reading the assignment.

Traveling Along



Setting the Purpose

Explain that Marco, the main character, has an unusual life. Encourage the students to read to find out how his life up to this point has been different from other boys' lives and why.

Reading and Thinking

Ask these questions following the silent reading of pages 1–13.

- [interpretive] Is Marco's father wealthy? (*no*) How can you tell? (*He and Marco dress in shabby clothes and live in cheap lodgings.*)
- [interpretive] Why does Marco have few friends? (*He seldom lives in a place long enough to make friends; he has to keep most of his personal experiences a secret.*)

[critical] How is Marco's father different from other boys' fathers? *(He commands attention; he has an attitude of authority, as if he were meant to be obeyed; he has a job that is highly secretive and that keeps him moving unexpectedly from place to place.)*

[critical] What is Marco's relationship with his father like? *(close and loving; they respect each other and enjoy being together)*

- [interpretive] Why has Marco never seen his home country of Samavia? *(All his life, he and his father have lived as exiles in other countries.)*

[interpretive] Do you think Samavia is a powerful country? *(No, it is not powerful now, but it has been in the past.)*

[critical] Why is Marco's father proud of Samavia? *(because it is his own country; because it continues to fight bravely for its freedom against more powerful nations)*

- [interpretive] Why does Marco take his oath of allegiance on a sword? *(to show the seriousness and importance of the pledge he is making)*

[interpretive] What does the phrase "the life of my life for Samavia" mean? *(expresses a desire to give the very best part of one's life for Samavia)*

- [critical] Why is it important for Marco to learn the languages of the nations he lives in? *(so no one will suspect him of being a foreigner)*

[literal] What does Marco claim his father's occupation to be when asked? *(writer)* Is this true? *(no)*

[interpretive] Does Marco's father correct him for telling an untruth? *(no)*

[critical] What do you think Burnett, the author, believes about lying? *(that it is all right to lie to protect someone you love)*

[critical] Can you think of another way Marco could respond to questions about his father's work that would not reveal dangerous information but would still be truthful? *(Possible answers: He could answer that his father works from his home or has never told Marco exactly what he does.)*

[interpretive] What does Marco believe his father's occupation to be? *(patriot)*

- [critical] What is unusual about Marco's relationship with Lazarus, his father's servant? *(Lazarus treats Marco with great reverence and ceremony, even though Marco is only a boy and wears shabby clothes.)*

[literal] What does Marco's father believe is the most important skill Marco can learn? *(observation and memory of the world around him)*

[interpretive] How does Marco educate himself in the different cultures of the world? *(He spends time in the museums, libraries, and historical places of all the great cities, observing and listening.)*

Scriptural Application

Read aloud Hebrews 11:13–16. Remind the students that Marco and Loristan have both taken oaths to live and work for another country they have never even been to.

- How are Marco and Loristan like the believers mentioned in Hebrews 11? *(They are living for another country, just like believers are living not for this world, but for heaven.)*

- How can we "train ourselves" for heaven like Marco and Loristan are training for Samavia? *(Possible answers: by learning more about God, obeying Him, and growing in likeness to Jesus Christ.)*

Going Further



Journey with the Author

Share the information from the folder about Frances Hodgson Burnett.

Study Guide Questions

(Reproducible Questions—Lesson 1)

The questions may be used at any time following the silent reading.

Journey into Art

Show pictures of works by Raphael, Rubens, and Rembrandt. Divide the students into three groups and assign each group one of the artists to research. Direct each group to find information on the following items and report their findings to the class.

- the artist's nationality
- the artist's time period
- the artist's style
- the artist's most famous works

Journey into Medieval History

"What's in an Oath?"

(Reproducible Activity—Lesson 1)

Chapter 3, pages 14–23

Lesson 2

Objectives

The student will

- Define the term *legend* and understand the importance of legends in the history of certain peoples.
- Identify the literary technique of suspense.
- Use the dictionary to comprehend the meanings of new words.
- Apply the scriptural principle of being ready for Christ's return.

Planning the Trip



Gather

- A dictionary

Prepare

- A display of the following words: *squandered*, *detested*, *abdicate*, *pastoral*, *livery*
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 1–4)
Chapter 3

Packing Up



Introducing the Story

- What is a legend? (*Possible answer: a story handed down from earlier times, often believed by a group of people to be historical although not actually verified.*)

Share the following information about legends: *Legends are important in the history of a people. People like to know about those who have lived before them and helped to shape and define their society. Often legends are only partly based on historical fact, or they are unable to be proven true at all. Yet they are still valued as stories that help to make up the common heritage of a group of people. Beowulf, King Arthur, and Robin Hood are all examples of legends in the history of English-speaking people.*

- Can you think of any examples of legends that you have heard or read?

Explain that the legend revealed in Chapter 3 is the most important part of the culture of Samavia, the hinge on which all of its history turns. Explain that also in Chapter 3, Burnett hints at the mystery surrounding Marco's life

and future. Throughout the book, the author gives us clues to the mystery but withholds the resolution of the mystery until the end. This withholding of information is the literary technique of *suspense*.

Developing Word Meaning

Read the following sentences to develop the meaning of the vocabulary words. Choose students to tell which word would fit in the blank. Read the dictionary definition of each word.

City is to *urban* as *country* is to _____. (*pastoral*)

Policeman is to *uniform* as *manservant* is to _____. (*livery*)

Miser is to *hoarded* as *spendthrift* is to _____. (*squandered*)

President is to *resign* as *king* is to _____. (*abdicate*)

Liked is to *enjoyed* as *hated* is to _____. (*detested*)

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to discover the legend Marco has been told about his country of Samavia.

Reading and Thinking

Ask these questions following the silent reading of pages 14–23.

- [interpretive] What had Samavia been like hundreds of years ago? (*peaceful, happy, wealthy, filled with noble people*)
[interpretive] What had Samavia's peasant class been like? (*shepherd poets, courteous, stately*)
[interpretive] What happened to change Samavia? (*A new, greedy, jealous king came to power and brought poverty to the country. This stirred up the people to riots and wars.*)
- [critical] How was the young prince different from his father, the king? (*He was bigger and stronger and possessed valor, courtesy, and kindness. He was favored by the people.*)
[interpretive] What finally ended the reign of the wicked king? (*The people stormed the palace and demanded that he abdicate.*)
[interpretive] What happened to Prince Ivor? (*He was lost.*)
[literal] Who became king instead of the prince? (*a powerful noble*)
- [literal] What do “all brave hearts” of Samavia believe about the Lost Prince? (*that he will still return*)

[literal] Who found the prince at one point and smuggled him out of the country? (*an old shepherd*)

[interpretive] Why do people think that the Lost Prince died young? (*Otherwise he would have returned to help his country.*)

[interpretive] What reason does Marco's father give that the prince might have delayed his return? (*He was young, and, not having an army of his own, he could not have helped a country filled with his enemies.*)

- [critical] What is unusual about the man Marco encounters in the street near Buckingham Palace? (*He speaks to Marco in Samavian.*)

[critical] Why does Marco not respond to the greeting in the Samavian language? (*His father has taught him to speak only the language of the country he is in.*)

[interpretive] How does the man reveal that he knows Marco's father? (*He asks Marco to tell his father that Marco is a well-trained lad.*)

[interpretive] How does Marco feel when mysterious experiences like this happen to him? (*excited, intrigued, perhaps a little fearful*)

- [literal] What has Marco's father trained him to believe that he must be for Samavia? (*a soldier*)

[interpretive] What upsets Marco's father? (*He reads in the newspaper of cruelties to innocent peasants, women, and children.*)

[literal] What does Lazarus pray for when he sees Loristan suffering like this? (*He asks God to return the Lost Prince to Samavia.*)

- [literal] What two men does Marco see in the carriage that leaves the palace? (*the king and the man who spoke to him in Samavian*)

[interpretive] What position do you think "the man with the keen eyes" holds? (*Possible answer: any high position in the government closely related to the king.*)

[interpretive] Does he know more of the mystery of Marco's life than Marco himself does? (*yes*)

[appreciative] How does the author's use of suspense at this point in the story make you feel about continuing to read the book?

Scriptural Application

Read aloud 1 Thessalonians 1:8–10. Explain that Paul is writing this to the believers of the church in Thessalonica who have come to Christ through his preaching ministry. He commends them for their good example in witnessing, turning from their idols, and waiting for Christ's return.

- How are the Samavians in this story like the Thessalonian believers? (*They are waiting for the return of the Lost Prince, just as the Thessalonians are waiting for Christ.*)

- The Samavians hope that their Lost Prince will return one day, but they do not know for sure whether he ever will. How is our hope as believers different from their hope? (*We have God's Word that Christ will return.*)

Remind the students that as Christians, we have a responsibility to be always ready and waiting for the Lord Jesus Christ to return.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 2)

The questions may be used at any time following the silent reading.

Journey into Creative Writing

"The Lost Prince: Finish the Legend"

(Reproducible Activity—Lesson 2)

Chapter 4, pages 24–39

Lesson 3

Objectives

The student will

- Recognize development of character through dialogue.
- Identify the benefits of keeping up with current events.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of refusing to take revenge when wronged.

Planning the Trip



Gather

- ❑ A brief newspaper article about a current event in another part of the world

Prepare

- ❑ “Match the Meaning”
(Reproducible Activity—Lesson 3A)
Either make a copy for each student or prepare the reproducible vocabulary activity for display during Developing Word Meaning. Reproducible vocabulary activities have been provided for some lessons.
- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 1–4)
Chapter 4

Packing Up



Introducing the Story

Read the newspaper article to the students.

- Why is it important to keep up with events going on in other parts of the world? (*Possible answers: We can be more aware of how God is at work in His world; we can know what challenges people in other countries and cultures face; we can pray for foreign missionaries with more knowledge.*)
- What are some ways we can learn about events going on in other parts of the world? (*newspapers, online news, radio and television, magazines*)

Point out that Marco’s father feels it is very important to keep up with current events, especially those that affect his homeland of Samavia. This chapter will show that young people too can benefit from knowing what is going on elsewhere in the world.

Developing Word Meaning

Use “Match the Meaning” (Reproducible Activity—Lesson 3A) to develop an understanding of the vocabulary words. Work together with the students to complete the display copy of the page, or allow each student to complete a copy of the page independently.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Remind the students that in the early 1900s, when this book was written, people’s access to information was much more limited than ours is today. News from foreign countries would have taken a few days to reach London, and the only real source of news was the newspapers. Read to find out how the young people in the story receive their news.

Reading and Thinking

Ask these questions following the silent reading of pages 24–39.

- [interpretive] Why does the narrow side street capture Marco’s interest? (*It looks like the old part of London; he is curious about it.*)
[literal] What stops Marco halfway to the end of the street? (*He hears boys’ voices.*)
[literal] What is unusual about the boys’ leader? (*He is a hunchback who has to push himself around on a wheeled platform.*)
[interpretive] Is Marco’s first impression of this boy positive or negative? Why? (*Negative; he looks angry, speaks harshly to the boys, and throws a rock at Marco without even greeting him.*)
- [interpretive] What is the group’s first impression of Marco? (*They think he is a swell who has come to spy on their club.*)
[critical] How is Marco’s response to the stone-throwing unusual? (*He does not get angry; he is only curious as to why it was done.*)
- [critical] Why does the hunchback call Marco back when he starts to leave? (*to challenge him about his knowledge of events in Samavia*)
[critical] Why are the other boys so fascinated by the encounter between their leader and Marco? (*They can tell Marco is a leader too, and they are wondering what is going to happen.*)
[interpretive] Why does the hunchback call himself The Rat? (*He feels like a rat because he cannot stand up and move about freely; he has to scuffle around on his platform; he can defend himself only by biting.*)

[critical] How is The Rat's home life different from Marco's? (*The Rat does not have a kind, loving, interested father that he respects; his father is always drunk and beats him.*)

- [interpretive] How does The Rat know about the Lost Prince? (*He has read about him in a torn magazine he found in the street.*)

[critical] Why does Marco have to be careful in revealing how much he knows? (*His father has told him to keep their Samavian background and patriotic activity a secret.*)

[interpretive] How can Marco account for having so much knowledge about Samavia in a way that is still honest? (*He knows that there were more articles about Samavia in the magazine The Rat found.*)

- [interpretive] How do you know Marco is a good storyteller? (*His story about the Lost Prince holds the boys' attention and inspires them to want to fight for high ideals.*)

[critical] How do Marco and The Rat differ in their views of how the Lost Prince should deal with his enemies? (*The Rat thinks he should torture them and put them and their families to death; Marco thinks he should keep them alive and make them work for the country.*)

[interpretive] What reason does the author give for Marco's different view? (*He had talked much to a very sane man.*)

[interpretive] What does Marco believe those in the royal Fedorovitch line need to learn? (*laws, information about other countries, how to keep silent and govern themselves*)

- [literal] What has The Rat trained the other boys to do? (*drill like soldiers*)

[interpretive] Why does The Rat ask the boys to turn their backs? (*He does not want them to see him struggling with his emotions about not being able to use his legs.*)

[literal] What does The Rat discover about Marco as he leaves them? (*He has been drilled himself and is good at being a soldier.*)

Scriptural Application

Read aloud Romans 12:19. Remind the students that The Rat longs to see the Lost Prince take vengeance on his enemies by torturing them and putting their families to death.

- How does the Bible say we as Christians should handle revenge? (*We should not take our own revenge on those who wrong us; we should leave revenge in the hands of God and let Him handle it.*)

Read Matthew 5:43–45.

- Can you think of someone who has wronged you? What is the best thing you could do for that person, according to Jesus' words in Matthew 5? (*Love him; do good to him; pray for him.*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 3)

The questions may be used at any time following the silent reading.

Journey into Dialects

“Exploring Dialect”

(Reproducible Activity—Lesson 3B)

Journey into Current Events

Direct each student to bring in an article about a current event from a newspaper, website, or magazine. Give each student a few moments to tell what his article is about, what countries or people groups would be affected by the event, and how the event has affected his thinking about the world.

Chapters 5 and 6, pages 40–66

Lesson 4

Objectives

The student will

- Recognize the literary device of foreshadowing.
- Infer characters' opinions and motives.
- Use a dictionary to comprehend the meanings of new words.
- Apply the scriptural principle of being willing to live or die for Christ.

Planning the Trip



Gather

- ❑ A dictionary

Prepare

- ❑ A display of the following words: *scant, acquiescence, unaffected, vagabond, cavalier, interminable, deigned, hovel*
- ❑ “Crossword Fun” (individual copies) (Reproducible Activity—Lesson 4A)
- ❑ “Vocabulary Bookmarks” (Reproducible Bookmarks—Lessons 1–4) Chapters 5–6

Packing Up



Introducing the Story

- What is foreshadowing? (*suggesting that something is going to happen before it actually does*)

Explain that foreshadowing is hard for a reader to recognize until he has read a story or book completely through. Looking back, he can then see how earlier events pointed to later events. One incident at the end of Chapter 6 is especially important for the students to notice. The Squad holds a drawing of lots in which Marco and The Rat are linked as comrades in an imaginary adventure. Later in the book, the adventure will become reality as an intriguing drama involving the two boys unfolds.

Developing Word Meaning

Use “Crossword Fun” (Reproducible Activity—Lesson 4A) to develop an understanding of the vocabulary words. Display the list of words and allow the students to complete the puzzle on their own, using a dictionary as needed.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to find out what new information Marco learns about the Lost Prince.

Reading and Thinking

Ask these questions following the silent reading of pages 40–66.

- [interpretive] In what ways does Lazarus make poverty more bearable for Marco and his father? (*He keeps everything very clean; he mends, patches, and darns clothing; he makes good coffee; he serves with loyalty and respect.*)
- [interpretive] Why does Marco enjoy talking to his father so much? (*His father listens intently when Marco tells him things.*)

[interpretive] What does Marco believe about the Lost Prince? (*that his descendant is still in the world; that the Lost Prince's line has been preserved and is in training to be Samavian kings*)

[critical] How does Marco's father's opinion about what the Lost Prince should do differ from Marco's? (*Marco thinks that the Lost Prince should go to his people and tell them who he is; his father thinks he should make friends secretly and wait for a time to declare himself openly.*)

[literal] What does Marco think his father should do? (*look for the Lost Prince himself*)

- [interpretive] How does Marco know his father is about to tell him something important? (*He fixes his eyes on him intently as if deciding whether to say something.*)

[literal] Why is Marco's father not looking for the Prince? (*He believes he knows where he is.*)

- [literal] What was the occupation of the Ivor Fedorovitch who was found eighty years ago? (*head forester on a nobleman's estate in Austria*)

[interpretive] In Loristan's story, how is the Prince's behavior unusual when he is with the group of shepherds? (*When he hears the Samavians' prayer that God would send their king to them, he stands, lifts his face to the stars, and sheds great, heavy tears.*)

- [interpretive] What is the purpose of the secret society that was formed? (*to do good work for Samavia in secret, hoping eventually to bring back its king*)

[critical] How does this news of the secret society shed light on a previous event in the book? (*The man with the keen eyes who rode in the king's carriage is probably one of this secret society.*)

[interpretive] Does Marco's father believe that Marco himself has a part to play in the work for Samavia? (yes)

- [literal] What does Loristan say that Marco should tell The Rat about cruelty? (*It is foolish to be cruel; it is a waste of force.*)

[interpretive] What connection does Marco feel between Samavia and his father? (*He feels as if they are one; when he took his oath of allegiance to Samavia, he was taking it to his father; he longs to do great things, to die for his father if need be.*)

[interpretive] How can you tell that Loristan has confidence in Marco? (*He knows that if Marco is called upon to do a job, he will do it well.*)

- [interpretive] Why is The Rat in a bad mood when Marco joins the group? (*because Marco is late*)

[interpretive] What has The Rat's father told him? (*that Marco will not come back because his father would not let him*)

[interpretive] Why does The Rat apologize for offending Marco? (*He has had some good breeding because his father was a gentleman once; he is testing Marco to see if he has been bred as a gentleman.*)

[critical] Why is the group of boys not offended at The Rat's rough treatment of them? (*They like being entertained and taught by him.*)

- [interpretive] Why is Marco disturbed by the newspaper clipping that The Rat has found? (*He does not want the secret that his father knows about the Lost Prince to get out.*)

[interpretive] What oath do the boys take at The Rat's insistence? (*an oath of allegiance to the King of Samavia, promising to secretly work to bring him back to his throne if they can*)

[interpretive] Why doesn't Marco draw the map of Samavia he knows by heart? (*He must keep his knowledge of Samavia a secret as he promised his father.*)

- [literal] How does The Rat know about the Secret Party in Samavia? (*A man who has been in Samavia told his father about it.*)

[interpretive] What concern does Marco raise about the Secret Party and the Forgers of the Sword? (*They will not be able to stay hidden if the people of the streets talk and spread rumors about them.*)

[literal] Which two of the Secret Ones draw the lots to go forth on the special mission for Samavia? (*The Rat and Marco*)

Scriptural Application

Read aloud Philippians 1:21–23. Remind the students that Marco is willing to do just about anything—even die for the father he loves and respects so much.

- How can knowing Jesus Christ help us not to fear death? (*If we know and love Jesus Christ, death is the door through which we enter His presence, and then we can be with Him for all eternity.*)
- In what ways can you live for Christ here on earth today?

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 4)

The questions may be used at any time following the silent reading.

Journey into Geography

“Planning the Secret Route”

(Reproducible Activity—Lesson 4B)

Chapters 7 and 8, pages 67–87

Lesson 5

Objectives

The student will

- Identify incidents in the plot that hint at the story's outcome.
- Identify motives of characters.
- Comprehend the meanings of new words through discussion and sentence formation.
- Apply the scriptural principle of delighting in obedience to God's will.

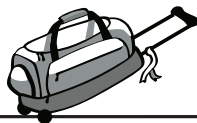
Planning the Trip



Prepare

- ❑ A display of the following words: *subterranean*, *aquiline*, *receding*, *investiture*, *carriage*
- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapters 7–8
- ❑ A display copy of the picture of the Yeoman Warder (Reproducible Activity—Lesson 5A). If possible, color the uniform blue with red insignia and trim.

Packing Up



Introducing the Story

Display the picture of the Yeoman Warder. Explain that men who wear this uniform guard the crown jewels and other treasures kept in the Tower of London. They are also known as Beefeaters. Explain that the origin of the name *beefeaters* is unknown but is similar to the Old English word for a servant which means “loaf-eater.” It is possible that the Yeoman Warders were better fed than other royal servants. In Chapter 8, Marco visits the Tower of London and learns some important information about Samavia.

Developing Word Meaning

Read each word on display, and explain its definition. As you discuss each word, invite students to use it in a sentence. When you have discussed all the words, challenge students to form sentences that use at least three of the words on display. (Example: A tall man with an *aquiline* nose and a kingly *carriage* strode fearlessly through the *subterranean* passage.)

subterranean—under the earth's surface
aquiline—eagle-like
receding—moving back or away
investiture—establishment in office
carriage—manner of bearing the body; posture

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

- Do you remember the last time you were given an important task to do? How did it make you feel to be trusted with that responsibility?

Read to find out what special assignment Marco's father gives him.

Reading and Thinking

Ask these questions following the silent reading of pages 67–87.

- [interpretive] Why does Marco not tell his father the story he has heard when he first arrives at home? (*because Loristan and Lazarus are very busy and preoccupied with their work*)
[interpretive] Why must Marco give a signal to his father's visitor? (*The visitor must know that his father is alone and that the way is clear for him to visit.*)
[critical] How can you tell that Loristan trusts Marco? (*He gives him this important errand and allows him to carry it out by himself.*)
[literal] What man is his father expecting? (*the same one Marco saw riding in the carriage with the king*)
- [interpretive] Why is it so hard for Marco to sleep? (*He is excited about his secret errand.*)
[interpretive] Why does Marco draw a sketch of the man his father wants him to give the message to? (*to let his father know that he will not have trouble recognizing him*)
[literal] What experiment does Marco do to make sure he wakes up at the right time? (*He tells himself what time to wake up, and he does.*)
[appreciative] Do you ever find that it's easy to wake up when you're excited about something you're going to do?
- [interpretive] What is Marco's mood while he is waiting in the street for his father's visitor to come? (*anxious, suspenseful, somewhat fearful*)
- [interpretive] How does the author's description of the scene help support the mood? (*She builds suspense by describing the silence, the emptiness of the street, the shadows, and the hollow sound of the policeman's steps on the pavement.*)

[critical] Why is it so important that Marco not give the message to the wrong person? (*Giving the message to the wrong person might raise someone's suspicion about Marco and his father; it could endanger them and their work for Samavia.*)

[interpretive] How does Marco make certain that he has the right person before delivering the message? (*He waits until he can see the person's face clearly before speaking to him.*)

[interpretive] What is the title of Loristan's visitor? (*prince*)

[literal] With what is the prince impressed about Marco, according to Marco's father? (*his calmness*)

- [interpretive] What kinds of things does Marco learn about the past when he visits museums like the Tower of London? (*what people's lives were like; where they lived and played; what their crowns and jewels looked like; what their portraits revealed about them*)

[literal] What news does Marco learn about Samavia from a sightseer? (*They had a bloody battle the day before outside Melzarr.*)

[literal] What is the befeater concerned will happen? (*A plague will spread because of all the dead.*)

[interpretive] What conclusion does Marco draw from this talk? (*It is time for the real king of Samavia to rise and return to claim the throne.*)

- [interpretive] What has The Rat done that shows Marco that he would make a good general? (*studied the fortifications around Melzarr and decided where would be the best spot to attack*)

[interpretive] Describe The Rat's plan for his and Marco's secret mission. (*They will pose as street beggars and travel through other countries carrying important messages to prepare for the Lost Prince's return.*)

Scriptural Application

Read aloud Psalm 40:8. Explain to the students that we can draw a lesson from Marco's attitude toward his father—how concerned he is to please his father, how desirous of being sent on a mission by him, and how eager he is to carry out that mission to the best of his ability.

- What can we learn from Marco's eagerness to obey and please his father? (*Not only should we obey our earthly parents, but obeying our heavenly Father should also be our desire and our delight.*)
- What is one thing you can do to please your heavenly Father today? Write it down and ask Him to help you do that for His glory.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 5)

The questions may be used at any time following the silent reading.

Journey into Character Analysis

"Friends and Foils"

(Reproducible Activity—Lesson 5B)

Journey into Memory and Observation Skills

Display the picture of the Yeoman Warder, or Beefeater (Reproducible Activity—Lesson 5A), again for about ten seconds. Then test the students' observation skills by asking questions about the details of the picture, such as, "How many stripes are on each sleeve?" "What letters are displayed on the front of the uniform?" "What shape is the insignia above the letters?" "Does the Yeoman Warder have a mustache?" and so on.

Chapters 9 and 10, pages 88–106

Lesson 6

Objectives

The student will

- Appreciate the importance of manners and courtesy.
- Infer emotions of characters.
- Use visual clues to comprehend the meanings of new words.
- Recognize the scriptural principle that no one can earn God's favor.

Planning the Trip



Prepare

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapters 9–10

Packing Up



Introducing the Story

- Have you ever wanted to tell an adult something important but were afraid he or she would think it was childish? (*Give one or two students an opportunity to share experiences.*)

Explain that in today's reading, Marco experiences these feelings when he wants to tell his father about the game he plays with The Rat and the other boys in the Squad. When you read, notice how his father responds to the idea and how it makes Marco feel.

Developing Word Meaning

Distribute vocabulary bookmarks to the students, telling them to notice the definitions for each word. Allow students to come to the front of the room one at a time and choose one of the vocabulary words to illustrate. The first student to guess which word is being illustrated then chooses another word to illustrate. Continue as time allows. Encourage them to use the bookmarks as an extra study aid while reading the assignment.

Setting the Purpose

Read to discover what happens to bring Marco and his father into closer contact with The Rat.

Traveling Along



Reading and Thinking

Ask these questions following the silent reading of pages 88–106.

- [interpretive] What does Loristan think of the map The Rat has drawn? (*He thinks that it is very good and that The Rat is right about the places that would have been best to attack.*)
[interpretive] Why does Marco hesitate to tell his father about The Rat's plan for him and Marco to give the signal? (*He is not sure his father will agree that The Rat's idea could be more than just a game.*)
[interpretive] How does his father reassure him? (*He acts interested and tells him he agrees that it does not seem quite like a game.*)
- [critical] What advantages would The Rat and Marco have as messengers? (*Because they are only boys and one is crippled, they would be able to move about freely without being suspected; they could overhear things; they know how to live on the streets, and Marco has the advantage of knowing many different languages.*)
[interpretive] How does Loristan remind Marco of the seriousness of such a mission? (*He tells him that there would be serious consequences—even death—if he were betrayed and caught.*)
[literal] How does Marco respond? (*with eagerness to give his life for his country and his father*)
- [interpretive] Why has The Rat come to Marco's house? (*to tell Marco and Loristan that his father has died*)
[critical] Why do you think The Rat chooses to come to Marco and not to one of the other boys in his Squad? (*Possible answers: He respects Marco and thinks of him as a friend; he knows Marco has a close relationship with his father.*)
[interpretive] Why is The Rat impressed with Marco's father? (*Even though he is poor, he is regal and stately, acts like a gentleman, and treats others kindly.*)
- [interpretive] Why is it important that The Rat be clean and neat for breakfast? (*It wouldn't be proper for him to sit at the table and eat with Marco and his father until he is clean.*)
[interpretive] Why is bathing a new experience for The Rat? (*Being clean has never been a priority for him and his father in their way of life.*)
- [critical] How is The Rat's opinion of Marco's father different from his opinion of his own father? (*He is fascinated with Loristan's kindness and courtesy and wants to see more of him; he does not care for his own father and does not even want to see his body.*)

[interpretive] Why does The Rat want to take his breakfast outside instead of eating with Marco and his father? *(He does not feel like their equal and is afraid they do not really want to eat with him.)*

[interpretive] How does Lazarus persuade The Rat to come to the table? *(He tells him that Loristan has seen something good in him or he would not have asked him to eat with them.)*

- [interpretive] What impresses The Rat about the table? *(Although the tableware does not look expensive, it is fresh, clean, and shiny.)*

[interpretive] How does Loristan help to ease the awkwardness that The Rat feels when they sit down at the table together? *(He gestures for him to sit on his right, and he turns attention away from him by pointing out that there isn't much food on the table; then he begins to talk to him about his map.)*

[interpretive] Why are Loristan and Lazarus amazed with The Rat's explanation of his map and his plans? *(They are amazed that a boy as young as The Rat can think so clearly and has formed such mature and clever plans for warfare.)*

- [critical] Why does Loristan believe it is right for them to follow The Rat's father's funeral procession? *(His father's life was lonely, and it is proper to show him pity in his death.)*

[interpretive] What makes The Rat decide to go? *(He thinks about the nobility of the Lost Prince's life and feels sorry for his father because there is such an awful difference between their lives.)*

[literal] Who else accompanies The Rat, Marco, Loristan, and Lazarus in the procession? *(the ten boys of the Squad)*

Scriptural Application

Read aloud Matthew 5:3. Point out that The Rat comes to Marco and his father as a poor and needy boy, with nothing to offer them in return for their kindness.

- How is the way The Rat comes like the way a sinner comes to Jesus Christ? *(When a sinner comes to Jesus for salvation, he has nothing to offer Him in return. There is no good in anyone and no way that anyone could earn the favor of God.)*
- How does the response of Marco and his father to The Rat's needs remind you of God's response to humble sinners? *(When a sinner comes humbly to God for salvation, God responds with mercy and kindness, just as Marco's father did.)*

Choose one or two volunteers to share their testimonies about how they came to Christ for salvation.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 6)

The questions may be used at any time following the silent reading.

Journey into Etiquette

“Test Your Table Manners”

(Reproducible Activity—Lesson 6A)

Journey into Writing

“Contrasting Fathers”

(Reproducible Activity—Lesson 6B)

Chapters 11 and 12, pages 107–121

Lesson 7

Objectives

The student will

- Identify causes of changes in relationships.
- Identify motives and fears of characters.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of being fit and ready to serve God.

Planning the Trip



Prepare

- A display of the following sentences:

After our neighbor died, Mom took food to the grieving family to help them in their time of extremity.

When the king was angry, the cook pacified him by making all of his favorite dishes for dinner.

You will be punished for speaking so impudently to someone in authority.

Mark's classmates chaffed him about his hair after he dyed it orange.

My teacher thought that the wording of a paragraph in my research paper verged on plagiarism because of its similarity to the source.

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapters 11–12

Packing Up



Introducing the Story

- Have you ever been worried that your friendship with someone else will change?
- What factors might cause changes to occur in friendships? (Possible answers: Friends might get busy and not have as much time to spend together; they might move far away from each other and not keep in touch well; friendships might change when the friends spend more time together and learn more about one another.)

In these two chapters, the author reveals The Rat's worries that his friendship with Marco will change for the worse.

Developing Word Meaning

Choose a student to read each sentence on display and try to explain the meaning of the underlined word from its context. Then beside each sentence, write the correct definition given below.

- extremity: *grave distress*
- pacified: *eased the anger of; made peace with*
- impudently: *with offensive boldness*
- chaffed: *teased; made fun of*
- verged: *came close*

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

The Rat worries that his friendship with Marco might change when their living arrangements change. Read to find out how Marco settles The Rat's fears.

Reading and Thinking

Ask these questions following the silent reading of pages 107–121.

- [interpretive] Why does The Rat's face look “pinched and hard” when he returns from the graveyard? (*He is thinking of the fact that there is nothing before him and nowhere to go.*)
[interpretive] What do you think The Rat is thinking while he and Loristan look at each other in silence? (*He is thinking that he wants to stay with Loristan.*)
[critical] Why do you think The Rat does not ask Loristan and Marco if he can stay with them? (*He does not want to impose or take advantage of their kindness; he feels he must wait for them to offer.*)
- [interpretive] Why does Loristan caution The Rat by reminding him that he is poor? (*He does not want The Rat to come with him out of false expectations for a wealthy life.*)
[interpretive] What is The Rat really looking for? (*a “place” where he might belong and have others to care for*)
[interpretive] Why has Loristan become The Rat's hero? (*He has cared for him and helped him in a time of desperate crisis.*)
[interpretive] Why does the Squad look sad and anxious? (*They are afraid they will not get to play the game with The Rat anymore if he goes with Loristan.*)
- [interpretive] What kinds of activities does The Rat look forward to doing at Loristan's home? (*drawing maps and battle plans; taking baths every day; going to museums and galleries with Marco*)

[literal] What does Loristan tell The Rat that makes him happy and excited? *(He is a new recruit under his command, just like Marco.)*

- [critical] Why does The Rat consider his new life in the home of Loristan luxurious? *(It is so much better than the life he has known that it seems like a life of luxury.)*

[literal] What request does The Rat make of Lazarus? *(He asks if he might do something for Loristan.)*

[interpretive] Why is Lazarus so reluctant to give up or share any of the tasks he does for Loristan? *(He has been serving Loristan since he was born and takes special pride in his work.)*

- [literal] Where does The Rat go each morning? *(out to practice walking with his crutches)*

[interpretive] Why does he want to become skilled at walking quickly with his crutches? *(so he will be ready if Loristan calls on him to go on an errand)*

[interpretive] Why does The Rat have trouble knowing what to call Loristan? *(He feels that he should call him by a more respectful title than “Loristan” but can’t think of one that sounds just right.)*

[literal] What does Marco teach The Rat on their walks? *(information about Samavia for him to commit to memory)*

[literal] What happens to The Rat as their walks continue over many days? *(He starts to gain strength.)*

- [interpretive] What does The Rat fear will come between him and Marco and hurt their relationship? *(He is afraid that Marco will be jealous because his father has taken The Rat into their home.)*

[interpretive] How does Marco set his fears to rest? *(He tells him that there is no reason to be jealous because they are all on the same side in an army, and they must work together against the enemy.)*

[critical] How are Marco and The Rat like the line of true Samavian kings at this time in their lives? *(Just as the Samavian kings were always waiting and preparing themselves to take the throne of a country, so Marco and The Rat are waiting and preparing themselves to be fit and ready for whatever Loristan might ask them to do.)*

Scriptural Application

Read aloud 2 Timothy 2:3–4. Remind the students that Marco’s and The Rat’s everyday activities are different from those of most normal boys because they are preparing for a special assignment if the opportunity ever comes.

- According to this verse, what attitude should we as Christians have about our lives? *(We should see ourselves as soldiers.)*

- What kind of training does a person go through before becoming a soldier? *(hard physical training to develop strength, endurance, and self-discipline)*
- What might a Christian do if he wants to be a strong, disciplined soldier for Christ? *(Possible answers: spend much time in prayer and in God’s Word; limit time spent on entertainment or empty pleasure; avoid careless waste of money on material things)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 7)

The questions may be used at any time following the silent reading.

Journey into Bible Study

“God’s Rules for Relationships”

(Reproducible Activity—Lesson 7A)

Journey into Persuasive Writing

“The Power of the Pen: Promoting Fitness”

(Reproducible Activity—Lesson 7B)

Chapter 13, pages 122–138

Lesson 8

Objectives

The student will

- Discern the incongruity that often exists between a character's external and internal features.
- Identify emotions and motives of characters.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle that God looks on the heart rather than the outward appearance.

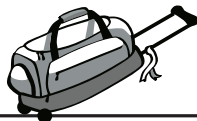
Planning the Trip



Prepare

- “Word Workshop” (classroom display copy or small group copies)
(Reproducible Activity—Lesson 8A)
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapter 13

Packing Up



Introducing the Story

Name some of the special talents the Lord has given your students, such as playing a sport, playing a musical instrument, singing, performing, drawing, excelling in a certain subject in school, and so on. Point out that they sometimes have opportunities to use their talents in a public setting, such as a game, concert, play, or school contest. Friends and family members can come and show their interest and support by watching them performing their special skill.

- How do you feel when your parents or some other special person takes an interest in the thing you like to do?

Encourage the students to notice how Marco and The Rat feel when Loristan comes to watch them practice the military drill.

Developing Word Meaning

Use “Word Workshop” (Reproducible Activity—Lesson 8A) to develop an understanding of the vocabulary words. Work together with the students to complete the display copy of the page, or divide the students into small groups to complete the page.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to find out what Marco's father thinks of the drill the Squad has been practicing.

Reading and Thinking

Ask these questions following the silent reading of pages 122–138.

- [interpretive] Why might The Rat have expected Loristan to tell him to forget about the Squad? (*He might have expected Loristan to think that drilling the Squad was just a childish game.*)

[interpretive] Why does Loristan's use of the phrase “your men” cause The Rat such delight? (*It implies that Loristan thinks of him as a man with authority over other men; it makes him feel that he has a place.*)

[literal] What qualities had The Rat meant to develop in the members of the Squad? (*order and discipline*)

[interpretive] What had the Squad feared would happen after The Rat went to live with Loristan? (*They had been afraid Marco's father would not let Marco and The Rat come back after he had seen how poor they are.*)

- [interpretive] Why does The Rat's face change color when Marco mentions that he wishes his father could see the Squad's drill? (*He admires Marco's father and is excited at the thought that he would see it, but he doesn't dare to hope that he will come.*)

[interpretive] What does Marco wish he could explain to The Rat during the game? (*all the details that he knows about Samavia—the points of entry of each city, the streets they would take, the uniforms they would see*)

[critical] Why does the Squad react with a salute when they realize Marco's father is standing in the archway? (*They have all learned to think of Loristan as a great man and to respect him.*)

[interpretive] How would The Rat have felt if Loristan had treated the drill in a joking manner? (*embarrassed, humiliated*)

[interpretive] What does Marco's father think of the drill? (*He thinks it is magnificent; it shows The Rat's military skill and efficiency.*)

[literal] What job has Loristan given The Rat to do? (*pick up a package in a shop*)

- [literal] What happens to Marco on his way home? (*He meets a beautiful young lady who trips and sprains her ankle.*)

[interpretive] Why is Marco drawn to the lady? *(She is kind, gentle, pretty, and graceful.)*

[interpretive] How does Marco show that he is a gentleman? *(He rushes to help the lady; he stays to see if she has been hurt; he is courteous and kind.)*

[literal] What does she ask Marco to do? *(walk home with her)*

[interpretive] How does the lady delay Marco when he starts to leave? *(She holds out her hand and says that she would like to talk to him and get to know him better.)*

- [interpretive] What subjects does the lady want to discuss with Marco? *(the Lost Prince, the political situation in Samavia, and what Marco's father thinks about it)*

[critical] Why is Marco cautious in how he answers the lady's questions about his father and Samavia? *(because his father has told him that silence is still the order)*

[interpretive] What in the lady's speech offends Marco? *(She criticizes his father for sitting at home doing nothing while his people in Samavia are dying.)*

[interpretive] How is Marco gracious to the lady after her mistake? *(He forgives her and assures her that he doesn't believe she meant what she said.)*

- [literal] What interrupts their conversation? *(One of the lodgers, a man, comes into the house.)*

[literal] What does the lady ask Marco to do before he leaves? *(run up to the drawing room and bring her the purple book from the table)*

[critical] Do you think people can always be trusted based on manners and appearance? *(No; kind, beautiful people are not always honest, good people.)*

Scriptural Application

Read aloud 1 Samuel 16:7.

- What part of a person do human beings look at? *(the outward appearance)*
- What part of a person does God look at? *(the heart)*
- Which part of a person is most important? *(The condition of a person's heart is more important than his appearance.)*

Point out that we must be much more concerned about the appearance of our hearts in God's eyes than about our physical appearance in others' eyes.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 8)

The questions may be used at any time following the silent reading.

Journey into Literary Elements: Point of View

“Through Whose Eyes?”

(Reproducible Activity—Lesson 8B)

Journey into Military Commands

Invite a member of the armed forces to come to the classroom to demonstrate and teach the students some basic drill commands, such as Fall In, Attention, Right Face, About Face, At Ease, and so on.

Chapters 14 and 15, pages 139–159

Lesson 9

Objectives

The student will

- Identify differences between appearance and reality.
- Identify the relationship between a character's thinking and his behavior in a time of crisis.
- Use verbal clues to comprehend the meanings of new words.
- Apply the scriptural principle of centering our thoughts on God's Word.

Planning the Trip



Gather

- A dictionary

Prepare

- A display of the following words: *amiable, cowed, inquisitor, phosphorescent, piteously*
- "Vocabulary Bookmarks"
(Reproducible Bookmarks—Lessons 9–12)
Chapters 14–15

Packing Up



Introducing the Story

Direct a discussion using the following questions:

- What can we learn about someone from his or her appearance?
- How can appearances sometimes deceive us?
- Can we learn about a person's character in only one brief conversation with him or her?

Remind the students that in the last chapter they read, Marco met a beautiful young lady whom he thought was gentle, brave, and loyal to Samavia. But in today's reading he learns that people are not always what they seem to be.

Developing Word Meaning

Direct the students' attention to the list of words on display. Give one student a dictionary, and then direct him to choose a word from the list and look it up. When he reads the definition aloud, the other students may take turns asking yes-or-no questions such as, "Does it begin with a prefix?" "Is it a four-syllable word?" "Does it start with an A?" until someone guesses the word. The

person who guesses correctly must use the word in a sentence and then choose a different word to look up. The game continues until all the words have been used.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to find out how well Marco remembers his training in a time of crisis.

Reading and Thinking

Ask these questions following the silent reading of pages 139–159.

- [interpretive] What does the lady reveal as her true purpose in pretending to sprain her ankle? (*She wanted to get secret information from Marco about his father and Samavia.*)

[critical] How does the author emphasize the irony of the lady's words? (*Burnett contrasts the pretty, gentle tone of the lady's voice with the evil, deceitful purpose she is revealing.*)

[interpretive] How does she reveal to Marco that the sprained foot was a trick? (*She stands up and says she will have to find the book herself.*)

[literal] How does Marco come to understand that the man and woman are political spies? (*His father has trained him to be aware of these kinds of people.*)

[interpretive] How does her betrayal make Marco feel? (*shocked at her treachery but disdainful that she would stoop to such a trick*)

- [interpretive] How does the lady try to find out if Marco knows Russian? (*She says negative things about Marco's father to her companion in Russian, hoping that Marco will defend his father and give away that he understands her.*)

[interpretive] How does Marco avoid giving away that he understands Russian? (*He listens to her with a blank face and an uninterested air.*)

[interpretive] How does the man use threats to try to get Marco to tell what he knows? (*He says that he will not let Marco leave the house and will lock him in the wine cellar if he will not answer their questions.*)

[literal] How does Marco respond to his questions? (*He says "I know nothing" or he does not answer at all.*)

[critical] What motivates Marco to keep silent in the face of threats? (*He wants to obey his father, who has told him that silence is the order.*)

[critical] Why does Marco's lofty, noble manner make the man and woman feel angry and uncomfortable? *(They can see that he is good and brave like his father, and they know that they are not.)*

- [critical] What keeps Marco from giving in to fear in the dark cellar? *(He remembers his training from his father that he must keep control of his thoughts; he thinks of ways to get out; he thinks about pictures he has seen in the art gallery.)*

[literal] What does he discover is living in the cellar? *(a mother cat and her kittens)*

[interpretive] How is this fact comforting? *(It makes him feel that he is not alone and that together he and the cat will find a way out of the cellar.)*

[literal] To what does Marco compare the finding of the cat and her kittens? *(finding a window)*

[interpretive] What does he mean by this? *(Finding the cats has given him hope just as a window provides light.)*

- [literal] What sound does Marco hear in his dream? *(a brief metallic ringing sound)*

[appreciative] Do you sometimes feel confused and disoriented when you first wake up out of a dream? *(yes)*

[literal] What has the lady done? *(dropped the key into the cellar so Marco can find it and get out)*

[interpretive] What in the lady's speech gives him the clues that he needs to figure out what she has done? *(She tells him: "You will have to search for it" and "You are too good for the cellar.")*

- [interpretive] Why is the key so hard to find? *(The cellar is so dark that Marco cannot see anything.)*

[literal] What does Marco do to try to find the key? *(He gets on his hands and knees and goes over every inch of the floor.)*

[critical] Why is he not discouraged when he doesn't find the key after searching for several hours? *(He keeps reminding himself that he really heard the sound, and that the key must be in the cellar.)*

[literal] Where does he find the key? *(on the shelf where the kittens are)*

Scriptural Application

Read aloud Philippians 4:6–8. Marco found that his thoughts were very important in helping him stay calm when he was in a desperate situation.

- According to verse 6, what should the Christian do instead of being anxious? *(pray about everything)*
- What does verse 8 say about the kind of thoughts we should have? *(They should be things that are true, honest, just, pure, lovely, of good report, excellent, and praiseworthy.)*
- How can we think these kinds of thoughts? *(center our thoughts on God's Word)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 9)

The questions may be used at any time following the silent reading.

Journey into Math

"Cellar Solutions"

(Reproducible Activity—Lesson 9)

Journey into Arts & Crafts

"Symbolic Character Sketch"

See instructions on the folder.

Chapters 16 and 17, pages 160–171

Lesson 10

Objectives

The student will

- Appreciate the roles of minor characters in the plot.
- Identify attitudes and emotions of characters.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle that our relationship of love and trust with Christ grows as we obey Him.

Planning the Trip



Prepare

- ❑ “Choose and Use the Word” (classroom display copy or individual copies)
(Reproducible Activity—Lesson 10A)
- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 9–12)
Chapters 16–17

Packing Up



Introducing the Story

Lead the students in singing a traditional song, such as the national anthem or a national folk song that they all know.

- What do you think of when you hear this song?
(Answers will vary.)
- If you were in a foreign country, and you heard a stranger singing this song, how would you react?
(Possible answer: stop and take notice; ask the stranger if he was from the same country as you; find out how he had become familiar with your country's song.)

In today's reading the students will learn how a song plays an important role in Marco's rescue.

Developing Word Meaning

Use “Choose and Use the Word” (Reproducible Activity—Lesson 10A) to develop an understanding of the vocabulary words. Work together with the students to complete an overhead transparency of the page, or allow each student to complete a copy of the page independently.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Even though Marco has found the key to let himself out of the cellar, he still must use his wits to get out of the locked house. Read to find out how Marco's adventure ends.

Reading and Thinking

Ask these questions following the silent reading of pages 160–171.

- [interpretive] Why are the doors of the basement locked? (*The man and lady have locked them to delay Marco's escape from the house even after he gets out of the cellar.*)

[literal] What idea does Marco have for letting people outside know he is locked in the basement? (*throws coal at the window to break it*)

[literal] How does he know his imprisonment has lasted several hours? (*Daylight comes through the window when the glass breaks.*)

- [interpretive] Why don't the passersby notice his shouts for help? (*They are absorbed in their own business; they don't think there is anything unusual about a boy shouting.*)

[literal] What idea does Marco have to draw attention to himself? (*He begins to sing a Samavian song loudly.*)

[critical] Why does this prove to be such a good idea? (*It is unusual enough that people stop and take notice; people pay attention to the singing because Marco has such a fine voice, and The Rat comes along and recognizes the voice and the song as Marco's.*)

[literal] How does Marco know that The Rat is coming? (*He hears the tapping of his crutches on the pavement.*)

- [interpretive] How does The Rat reveal that he has been worried about Marco? (*He speaks breathlessly, almost sobbing; he pushes people aside; he runs as fast as he can on his crutches to get to Marco's window.*)

[interpretive] Why is the policeman who comes in response to the call annoyed? (*He thinks Marco has gotten himself locked in the house through some boyish prank.*)

[interpretive] Why does Marco avoid telling the policeman all the details of his capture and cellar experience? (*He doesn't want to reveal anything that his father would not want him to say.*)

[interpretive] What does the young clerk who brings the keys think about the couple who were staying in the house? (*He thinks they are foreign spies who left because the police were after them.*)

[interpretive] What was unusual about the timing of their departure? (*They had paid three months' rent in advance but had stayed only two months.*)

- [literal] How do Loristan and Lazarus find out Marco's whereabouts? (*The Rat comes and tells them.*)

[interpretive] Why doesn't The Rat argue with Loristan when he tells him to stay home and rest rather than going back to the house where Marco is? (*He knows that Loristan's word is an order, and he wants to obey him.*)

[interpretive] What shows us that Loristan and Lazarus feel that this incident is a serious problem? (*Their faces turn pale; they say to each other that it is a very bad sign, and they ask God to defend them.*)

[interpretive] Why doesn't Marco start for home right away? (*He is being questioned by the policeman and the clerk, who are looking for information about the couple.*)

[critical] Why does no one question Loristan's authority when he comes to take Marco home? (*He conveys by his tone and manner that he is an important person.*)

- [literal] Was the young clerk right about the couple's being spies? (*Yes, Loristan tells Marco they are spies of the Maranovitch.*)

[critical] Why has the love and trust between Marco and his father grown through this experience? (*Marco has proven to his father that he will be faithful to obey him, no matter what the cost, even when his very life is at stake.*)

[interpretive] What does Marco's father mean when he says, "For years I have made for my soul that image" [the image of himself and Marco returning to Samavia together]? (*He has had that picture in his heart as his dream and his goal—something that he greatly desires to happen.*)

Scriptural Application

Read aloud John 14:21. Point out that even in the dangerous situation with the spies, Marco kept his word to his father. He pleased his father even when the cost to himself was great. Because his father sees this proof of Marco's faithfulness, the love and trust between them grows.

- What can a believer do to show his love for Christ? (*obey His commandments*)
- What does Christ promise the one who does this? (*He will be loved by the Father; Christ will love him and show Himself to him.*)

The love and trust between Christians and their heavenly Father grows as a result of obedience. Encourage the students to ask God to show them areas of life in which they need to obey Him.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 10)

The questions may be used at any time following the silent reading.

Journey into Literary Elements: Characterization through Dialogue

"What Their Words Are Saying"

(Reproducible Activity—Lesson 10B)

Journey into Music

Read lyrics and if possible play recordings of several folk songs from various countries. Choose students to tell what the music makes them think of. Discuss how each song is related to the history of its country.

Chapters 18 and 19, pages 172–195

Lesson 11

Objectives

The student will

- Connect events in the story with the author's earlier foreshadowing of them.
- Recognize the author's use of suspense.
- Use a crossword puzzle to comprehend the meanings of new words.
- Apply the scriptural principle that God's Word should be a part of us.

Planning the Trip



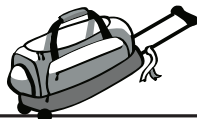
Gather

- ❑ A dictionary

Prepare

- ❑ A display of the following words: *aide-de-camp*, *prowess*, *genial*, *gravity*, *attained*, *coronet*, *dictatorial*, *cantankerous*
- ❑ “Puzzled about Words” (individual copies) (Reproducible Activity—Lesson 11A)
- ❑ “Vocabulary Bookmarks” (Reproducible Bookmarks—Lessons 9–12) Chapters 18–19

Packing Up



Introducing the Story

- Have you ever traveled by yourself on a plane or a train? How did you feel about traveling alone? (*Answers will vary.*)

Remind the students that Marco has always traveled with his father and Lazarus, but now in this chapter he will start off on a special journey of his own—but not completely on his own. He will have a trustworthy and useful traveling companion.

Developing Word Meaning

Use “Puzzled about Words” (Reproducible Activity—Lesson 11A) to develop an understanding of the vocabulary words. Display the list of words and allow the students to complete the puzzle on their own, using a dictionary as needed.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

In Chapter 6, Marco and The Rat were chosen by lot to be the “Secret Two,” stealing from country to country with an important message in the game about Samavia. In this chapter, you will learn that their roles in the game were used by Burnett to foreshadow actual roles to be given them in real life. Read to find out what special assignment Loristan has for Marco and The Rat.

Reading and Thinking

Ask these questions following the silent reading of pages 172–195.

- [interpretive] Why is The Rat so anxious during the time of Marco's absence? (*He is thinking of all the crimes in London that he has heard about through his knowledge of police courts.*)

[literal] What does The Rat do during the time of suspense and anxiety while Marco is gone? (*He draws a map of the city showing all the streets and squares that Marco might have walked through on his way home.*)

[interpretive] How does Loristan show The Rat that he has won the trust of Loristan and Lazarus? (*He tells him that he is “one of us” and allows him to walk the streets searching for Marco.*)

- [interpretive] What is to be The Rat's job in the future? (*being Marco's companion and assistant—his aide-de-camp*)

[critical] Why do you think Loristan encourages the boys' game? (*He believes that they might be able to carry out their plans involving the Secret Two in real life.*)

[interpretive] How does the author create suspense about the faces that Marco and The Rat are learning? (*She gives the reader only the knowledge that Marco and The Rat have—that these are important people whom they must be able to recognize. She does not tell us their names or whether they are good or bad.*)

[interpretive] What happens to prove to the boys that learning the cities and faces is more than a game? (*Loristan wakes them up in the middle of the night to tell them that the prince has come to see them draw and recite what they know.*)

- [interpretive] What does The Rat want the prince to know about him from the very beginning? (*that his crutches do not hinder him from doing anything*)

[critical] How is the prince's view of the crutches different from The Rat's view? (*The prince feels that they are an advantage rather than something to be ashamed of.*)

[interpretive] What is the prince's opinion of Marco's sketches? *(He thinks they are unusually good representations of the people.)*

[interpretive] What surprising knowledge does The Rat reveal? *(He too has learned the facts about the people; he has memorized information about the police system and palaces in each city.)*

- [critical] What does Loristan mean when he says, "Perhaps only boyhood could have dared to imagine it"? *(Marco and The Rat have imagined a daring plan, and their youthful idealism helps them believe it will work. An adult probably would have rejected the idea as too dangerous.)*

[literal] What message are Marco and The Rat to give when they encounter each person? *(The Lamp is lighted.)*

[interpretive] What do you think the message "The Lamp is lighted" means? *(Possible answer: Everything is in place to begin "the rising," or bringing back the Lost Prince to Samavia.)*

[interpretive] How do you think Marco's father feels to hear Marco say that all he has taught him is a part of him? *(happy, honored)*

- [literal] Where are Marco and The Rat to go? *(Paris, and then other countries)*

[interpretive] How does Loristan feel about sending Marco out to carry the important message around Europe? *(He feels anxious and wishes he could go in Marco's place.)*

[appreciative] How do you think your parents would feel about your going on a dangerous mission like Marco's?

[interpretive] What is it that Marco's and Loristan's "hearts most wish"? *(to go to Samavia and see it together; for the Lost Prince to be returned to his throne)*

- [interpretive] Why are Marco and The Rat ideal characters to go on a secret mission? *(There is nothing remarkable about them; they look poor and shabby and don't stand out.)*

[interpretive] How did their roles in The Rat's game earlier in the story foreshadow this secret mission? *(They were the two members of the Secret Party chosen to go from country to country with the message to start the rising.)*

- [interpretive] How does the atmosphere in Paris differ from London, in The Rat's opinion? *(Paris is brighter, clearer, and more exciting.)*

[interpretive] What is the social status of the Parisian woman the boys are looking for? *(high-class, wealthy)*

[interpretive] How do the boys ensure that they have found the right person? *(They check her appearance against Marco's sketch.)*

[critical] Why is it a difficult thing for them to offer the lady the Sign? *(People of lower class could not use the front entrance of her home.)*

- [literal] What is The Rat's original plan for meeting the lady? *(He will go to her door and begin to beg; Marco will come after him and tell him to come away.)*

[literal] What turn of events provides a better opportunity? *(They spot the lady's carriage in front of a shop, and they wait outside looking at some puppies in her carriage.)*

[interpretive] How does the lady receive the news Marco brings? *(Her countenance doesn't change at all; she doesn't in any way betray that Marco has said something unusual.)*

[interpretive] Why do Marco and The Rat burn the sketch of the lady before going to sleep that night? *(to protect her from discovery)*

Scriptural Application

Read aloud Deuteronomy 6:6–9. In Chapter 19, Marco says to his father, "All you have told me to do and to learn is part of myself, Father. It is part of me, as if it were my hand or my eyes—or my heart."

- What is God commanding His people in this passage? *(that His Word should be on their hearts and held in high esteem in their households)*
- When you memorize a Bible verse, what steps can you take to make that portion of God's Word truly a part of you? *(think and meditate on it; strive to obey it)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 11)

The questions may be used at any time following the silent reading.

Journey into Literary Elements: Suspense

"Keeping Them Guessing"

(Reproducible Activity—Lesson 11B)

Journey into Story Dramatization

Direct a scavenger hunt to find a missing student. Designate one student to be hunted and one student or group of students to do the hunting. Post individual students or groups of students at various places around the school grounds with messages to deliver. Each message should give a clue as to where to find the next message. *(Note: You may have students help prepare the messages for the game if time in class allows.)* The missing student should be waiting at the last position on the hunt. When the students reconvene, discuss how this experience was similar to and different from Marco's and The Rat's.

Chapters 20 and 21, pages 196–215

Lesson 12

Objectives

The student will

- Infer unstated facts and details.
- Infer motives and emotional responses of characters.
- Use the dictionary and contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of recognizing God's provision.

Planning the Trip



Gather

- ☐ A recording of a musical selection from an opera
- ☐ A dictionary

Prepare

- ☐ Write each of the following words on a slip of paper: *franc*, *derision*, *patron*, *chancellor*, *insurmountable*, *portico*, *impotent*, *stolid*
- ☐ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 9–12)
Chapters 20–21

Packing Up



Introducing the Story

Play the recording of the selection, and talk briefly about the opera from which it comes. Explain that many people love going to operas because they tell a story through beautiful music. Many opera productions also provide a feast for the eyes with elaborate costumes and scenery.

- What kind of people would enjoy going to the opera?
(Possible answers: people who love music; people who are interested in drama and stories.)

Explain that in the city of Munich, Germany, music is an important part of the culture. Concerts and operas are popular events, and many musicians have chosen to live in Munich because of its musical opportunities.

Developing Word Meaning

Give each slip of paper to a student and direct him to look up his word in a dictionary. Then read aloud the following sentences. The student who has the word that fits the sentence should stand, give his word, and explain its meaning to the class.

- I needed one more _____ to buy the Swiss postcard. (*franc*)
- The bully laughed in _____ when the child told him he should stop blocking the doorway. (*derision*)
- The art _____ had given a large sum of money to the gallery. (*patron*)
- When the _____ entered the room, everyone stood out of respect for his position. (*chancellor*)
- The high costs of repairs made our plumbing problem seem _____. (*insurmountable*)
- The hostess stood on the _____ of the beautiful mansion to greet us as we approached her home. (*portico*)
- I felt pity as I watched the baby's _____ attempts to reach his lost balloon. (*impotent*)
- Although some of the girls were crying, Camilla remained stony-faced and _____. (*stolid*)

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to find out characteristics of the person that Marco and The Rat are to contact in Munich.

Reading and Thinking

Ask these questions following the silent reading of pages 196–215.

- [interpretive] What unexpected thing happens to the boys before they leave Paris? (*The great lady sends them a package containing woolen socks and money for their journey.*)
[interpretive] Why has the lady taken such great care to send the package secretly? (*Both she and the boys could be endangered if their enemies learned of the connection between them.*)
- [critical] Why is it good that the newspaper story of the Lost Prince has been swept out of existence? (*The prince would be in danger if people believed him alive, and so would those who knew something about him.*)
[interpretive] How has the rumor of the Lost Prince been quieted, according to The Rat's theory? (*Someone in London who is a friend to Samavia has used his influence to make light of the story so it will not be believed.*)
- [literal] Where does the boys' journey take them next? (*Munich*)
[critical] Why is it hard for Marco and The Rat to fully enjoy all the new sights and wonders they are seeing as they travel? (*They are anxious about the seriousness of the conflict in Samavia.*)

[literal] What do they know about their contact person in Munich that helps them find him? (*He loves music.*)

[critical] How do they know the chancellor will go to the opera that evening? (*A great singer would be there, and he would not want to miss the opportunity.*)

- [interpretive] Why does Marco go alone to the opera instead of taking The Rat with him? (*Two boys at an opera, especially when one is on crutches, would be more noticeable than one.*)

[literal] Where is Marco during the performance? (*with the rows of young people who are willing to stand throughout the opera*)

[literal] Who does Marco encounter during the intermission? (*the woman who trapped him in her house in London*)

[interpretive] What does she mean when she says, “You did get out, then?” (*She realizes that he has escaped from the wine cellar where she left him locked up.*)

[interpretive] How does Marco answer her questions about finding the key to the cellar? (*with silent disdain*)

[interpretive] How does the lady threaten Marco if he attempts to escape her this time? (*She says her escort will help her hold him, and she will tell the crowd that he is her bad boy who has come to the opera without her permission.*)

- [literal] Who does Marco run to for help? (*the chancellor*)

[literal] What two things does Marco accomplish at once? (*He gets protection for himself and gives the chancellor the Sign.*)

[interpretive] How does the lady respond when she sees the chancellor moving toward her with a fierce expression? (*Her smile dies away, and she turns white and slips away through the crowd.*)

[critical] Do you think she has encountered the chancellor before? (*yes*) Was it a positive or negative experience? (*negative, because it has made her afraid of him*)

[literal] What does the chancellor do to protect Marco? (*sends an officer home with Marco as an escort*)

- [interpretive] Why is The Rat so upset about what happened at the opera? (*He feels that he should have gone with Marco and helped protect him.*)

[interpretive] If something should happen to Marco, what does he want The Rat to do? (*carry on with the game as best he can alone*)

[interpretive] How has Marco’s silent call for help been answered? (*The chancellor sends him a purse with money and a note entitling him to protection from the two spies.*)

Scriptural Application

Read aloud Psalm 145:14–16. In each place that Marco and The Rat travel, someone gives them money or some other provision for their journey.

- According to these verses, who supplies the needs of all living things? (*the Lord*)

Point out that God, as Creator, cares for the needs of all His creatures. Those who are His own children experience His tender care and provision for all of their needs—physical and spiritual.

- What are some ways that God has provided for your needs today?

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 12)

The questions may be used at any time following the silent reading.

Journey into Math: Currency Values

“Currency Conversion”

(Reproducible Activity—Lesson 12A)

Journey into Music

“Take the Opera Challenge”

(Reproducible Activity—Lesson 12B)

Chapter 22, pages 216–228

Lesson 13

Objectives

The student will

- Use observation skills to identify differences between two pictures.
- Recognize the author's use of personification.
- Identify reasons for characters' behavior.
- Use a dictionary to comprehend the meanings of new words.
- Apply the scriptural principle of seeking help from the Lord.

Planning the Trip



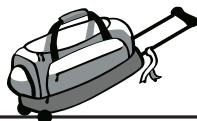
Gather

- ❑ A dictionary

Prepare

- ❑ A display copy of the two nearly identical pictures (Reproducible Activity—Lesson 13A)
- ❑ “Word Mountain” (classroom display copy or individual copies) (Reproducible Activity—Lesson 13B)
- ❑ “Vocabulary Bookmarks” (Reproducible Bookmarks—Lessons 13–16) Chapter 22

Packing Up



Introducing the Story

Display the two pictures (Reproducible Activity—Lesson 13A). Direct the students to look closely at the two pictures for several seconds.

- Are these pictures identical? (*no*)
- There are five differences between the two pictures. Can you find them all?

Explain that in today's reading Marco and The Rat have to put their sharpest observation skills to work to correctly identify the person to whom they are to give the Sign.

Developing Word Meaning

Use “Word Mountain” (Reproducible Activity—Lesson 13B) to develop an understanding of the vocabulary words. Give the following brief explanations of place names:

- the Monchsberg—a mountain overlooking the city of Salzburg
- the citadel of Hohen-Salzburg—a fortress on the Monchsberg
- the Residenz—a government palace
- the Glockenspiel—a bell tower that plays at various times during the day in Salzburg
- the Gaisberg—the highest mountain overlooking Salzburg

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to find out what difficulty Marco and The Rat encounter in Salzburg and how it is solved.

Reading and Thinking

Ask these questions following the silent reading of pages 216–228.

- [critical] When Burnett describes the mountains and the citadel at the opening of the chapter, how does she make them seem human? (*She describes the mountains as having “shoulders in the clouds,” as seeming to know something or say something, and as “embracing” a hill; she describes the citadel as “gazing down” on the city.*)
[literal] Who are the boys looking for in Salzburg? (*the man who looks like a hairdresser*)
- [literal] Why is Marco quiet on the train ride from Munich to Salzburg? (*He was thinking about the mountains and wondering what they would say if they could talk to him.*)
[interpretive] Why is The Rat strangely silent on the train ride from Munich to Salzburg? (*He is thinking deep thoughts about whether it's wrong to wish for revenge on someone else.*)
[literal] Whose advice does Marco quote to try to help The Rat think through the issue wisely? (*his father's*)
[interpretive] What does Marco's father mean when he says, “Let him who stretcheth forth his hand to draw the lightning to his brother recall that through his own soul and body will pass the bolt”? (*Taking revenge hurts oneself more than the enemy.*)
[interpretive] Do you think The Rat has struggled with bitterness toward someone in the past? Toward whom? (*yes; toward his father*)
- [literal] What does Marco think when he first sees the man who is to cut his hair? (*He thinks he looks very much like his picture of the hairdresser; he has the same hairstyle and same features.*)

[interpretive] Why does Marco hesitate to give the Sign to this man? *(There is something about him that doesn't look quite like the picture although he cannot put his finger on the difference at first.)*

[interpretive] How does The Rat annoy the man cutting his hair? *(moves restlessly around in his chair and asks Marco questions)*

[literal] What does the old hairdresser assume is the reason for The Rat's restless behavior? *(Getting his hair cut makes him nervous.)*

[literal] What explanation for his behavior does The Rat give Marco later? *(He wanted to keep Marco from giving the Sign because he recognized that Marco's barber was not the right man.)*

[literal] What does Marco identify as the feature that was not quite like the picture? *(the man's eyes)*

[interpretive] How were they different from the eyes in the picture? *(They were smaller, and they were gray rather than brown.)*

- [interpretive] What is Marco's main concern when they leave the barber shop? *(how they are going to find the right man)*

[literal] Where do the boys go to have a quiet place to think through their problem? *(the Gaisberg mountain)*

[interpretive] Why is the mountaintop a good place to think? *(It is quiet and peaceful; the boys can be completely alone there, feeling that they are high above the earth with its cares and concerns.)*

[critical] Is the world of nature truly the place to find the wisdom and confidence that Marco and The Rat are seeking? Where can they be found? *(No, only in the Lord and His Word can wisdom and confidence truly be found.)*

- [literal] What surprise do they find when they wake up on the mountaintop the next morning? *(A climber who has come to watch the sunrise is there with them, and he looks almost exactly like Heinrich the hairdresser.)*

[interpretive] Who is this man? *(He is the man they are looking for to give him the Sign.)*

[interpretive] How does Burnett use the sunrise in a symbolic way at the end of the chapter? *(She writes that the sun rises over the mountaintop just as Marco gives the sign, "The Lamp is lighted.")*

Scriptural Application

Read aloud Psalm 121. Many Bible scholars interpret the last part of Psalm 121:1 as a question, and verse 2 as the answer. In this chapter of *The Lost Prince of Samavia*, Marco and The Rat seem to find strength and help just by looking at the mountains themselves. But God's Word gives us a different answer to this question: *Where does our help come from?*

➤ Who does this Psalm name as the source of help? *(the Lord)*

➤ What does this Psalm teach us about what God is like? *(God never sleeps; He is our Keeper; He protects both body and soul from evil.)*

➤ How can we show God that we trust in His help more than we trust in anything else? *(We can go to Him in prayer first when we have a need or a problem.)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 13)

The questions may be used at any time following the silent reading.

Journey into Bible Study

"The Christian and Revenge"

(Reproducible Activity—Lesson 13C)

Journey into Advertising and Design

Divide the students into groups to design posters advertising the Hohensalzburg Fortress. The posters should be designed to appeal to tourists. They should give information on the historical background of the fortress as well as provide contact information, admission times and fees, and any other details that would be of interest to visitors.

Chapter 23, pages 229–244

Lesson 14

Objectives

The student will

- Identify with the story's setting.
- Recognize significance in a character's speech and actions.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of showing honor to brothers and sisters in Christ.

Planning the Trip



Gather

- ❑ A picture of a mountain village in winter, in Austria if possible (Travel magazines, websites, or calendars would be good sources for a picture.)

Prepare

- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 13–16)
Chapter 23

Packing Up



Introducing the Story

Display the picture of the mountain village.

- What would be the advantages of living in a place like this? (*beautiful scenery; peace and quiet if you wanted to get away from the hustle and bustle of the world*)
- What would be the disadvantages? (*a lonely place; difficulties with travel and communication with the rest of the world*)

Developing Word Meaning

Distribute the vocabulary bookmarks to the students. Choose a student to create a sentence using one of the words and to share it aloud, saying “blank” in place of the word. Give the other students opportunity to guess which word fits in the sentence. Direct the student who guesses correctly to choose another word and continue the activity.

Traveling Along



Setting the Purpose

Read to find out what is unusual about the primary person to whom Marco and The Rat give the sign in this chapter.

Reading and Thinking

Ask these questions following the silent reading of pages 229–244.

- [literal] How many people do Marco and The Rat give the sign to on their way to Vienna? (*three*)
[interpretive] When Marco and The Rat give the Sign to each person, what is the common response? (*Each person says “God be thanked!” either quietly if others are around or out loud if alone.*)
[interpretive] What would the shoemaker rather do than make and sell shoes? (*guide mountain-climbing expeditions*)
[literal] Why has he become a shoemaker? (*A girl he loved wanted him to stay at home rather than take mountain-climbing trips.*)
[literal] Why does the shoemaker say he is going to “swagger” one day because of making Marco's shoes? (*because he is proud that they are the shoes of the Bearer of the Sign*)
- [interpretive] What do many members of the Secret Party have in common? (*They enjoy climbing mountains more than they enjoy their everyday jobs.*)
[critical] Why is a love of mountain climbing an advantage to the members of the Secret Party? (*Messages need to be taken to hard-to-reach places in the mountains.*)
[appreciative] Do you think you would enjoy being a messenger in the Secret Party?
- [interpretive] What is singular about the old woman to whom they carry the Sign? (*She lives in a very remote place high in the mountains; she looks to be hundreds of years old though once beautiful.*)
[interpretive] Why have the boys taken a mule cart to reach the area where she lives? (*The Rat would not have been able to climb the mountains on his crutches.*)
[interpretive] Why don't the people they meet speak German? (*They are in a remote area where a special dialect is spoken.*)
[interpretive] What interesting news do they learn from the owner of the Gasthaus? (*Great gentlemen sometimes come to this village in the mountains to hunt and climb.*)

➤ [interpretive] Why does Marco take off his cap when they approach the house of the old woman? *(He does it as a gesture of respect to the woman, who is sitting in the doorway.)*

[interpretive] In what unusual way does the woman treat Marco? *(with great respect and honor)*

[interpretive] At what point does her special favor toward him begin? *(when he reveals his father's name)*

[critical] Why has this woman been chosen to receive the Sign? *(Her foster son is a great noble near to the throne, and he often comes to visit her. He has the power to make things happen.)*

➤ [interpretive] What does the woman think of The Rat's ability to get about on his crutches? *(impressed, can hardly believe how skillful he is)*

[critical] Why does the lady remind The Rat of Lazarus? *(She displays the same reverence and admiration for Marco that Lazarus has for Loristan.)*

➤ [literal] Whom does the woman love to talk about most? *(her foster child)*

[literal] What first alerts her that her son is coming to see her? *(She hears his silver horn.)*

[interpretive] How does the son's manner change when the woman introduces the boys to him? *(He becomes serious and seems almost alarmed because they are so young.)*

[interpretive] What gives the son confidence that it is right for the boys to be bearing the Sign? *(Loristan has sent them, and he knows what he is doing.)*

➤ [critical] What is the most significant thing that has been revealed about Marco in this chapter? *(There is something important about him that he does not know.)*

Scriptural Application

Read aloud Ephesians 4:1–6. Explain that the elderly lady and her adopted son show honor to Marco because of who his father is.

➤ According to this passage, how should believers treat one another since they are all part of the same family, with one God and Father of all? *(with a spirit of meekness, gentleness, and patience, bearing with each other's faults)*

➤ What does God want true believers to strive to keep among themselves? *(unity; peace)*

Encourage each student to ask God to show him whether there is another Christian that he is not at peace with. Urge him to ask God to help him go to that person for forgiveness and to show honor to that person as a brother or sister in Christ having the same Father.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 14)

The questions may be used at any time following the silent reading.

Journey into German

“Borrowed from German”

(Reproducible Activity—Lesson 14)

Journey into Food and Culture

“Black Muffins”

See instructions on the folder.

Chapter 24, pages 245–254

Lesson 15

Objectives

The student will

- Identify changes in characters' views of one another.
- Identify reasons for the use of suspense.
- Use a game to comprehend the meanings of new words.
- Apply the scriptural principle of asking God for wisdom.

Planning the Trip



Gather

- ❑ A large tic-tac-toe grid for display with one of the following words and its part of speech written in each section of the grid: *populace* (noun), *scabbard* (noun), *orders* (noun), *tantalizing* (adjective), *will-o'-the-wisp* (noun), *languid* (adjective), *inaccessible* (adjective), *arduous* (adjective), *unflagging* (adjective)

Prepare

- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 13–16)
Chapter 24

Packing Up



Introducing the Story

Explain that Vienna is a city known for its love of culture, music, and the arts. There are many beautiful buildings in the city, and many cultural events take place there. Schonbrunn and the Hofburg, mentioned in this chapter, are two famous palaces found in Vienna.

Developing Word Meaning

Distribute a vocabulary bookmark to each student. Display the tic-tac-toe grid. Divide the students into two teams. The first person on Team One chooses a word in the grid. Allow the team members to consult their bookmarks for the word's definition. Give the team fifteen seconds for one of its members to use the word in a sentence. If they are successful, they may draw an *X* over that word on the grid and choose another word. If they do not form a sentence within the time limit, or if the word is not used correctly in the sentence, Team Two gets a chance to try. If they are successful, they may draw an *O* over the word, and they continue playing. The first team to get three *X*s or three *O*s in a row wins.

Traveling Along



Setting the Purpose

Read to discover how Marco and The Rat come up with a plan to give the Sign to the prince who lives in Vienna.

Reading and Thinking

Ask these questions following the silent reading of pages 245–254.

➤ [critical] Why do you think The Rat is so thrilled with the magnificent palace in Vienna? (*The splendor and wealth are completely different from the surroundings he has grown up in on the streets of London and gives him hope that a better life is possible.*)

[interpretive] How has The Rat's view of Marco changed since he first met him? (*When he first met Marco, The Rat had thrown a stone at him because he was handsome and carried himself well. Now The Rat loves and respects Marco.*)

[interpretive] How has the game that they once played together changed? (*It has become real, and it has become a deadly serious task that involves the leaders of many different countries.*)

[critical] Why do you think Burnett does not reveal what The Rat's “wonderful, fantastic fancy” is? (*to keep readers in suspense; to make them wonder about it too*)

[critical] How is The Rat's thinking different from Marco's? (*The Rat is unable to control his wild, imaginative thoughts about the future, but Marco thinks only about the orders he has been given for the present.*)

➤ [interpretive] What do the boys notice about the man riding in the emperor's carriage in the pageant? (*His face matches one of Marco's sketches.*)

[interpretive] What does the bystander in the crowd reveal about this man? (*He is a great prince, popular and clever, who is interested in art and has a palace filled with famous pictures. He pretends boredom with the world but in reality knows dangerous secrets.*)

[literal] What do the prince and the emperor do when they want to forget about their troubles? (*They dress like common men and go out in the city to rub shoulders with the townspeople.*)

➤ [interpretive] What is unusual about the four days that follow the day of the pageant? (*They are filled with opportunities to see and hear of the prince, but there is never an opportunity to give him the Sign.*)

[critical] Why do Marco and The Rat have such a hard time giving the prince the Sign? (*He is popular with the people, and though they see him often, they can never get near enough to speak with him privately.*)

[interpretive] What valuable information about the prince do they hear from a man in a shop? *(When he gets tired of being with people, he pretends to be gone on a trip to the mountains but is actually shut up alone in his palace.)*

- [interpretive] What happens to discourage The Rat? *(He learns that the prince has gone to Budapest.)*

[interpretive] How has the day been a hard one for The Rat and Marco? *(They have been busy traveling to places at a long distance from each other, and they have forgotten to eat.)*

[literal] What do Marco and The Rat decide to do rather than worrying and talking about their concern? *(eat and go to sleep)*

[appreciative] Have there been any times when eating a healthy meal and getting some rest helped you think better?

[literal] What solution to the prince's whereabouts do they both think of in the morning? *(They both feel that the prince is really at home in his palace and has only pretended to go away.)*

- [interpretive] How have Marco and The Rat become so familiar with the prince's garden? *(It is open to the public, and they have walked around in it a few times.)*

[literal] What location do they think of as the perfect place to give the Sign? *(the hollow shrub beneath the balcony in the prince's garden)*

[interpretive] Why must Marco carry out their plan to give the Sign by himself? *(There is room for only one person inside the shrub.)*

[literal] What happened the last time Marco went alone to give the Sign? *(He was nearly kidnapped by the spies at the opera in Munich.)*

[critical] How do you think Marco and The Rat feel about having to separate in order to carry out their plan? *(worried and anxious, but resolved that there is no other way to give the prince the Sign)*

Scriptural Application

Read aloud James 1:5. When Marco and The Rat have a problem to solve, they rely on "letting go" and resting from worry, believing they will find the answer when the time is right.

- Although God's Word does command us not to worry, what else should we do when we need wisdom for solving a problem in our lives? *(pray and ask God for wisdom)*
- What does God say He will do for those who come to Him in faith, asking for wisdom? *(He will give it to them generously.)*
- What problem is there in your life that you need God's wisdom for? What will you do about it?

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 15)

The questions may be used at any time following the silent reading.

Journey into Health

"Nutrition and Sleep"

(Reproducible Activity—Lesson 15)

Journey into History

Challenge students to learn more about the history of the two palaces in Vienna, Schonbrunn and the Hofburg, by doing their own online research.

Chapter 25, pages 255–270

Lesson 16

Objectives

The student will

- Recognize the important relationship between setting and plot.
- Identify motives and traits of characters.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of waiting patiently for the Lord.

Planning the Trip



Prepare

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 13–16)
Chapter 25

Packing Up



Introducing the Story

- Did you play hide-and-seek when you were younger? Where was the best place you ever hid? How long did it take for you to be found? *(Let several students share experiences.)*

Explain that in today’s reading the students will see the advantages and disadvantages of Marco’s hiding place in the prince’s garden.

Developing Word Meaning

Distribute a vocabulary bookmark to each student. Then read the following sentences aloud. Choose a student to tell which word fits in the blank.

I hope our wait in the lunch line will not be ____—I’m hungry! [protracted]

I noticed the strange red ____ of the moon that night. [aspect]

Tonight’s program is the ____ of many weeks of rehearsal. [culmination]

Juliet leaned over the ____ outside her room to talk to Romeo. [balustrade]

Watch out for ____ when you’re canoeing on the river. [cataracts]

If the captain does not give in to the sailors’ demands, there is going to be _____. [mutiny]

Traveling Along



Setting the Purpose

Read to find out whether the plan to reach the prince with the Sign is successful.

Reading and Thinking

Ask these questions following the silent reading of pages 255–270.

- [critical] Why is it easy for Marco and The Rat to remain unnoticed in the prince’s garden? *(There are many other people enjoying the gardens; they are only two quiet, poorly dressed boys.)*
[literal] What is the porter interested in when The Rat is leaving the garden? *(the stormy look of the sky)*
[interpretive] How do you think The Rat feels about leaving Marco alone with a storm coming? *(reluctant, worried)*
- [critical] Why is the hollow evergreen the perfect place for Marco to hide? *(No one would think to look for someone there; the evergreen is directly beneath the window of the prince’s private living quarters.)*
[interpretive] Why must Marco continue to stay in the garden even though it becomes apparent that the prince is not at home? *(The gates have been locked for the night.)*
[literal] What happens to increase the discomfort of his hiding place? *(A storm comes, and he gets soaked with rain.)*
[interpretive] What thought helps give him courage during the downpour? *(If he were a Samavian soldier, he would have to wait out the storm on the battlefield, or he might have to endure a different kind of “rain,” a rain of bullets.)*
- [interpretive] What is his first clue that the prince is coming home through a private entrance? *(He hears the creak of a gate opening during a lull in the storm.)*
[critical] Why doesn’t Marco speak to the prince when he passes his hiding place? *(Possible answers: He has not confirmed that it is the prince yet; he knows that the prince is not alone because he hears more than one person’s footsteps.)*
[interpretive] How does he finally get an opportunity to give his message to the prince? *(The prince comes out on the balcony when the storm is over, and Marco speaks to him from his hiding place in the garden.)*
[interpretive] What does the prince mean when he says, “What a race—you Samavian Loristans!” *(implies that he knows and reveres the Loristan family for its courage and patriotism)*

- [interpretive] Why does the prince want the old man to see Marco? (*He thinks that it would interest him and that it would be a good thing for him to feel interest in Marco.*)

[interpretive] What can you tell about the prince from the state of his home? (*He is wealthy and appreciates beauty.*)

[interpretive] Where has Marco seen the old man before, and what is his position in the government? (*in the royal carriage at the pageant—he is the emperor*)

- [literal] According to the old man, what might help the country of Samavia see better days? (*the rising of a strong party, and no interference from greater powers*)

[interpretive] How does Marco show respect for the old man? (*He stands up straight; he waits for him to speak; he answers politely when spoken to; he bows when he leaves the old man.*)

[interpretive] What important qualities has the prince noticed in Marco? (*maturity, discretion, and composure in the presence of great leaders*)

- [interpretive] What surprise does Marco find when he leaves the garden the next morning? (*The Rat has waited for him in the street all night instead of returning to their attic room.*) Why has The Rat done this? (*He wanted to stay on duty, close by, in case Marco needed him.*)

[interpretive] What does Marco mean when he tells The Rat that he is his army? (*that he feels as safe with The Rat protecting him as he would with a whole army around him*)

[interpretive] Where are Marco and The Rat headed next in their journey? (*Samavia*)

[literal] What message has the prince given Marco along with the package of money? (*“After Samavia, go back to London as quickly as you can.”*)

[critical] Why does The Rat think the time is right in Samavia for the rising of the Secret Party? (*Both the Iarovitch and the Maranovitch armies are weakened, and the people are not in support of either party.*)

Scriptural Application

Read aloud Psalm 27:14. Marco has to wait a long time before he can see the prince, but he is not discouraged even when rain falls and makes the wait uncomfortable. Sometimes we too have to wait for things we want. We might be waiting for someone we love to be saved; waiting for guidance about a decision; waiting for God to give us something that He has promised; and so on.

- What is our natural reaction when we have to wait for things that we want? (*to grow impatient or discouraged*)
- What should our attitude be when we have to wait to see the Lord work? (*patience, strength, and courage*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 16)

The questions may be used at any time following the silent reading.

Journey into Science

“Hollow Tree Habitats”

See directions on the folder.

Chapter 26, pages 271–284

Lesson 17

Objectives

The student will

- Identify details of the story's fanciful setting.
- Identify traits of a fanciful people.
- Use visual clues to comprehend the meanings of new words.
- Apply the scriptural principle of eternal hope in times of suffering.

Planning the Trip



Prepare

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Chapter 26

Packing Up



Introducing the Story

- Have you ever seen pictures of a country after a war?
What kinds of damage have been done?

Discuss the damaging effects of war on a country, such as deaths, hunger, homelessness, burned and destroyed vegetation, and so on. Explain that the cost of a war is always greatest for the country on whose soil the war is fought.

- What positive effects might war have on a country?
(Possible answers: overthrow cruel tyrants, set up a more stable government, bring unjust treatment to an end.)

Developing Word Meaning

Distribute a vocabulary bookmark to each student and give them a few moments to study the definitions for each word. Then allow students to come to the front of the room one at a time and illustrate a vocabulary word of their choice by drawing a representation of it for display. The first student to guess which word is being illustrated then chooses another word to illustrate until all of the words have been used.

Traveling Along



Setting the Purpose

In this chapter, Marco and The Rat will finally enter the country of Samavia. Read to discover what Samavia is like.

Reading and Thinking

Ask these questions following the silent reading of pages 271–284.

- [literal] What country have Marco and The Rat passed through just before entering the country of Samavia? (*Jiardasia*)
[interpretive] What is Jiardasia's relationship with Samavia like? (*friendly, peaceful, neighborly*)
[interpretive] Why are the Samavians near the border unconcerned that Marco and The Rat are traveling alone through their land? (*They are too worried about their own troubles.*)
[literal] What has happened to the family of the old woman who lives in the first hut inside the Samavian border? (*Her son has been killed in battle, and his wife and children died when his house was burned by the enemy.*)
- [interpretive] Although the land near the public roads is ravaged and war torn, what do Marco and The Rat learn about the woodland areas of Samavia as they travel? (*It is just as beautiful and fertile as the stories have said it is.*)
[interpretive] What character traits of the Samavians impress Marco and The Rat as they travel? (*They are noble and courteous; they share their food and hospitality without asking questions.*)
[interpretive] What physical traits do most of the Samavian people have in common? (*They are big and strong; they carry themselves as if they had been drilled as soldiers.*)
[critical] Why do the people's faces look “gaunt and gray”? (*They have little food because their crops have been taken to feed the army; they are afraid that their homes and their lives will be taken from them at any moment.*)
[interpretive] Why does Marco not offer much money in return for the food that storekeepers offer him? (*It would be unusual for anyone to have much money left after the war, and Marco does not want anyone to become suspicious of him and his mission in Samavia.*)
- [interpretive] How do Marco and The Rat comfort themselves as they rest in the forest, even though they are tired and hungry? (*They have faithfully carried out their orders and have only one more person to give the Sign to before returning home.*)

[critical] Why are they so eager to see the doctor? *(The doctor once worked in the clinic that treasured the five-hundred-year-old story of the Lost Prince, and perhaps he can tell them secrets about the Lost Prince.)*

[interpretive] What information does the author reveal about the doctor that Marco and The Rat do not know? *(He is a leader among the secret Forgers of the Sword who are stockpiling arms and planning for the Lost Prince's return.)*

- [interpretive] How does the author show us that the foot of the hill where Marco and The Rat are sleeping is a very remote place? *(The wild creatures have not learned to be afraid of them.)*

[critical] Why do they have to wait until the stars are out before they can begin to climb? *(They have to climb at night to avoid being seen, and the stars will light their way.)*

[interpretive] What are The Rat and Marco most eager to do when they return to London? *(see Loristan again)*

- [literal] What is the doctor doing when they arrive at his home? *(drawing water from the well and praying aloud)*

[interpretive] What is his first reaction when Marco brings him the Sign? *(He seems frightened and gazes closely at Marco.)*

[interpretive] What is his reaction when The Rat shines the candle on Marco's face? *(great excitement; recognition of Marco as Stefan Loristan's son; loud sobbing and praying on his knees)*

[interpretive] How does Marco respond to this unexpected display of emotion? *(with dignity; stands quietly and soberly and tells him that he could cry for gladness too)*

[critical] Do you think the old doctor knows more about Marco than Marco himself does? Why? *(Possible answer: yes, because the doctor questions him about the Sign and seems surprised that Marco knows no more than the message he has been given.)*

- [literal] How does the doctor know that Marco is Loristan's son? *(He has seen a picture that is said to be Loristan's image, and Marco looks just like the picture.)*

[literal] Where is the doctor taking Marco and The Rat? *(to the hidden cavern of the Forgers of the Sword)*

[interpretive] What are the Forgers of the Sword waiting for? *(the return of the Lost Prince)*

Scriptural Application

Read aloud 2 Corinthians 4:16–18. The people of Samavia do not have much hope if they look only at their present circumstances. They are poor and hungry, and their land has been ravaged by war. But their hope is in the coming of their Lost Prince.

➤ Verse 17 mentions “affliction,” or suffering, that we must all face. What kinds of things cause us suffering in our present circumstances here on the earth? *(sickness, sins, persecution, trials, etc.)*

➤ Instead of looking around us at all the things that are wrong in our lives, what should we place our hope in? *(things that we cannot see; eternal things in the life to come)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 17)

The questions may be used at any time following the silent reading.

Journey into Drama

Divide the students into groups of three or more for a game of charades. Allow the first group to choose one of the scenes in the novel where the Sign is delivered and act it out for the class without speaking. The first group to guess which scene is being portrayed then gets to choose the next scene to dramatize. The game continues until each team has had an opportunity to perform a charade.

Journey into Language

Point out that Marco has had to communicate in many different languages as he has traveled about Europe delivering the Sign. Invite one or two foreign language speakers to class to teach the students how to say “The Lamp is lighted” and other words and phrases in that language.

Chapters 27 and 28, pages 285–304

Lesson 18

Objectives

The student will

- Identify appropriate behavior in specific situations.
- Understand and appreciate the reasons for characters' emotional responses.
- Use a matching activity to comprehend the meanings of new words.
- Apply the scriptural principle of rejoicing and obeying during times of trial.

Planning the Trip



Prepare

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Chapters 27–28

Packing Up



Introducing the Story

- Do you think different behavior is appropriate for different situations? (*Accept any answer.*)
- How might your behavior be different in the following situations?
 - in the stands at a football game, cheering for your favorite team
 - in the White House, meeting the President of the United States
 - in your church, singing a hymn with the congregation
 - at a picnic in the park with your family

After discussing each situation, lead the students to the conclusion that our behavior changes based on where we are and who is with us. It is appropriate to behave more formally in certain situations and to be more relaxed in others. Explain that in today's reading, Marco and The Rat encounter a group of men who change their behavior to fit an occasion of great joy but also great solemnity.

Developing Word Meaning

Distribute a vocabulary bookmark to each student. Divide the students into five groups, assigning three words to each group. Each group must form a sentence that uses all three of its assigned words. After allowing time to form sentences, let each group share its sentence

with the class. Discuss whether the group used the three words correctly.

Traveling Along



Setting the Purpose

- How do you think Marco and The Rat feel as they go into the cavern they have only heard stories about?

Read to discover what they find inside.

Reading and Thinking

Ask these questions following the silent reading of pages 285–304.

- [interpretive] How do Marco and The Rat feel as they descend into the cavern? (*excited, thrilled, eager to absorb every detail*)

[literal] What is lining the walls of the cavern?
(*stacks of arms*)

[interpretive] How has the group of Forgers of the Sword changed in the last hundred years? (*Their number, power, and hiding places have greatly increased.*)

[interpretive] Why are the men so surprised when the boys come in with the doctor? (*They were expecting the doctor to come alone.*)

[critical] How are the men of the Forgers of the Sword different from one another? (*They are of varying ages, social classes, and occupations.*) How are they alike? (*They are not dressed very well, and they all have in their eyes an “unconquered flame.”*)

- [interpretive] How do the men show their joy when Marco gives the Sign? (*wild cries, embracing, sobbing, wringing each other's hands, leaping into the air, crowding around Marco*)

[interpretive] What frightens The Rat? (*He is afraid Marco will be smothered by the excited crowd.*)

[interpretive] How does Marco comfort The Rat? (*Marco tells him that the men would have stopped if he had spoken to them, but he didn't want to dampen their joy because all that they felt was for Samavia and Loristan.*)

- [interpretive] Why does Marco not show any outward surprise as the ceremony of the raised swords begins? (*He is careful of his behavior because he knows he is representing his father.*)

[literal] Whose picture is behind the curtain? (*the Lost Prince Ivor*)

[interpretive] Why is Marco so shocked at the picture? (*It looks like his father would have looked as a younger man.*)

[literal] Who else looks like the boy in the picture? (*Marco*)

[interpretive] How does Marco show respect and humility in this situation? (*He thanks the men on behalf of his father and tells them that he will never forget the honor they have shown him.*)

- [interpretive] How is the author's description of the rain at the beginning of Chapter 28 humorous? (*She treats the weather as if it were a person trying to express its feelings.*)

[literal] What mode of transportation do Marco and The Rat use on the trip home to London? (*They walk back to the Samavian frontier and take the railroad.*)

[critical] What other mode of transportation might they have used to return to London? (*boat*)

[interpretive] What is The Rat looking forward to doing when they reach their home? (*announcing to Loristan that he has brought Marco back safely and that all of Loristan's orders have been carried out*)

- [interpretive] What disappoints The Rat a little as he looks back on their journey? (*He feels that nothing very adventurous and heroic, like dungeons or wounds, has happened.*)

[interpretive] How does Marco feel as he looks back on their journey? (*as if it had been a dream*)

[literal] What is the foremost question in Marco's and The Rat's minds as they think about the future? (*What is going to happen next?*)

- [critical] Do you think Lazarus has been worried about the boys? (*yes*) How can you tell? (*He has been watching out the window for them every day; he thanks God that they are home safe.*)

[interpretive] How do Marco and The Rat react when they learn that Loristan is not there? (*They stand silently staring at Lazarus, feeling that the earth has dropped from beneath their feet; The Rat tries not to shed tears.*)

[literal] What order has Loristan given the three of them? (*wait*) Where has he gone? (*He has been called to Samavia.*)

- [literal] What do the three learn about the political situation in Samavia from the newsboys? (*The Maranovitch king has been slain by his own soldiers.*)

[interpretive] Why doesn't Marco read the newspaper to become more informed about the event? (*His father has given an order that Marco is not to read the newspapers until Loristan can see him again.*)

- [interpretive] What kind of change has taken place in Lazarus? (*He looks grim and anxious but is trying not to show his feelings.*)

[interpretive] How has The Rat's relationship to Lazarus changed? (*Lazarus now treats him with dignity and formal respect as if he were a person of great importance.*)

[critical] Do you think Marco and The Rat are correct that the Lost Prince is about to be revealed? (*Answers will vary.*)

Scriptural Application

Read aloud the following passage from Chapter 27.

[The Rat] gazed at Marco standing still in that curiously splendid way that both he and his father *could* stand still and wondered how he could do it. He looked as if he were prepared for any strange thing that could happen to him, because he was *under orders*. The Rat knew that Marco was doing whatever he did merely for his father's sake. It was as if he felt that he was representing his father, though he was a mere boy, and that because of this, boy as he was, he must bear himself nobly and remain outwardly undisturbed.

Now read aloud 1 Peter 4:12–13, directing the students to compare these verses with the passage from the novel.

- Marco was calm during strange experiences because he knew that he was representing his father and acting in obedience to his father's orders. What reason do we have to be calm, and even joyful, when strange trials come into our lives? (*Our trials are ordained by God to test us, and we are sharing the sufferings of Christ.*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 18)

The questions may be used at any time following the silent reading.

Journey into Vocabulary Review

“Cutting-Edge Word Skills”

(Reproducible Activity—Lesson 18A)

Journey into Hymn Study

“To Be Valiant”

(Reproducible Activity—Lesson 18B)

Sing the hymn together to the tune “St. Dunstan’s” if possible.

Journey into Family History

Invite the students to bring in photos or photo albums of their family members, especially those who resemble one another. Give each student an opportunity to show some photos and tell a story from his family's history, or allow them to work together to create a bulletin board displaying their photos and stories.

Chapters 29 and 30, pages 305–327

Lesson 19

Objectives

The student will

- Identify changes that have occurred in characters as a result of their experiences.
- Identify the climax of the Lost Prince legend.
- Recognize the author's use of irony.
- Use a dictionary and contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of gratitude for answers to prayer.

Planning the Trip



Gather

- A dictionary

Prepare

- “Word Swap” (classroom display copy or individual copies)
(Reproducible Activity—Lesson 19)
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Chapters 29–30

Packing Up



Introducing the Story

- Most of us have experienced waiting for several weeks or months for something we wanted. How did you feel when the thing you had waited for finally became a reality?

Invite the students to imagine that there is something they have been waiting for their entire lives.

- How do you think you might react if that thing suddenly became a reality one day?

Encourage them as they read to notice the response of Lazarus to the news that he has been waiting for his entire life.

Developing Word Meaning

Use “Word Swap” (Reproducible Activity—Lesson 19) to develop an understanding of the vocabulary words. Work together with the students to complete a display copy of the page, or allow each student to complete a copy of the page independently, using a dictionary to look up word meanings.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to find out what happens in Samavia now that the Sign has been delivered to all the people concerned.

Reading and Thinking

Ask these questions following the silent reading of pages 305–327.

- [literal] What does Lazarus tell Marco and The Rat while they are waiting for word from Loristan? (*He talks about things that happened during the period of the boys' absence and things he remembers from when Marco was a little boy.*)
[interpretive] What does Lazarus reveal about Loristan's feelings while Marco was gone on his mission? (*He was anxious about his son and thinking of him constantly.*)
[interpretive] How was Marco an unusual child when he was younger? (*He was strong and silent; he never cried when he was tired or underfed; he seemed to have knowledge and understanding beyond his years.*)
- [interpretive] What is Samavia waiting for? (*someone to save them from the suffering, famine, and suspense they are experiencing*)
[interpretive] Why is The Rat embarrassed by his words: “If I were a Samavian and in Samavia”? (*He feels that he has shown disrespect to Marco's father; he has forgotten that Loristan is in Samavia, and Loristan is much wiser about the right thing to do than The Rat is.*)
[literal] What does The Rat observe about Lazarus's behavior as the days pass? (*He becomes more and more respectful and formal in his behavior toward Marco, watching for the smallest opportunities to serve him.*)
- [interpretive] How does The Rat seem different to the Squad? (*He seems older and more mature.*)
[literal] What is the first thing The Rat does with the Squad? (*drills them*)
[interpretive] How has the game changed for The Rat since he has been away? (*Since he has seen places and people in person, he can now make them come alive in his descriptions without revealing any dangerous facts.*)
[literal] What does the Squad want to do when the game is finished for the day? (*take the oath of allegiance to Samavia*)

- [interpretive] What is Mrs. Beedle worried will happen? *(that Lazarus and the boys will not pay the rent now that Loristan is gone)*

[critical] Why does Marco ask Lazarus to pay Mrs. Beedle ahead of time? *(He wants to show her that they are faithful and honorable and above reproach.)*

[critical] Why is Lazarus so angry about Mrs. Beedle's behavior? *(He feels insulted by her lack of trust.)*

[interpretive] How does The Rat offer to help with finances? *(selling newspapers)*

- [literal] What is the newsboys' exciting news? *(A descendant of the Lost Prince has been crowned King of Samavia.)*

[interpretive] How does Lazarus react to the news? *(runs to his room to sob and pray with relief and joy)*

[interpretive] How does Marco show respect for Lazarus? *(He waits to go into the room until Lazarus has controlled his emotions; he expresses sympathy with feelings he is not old enough to understand.)*

- [interpretive] What do you think the author means when she repeatedly compares Marco and The Rat to two grains of dust blowing across Europe? *(They are small and insignificant.)*

[interpretive] What is the climax of the long legend of the Lost Prince? *(the revealing of the Lost Prince's descendant, the rightful king of Samavia)*

[interpretive] How do the people of Samavia respond to their new king? *(All are overjoyed and grateful to God for bringing him back.)*

[interpretive] Which of the three—Lazarus, Marco, and The Rat—takes the exciting news more quietly than the others? *(Marco)*

- [interpretive] What finally disturbs Marco from his dream? *(The Rat says that he does not expect to go with Marco to his place of honor in Samavia.)*

[interpretive] How does Marco reassure The Rat? *(says The Rat will go with him wherever he goes)*

- [literal] What order from Loristan comes at last? *(Lazarus, Marco, and The Rat are to come to Samavia with messengers he will send.)*

[interpretive] How does the author use irony in the episode with Mrs. Beedle? *(It is ironic that she is worried about Marco's ability to pay the rent when it is obvious by the appearance of the carriage that Loristan has become a wealthy man.)*

Scriptural Application

Remind the students of the ten lepers that Jesus healed (Luke 17:11–19). Only one leper out of ten returned to thank Jesus for His gift of healing and cleansing. Read aloud Jesus' response to this man in Luke 17:17–19.

- How was this leper's response similar to Lazarus's response in our novel when the news of Samavia's

king is announced? *(Both came humbly to God and thanked Him for granting their desire.)*

- How do you respond when the Lord gives you something you have desired and prayed for?

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 19)

The questions may be used at any time following the silent reading.

Journey into Journalism

Tell the students to imagine that they are journalists in Samavia at the time the descendant of the Lost Prince is revealed and crowned. Direct them to write a newspaper article, including a headline, telling the exciting story.

Journey into Drama

“Coronation Reenactment”

See instructions on the folder.

Chapter 31, pages 328–342

Lesson 20

Objectives

The student will

- Recognize climactic points in a story.
- Identify suspense and symbolism.
- Infer the author's desired response from the reader at the story's resolution.
- Use spelling and contextual clues to comprehend the meanings of new words.
- Understand the scriptural principle of the believer's eternal relationship to God as his King through salvation.

Planning the Trip



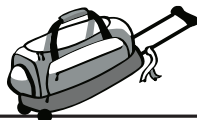
Gather

- A dictionary

Prepare

- “Let the Letters Be Your Guide” (classroom display copy or individual copies)
(Reproducible Activity—Lesson 20A)
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Chapter 31

Packing Up



Introducing the Story

- What is the climax of a story? (*the highest point of intensity in the action; the point after which the story begins to wind down*)

Explain that sometimes a novel can have several small climaxes before it reaches the final climax. For example, *The Lost Prince of Samavia* had a small climax when Marco and The Rat delivered the Sign for the final time, and another one when the conflict in Samavia ended with the crowning of the descendant of the Lost Prince. But in this chapter will come the final climax, when Marco meets the king face to face.

Developing Word Meaning

Use “Let the Letters Be Your Guide” (Reproducible Activity—Lesson 20A) to develop an understanding of the vocabulary words. Work together with the students to complete a display copy of the page, or allow each student to complete a copy of the page independently, using a dictionary to look up word meanings.

Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Read to discover the identity of the new Samavian king.

Reading and Thinking

Ask these questions following the silent reading of pages 328–342.

- [interpretive] Why do Marco and the group traveling with him attract attention at the train station? (*Marco has the appearance of noble breeding; his traveling companions treat him with special care and attention; people wonder if he is a royal person.*)

[interpretive] Why does Lazarus want to keep so close to Marco on the journey? (*He wants to make sure no harm comes to him until he can deliver him safely to his father.*)

[critical] How is this journey different for Marco and The Rat from their earlier journey as the Bearers of the Sign? (*Earlier they traveled as two poor boys in whatever mode of transportation they could find. Now they are in the care of powerful, important men, traveling first class with luxurious accommodations.*)

[interpretive] What keeps The Rat's mind occupied on the journey? (*wondering why the men are giving Marco such extraordinary respect and what Loristan's role is in the new government*)

- [interpretive] Why are Marco and The Rat given uniforms to wear on their entrance to Melzarr? (*Loristan has requested this.*)

[interpretive] What unusual things happen as they draw nearer to Melzarr? (*People stare at them; a boy chases their carriage; people throw their caps in the air and shout when the train pulls away; people decorate their carriage with flowers and greenery and cheer for Marco.*)

[interpretive] How does Marco respond to the cheering crowds? (*stays calm and dignified; salutes them*)

[literal] What do the people shout to Marco and The Rat in Samavian? (*“The Bearers of the Sign!”*)

- [interpretive] What is the condition of the city of Melzarr? (*It still has remains of noble and majestic buildings, but many of them are in ruins through war, neglect, and decay.*)

[interpretive] In what condition are its people? (*haggard and weary but with joyful, exultant faces; many with bandages and crutches; worn costumes*)

- [interpretive] What thought gives Marco courage and stability as he proceeds on his journey to the palace? (*He is the son of Stephan Loristan.*)

[literal] Who are guarding the steps of the palace?
(*the Forgers of the Sword*)

- [interpretive] How does Burnett employ suspense during Marco's meeting with the king? (*She lets suspense build as she tells about the sights and sensations Marco experiences on his walk to the throne; she describes Marco's look into the king's face without revealing the king's identity until the very last moment.*)

[critical] Were you surprised when the king's identity was revealed? (*Answers may vary.*) Do you think Burnett intended for her readers to be surprised? (*Possible answer: Burnett has given so many hints and clues throughout the book that it is not likely many readers would be surprised.*)

- [interpretive] What makes the love between the king and his son so strong? (*They have gone through so many difficult times together; they share a common love for their land and their people.*)

[interpretive] Why do the Samavian people have such a special love for Marco? (*He seems almost like their Lost Prince restored because he resembles him in age and appearance.*)

[literal] Loristan says that his goal has never been the throne and the crown. What has it been instead? (*the freedom of the nation that he loved*)

[interpretive] How can you tell that Samavia's freedom is more important to Loristan than being king? (*He says that if a wiser man had risen in Samavia's time of need, he would have given up his claim to the throne.*)

- [interpretive] What happened to Marco's mother? (*She died of the strain that her terrible fears for her husband caused her.*)

[literal] What promise has Loristan kept all of Marco's life? (*He promised his dying wife that he would not reveal to Marco the secret of his true identity as the Lost Prince.*)

[literal] The Rat says that he began to figure out the mystery at what point in their journey as the Bearers of the Sign? (*when they were with the old woman at the top of the mountain*)

[interpretive] How has the relationship between Marco and The Rat changed for The Rat now that Marco is a prince? (*The Rat feels as if he should show Marco more respect, although Marco does not want the relationship to change.*)

[literal] What word of praise does The Rat earn from the king? (*"You are a faithful friend."*)

- [interpretive] What symbolism do you think the author intended in the moonlight on the broken city at the story's end? (*Possible answer: to show that there is hope and light for Samavia's future with Loristan and Marco on her throne.*)

Scriptural Application

Read aloud the following passage from Chapter 31 of the novel.

The king had the eyes [Marco] had longed to see—the king's hands were those he had longed to feel again upon his shoulder—the king was his father! . . . His father was the king!

Now read aloud Revelation 22:3–4.

- Who will stand before the throne of God and the Lamb and be His servants in heaven? (*those who have been saved through faith in His Son*)
- One day we will all stand before the King, Jesus Christ Himself. Will we recognize Him as our Father—the One we have obeyed and served and loved? If we have accepted Him as Savior, His name will be on our foreheads, and He will recognize us as His own.

Invite students who have questions about salvation to talk with you after the lesson.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 20)

The questions may be used at any time following the silent reading.

Journey into Literary Elements: Foreshadowing

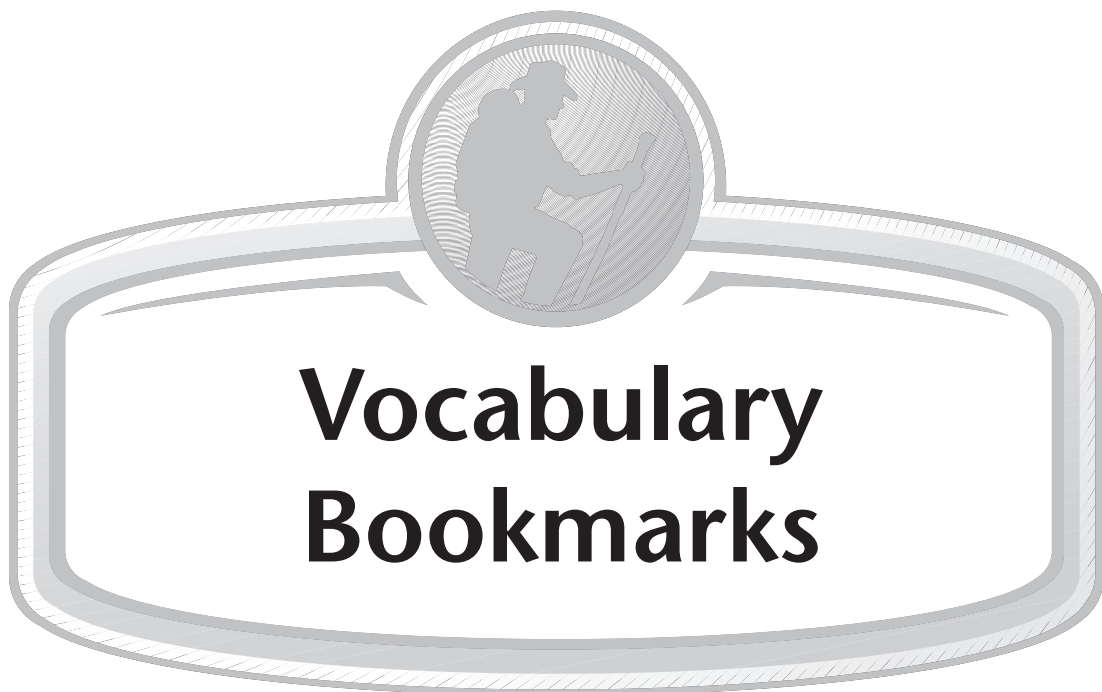
"Out of the Shadows"

(Reproducible Activity—Lesson 20B)

Journey into the Bible

"Servants of a Perfect King"

(Reproducible Activity—Lesson 20C)



Vocabulary Bookmarks

<p>Chapters 5–6</p> <p>acquiescence (46)—passive agreement</p> <p>cavalier (55)—showing arrogant disregard</p> <p>conspirator (61)—one who joins in a secret act</p> <p>deigned (60)—condescended</p> <p>disdained (50)—despised; rejected</p> <p>exultant (59)—joyful; triumphant</p> <p>hovel (65)—a small inadequate dwelling</p> <p>interminable (56)—endless</p> <p>reflective (42)—thoughtful</p> <p>scant (40)—barely enough</p> <p>unaffected (50)—genuine; natural</p> <p>uninfluential (46)—lacking power or importance</p> <p>vagabond (52)—wanderer</p>	<p>Chapter 4</p> <p>clamor (25)—loud noise</p> <p>Cockney (26)—a dialect of the East End of London</p> <p>communed (36)—talked privately</p> <p>exterior (30)—outside</p> <p>flagged (25)—covered with stones</p> <p>harangues (39)—long pompous speeches</p> <p>pored (31)—studied carefully</p> <p>precision (37)—exactness</p> <p>rabble (28)—noisy crowd</p> <p>swell (26)—slang for a person of high social status</p>	<p>Chapter 3</p> <p>abdicate (16)—to give up a high office or responsibility</p> <p>cynical (17)—negative or pessimistic; skeptical</p> <p>detested (16)—intensely disliked</p> <p>factions (15)—opposing groups within a larger group</p> <p>livery (22)—uniform worn by a male household servant</p> <p>pastoral (17)—related to shepherds or herders</p> <p>squandered (15)—spent wastefully</p> <p>ultimatum (16)—final statement of terms with serious penalties if not accepted</p>	<p>Chapters 1–2</p> <p>deference (3)—submissiveness; respect for another's wishes</p> <p>dingy (1)—shabby, dirty</p> <p>exile (4)—one who lives in forced absence from his own country</p> <p>solemnity (5)—earnestness; seriousness</p> <p>unfettered (4)—free, unrestrained</p>
Lesson 4	Lesson 3	Lesson 2	Lesson 1

Vocabulary Bookmarks

<p>Chapter 13</p> <p>accommodate (132)—to adapt to or do a favor for someone</p> <p>breach (122)—a violation</p> <p>commission (129)—assigned task</p> <p>efficiency (128)—ability to produce quickly, with quality</p> <p>enunciation (131)—pronunciation</p> <p>execute (129)—carry out</p> <p>furtively (129)—stealthily; so as not to be noticed</p> <p>impetuously (136)—impulsively</p> <p>pathetically (135)—in a manner meant to arouse sympathy</p> <p>reconnoiter (127)—to inspect and gather information about</p> <p>trifles (132)—things of little importance</p> <p>Victoria Cross (123)—a prestigious award for bravery</p> <p>vigilance (123)—watchfulness</p>	<p>Chapters 11–12</p> <p>anguish (109)—agonizing physical or emotional pain</p> <p>appalling (109)—frightful</p> <p>chaffed (110)—teased; made fun of</p> <p>conceded (113)—acknowledged as being true</p> <p>confidentially (117)—secretly; privately</p> <p>extremity (109)—grave distress</p> <p>fatigued (116)—wearied</p> <p>impudently (110)—with offensive boldness</p> <p>internally (118)—inwardly</p> <p>pacified (110)—eased the anger of; made peace with</p> <p>verged (112)—came close</p>	<p>Chapters 9–10</p> <p>appeasing (103)—bringing peace or satisfaction to</p> <p>decency (104)—conformity to standards or social behavior</p> <p>derelict (106)—a homeless or jobless person</p> <p>fervent (90)—emotional; zealous</p> <p>foulness (99)—offensive odor; dirt</p> <p>garret (104)—attic</p> <p>notified (98)—made known; informed</p> <p>novelty (100)—something new and unusual</p> <p>overwrought (96)—extremely nervous or excited</p> <p>seclusion (101)—the state of being alone</p> <p>skirmish (104)—a minor battle</p>	<p>Chapters 7–8</p> <p>aquiline (70)—eagle-like</p> <p>carriage (81)—manner of bearing the body; posture</p> <p>designation (78)—a name or title</p> <p>elated (85)—filled with joy</p> <p>fortifications (68)—military works built to defend a palace</p> <p>investiture (79)—establishment in office</p> <p>pronounced (71)—strongly marked; distinct</p> <p>receding (76)—moving back or away</p> <p>slacken (77)—to slow</p> <p>solitary (76)—alone</p> <p>subterranean (67)—under the earth's surface</p> <p>tumult (74)—commotion; disturbance</p>
Lesson 8	Lesson 7	Lesson 6	Lesson 5

Vocabulary Bookmarks

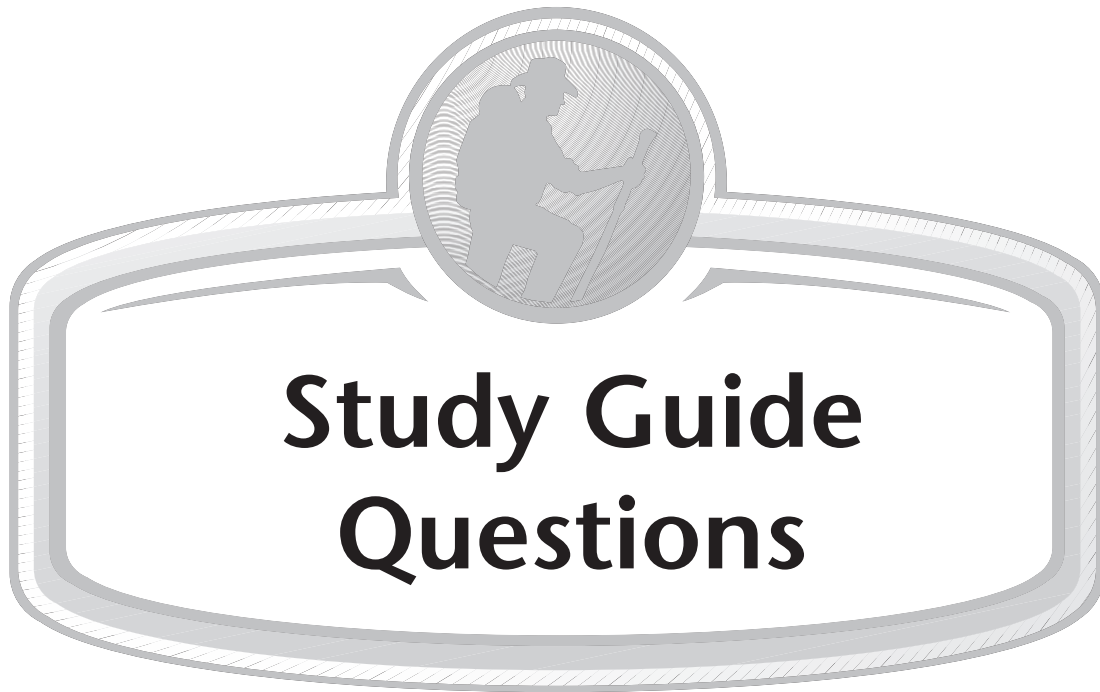
<p>Chapters 20–21</p> <p>chancellor (203)—a high-ranking secretary to a chief of state</p> <p>derision (199)—jeering laughter; ridicule</p> <p>dignitaries (212)—officials of high rank</p> <p>franc (197)—unit of currency in many French-speaking countries</p> <p>impotent (209)—lacking strength or vigor</p> <p>insubordinate (209)—not submissive to authority</p> <p>insurmountable (203)—impossible to overcome</p> <p>patron (200)—one that supports or sponsors another</p> <p>portico (204)—porch or walkway</p> <p>promenade (205)—a leisurely walk</p> <p>stolid (214)—without emotion</p> <p>substantial (197)—ample, considerable in amount</p> <p>swathed (207)—wrapped</p>	<p>Chapters 18–19</p> <p>aide-de-camp (176)—assistant to a higher-ranking officer</p> <p>antics—funny acts</p> <p>attained (187)—gained as an objective</p> <p>cantankerous (193)—ill-tempered, disagreeable</p> <p>concise (183)—expressing much in few words</p> <p>coronet (190)—a small crown worn by nobles</p> <p>dictatorial (193)—domineering</p> <p>etch (177)—to cut into the surface</p> <p>genial (178)—pleasant, friendly</p> <p>gravity (187)—sobriety, seriousness</p> <p>phenomenal (184)—extraordinary</p> <p>profoundly (188)—deeply</p> <p>prowess (177)—superior skill</p> <p>shuffle (186)—to slide the feet while walking</p> <p>writhed (173)—twisted in pain or fear</p>	<p>Chapters 16–17</p> <p>absconding (169)—leaving quickly and secretly to avoid negative consequences</p> <p>bewildered (167)—confused</p> <p>detained (170)—kept in custody</p> <p>frantic (163)—highly excited</p> <p>hue and cry (170)—a public outcry to protest or demand something</p> <p>hurtling (164)—moving with great speed</p> <p>ironic (170)—expressing a contrast in meaning</p> <p>martial (162)—relating to war or to the armed forces</p> <p>relinquish (169)—to give up or abandon</p> <p>scuttle (161)—a metal pail for carrying coal</p>	<p>Chapters 14–15</p> <p>amiable (139)—friendly and good-natured</p> <p>cowed (144)—frightened with threats or force</p> <p>inquisitor (145)—one who asks difficult or harsh questions</p> <p>melodrama (142)—an act characterized by exaggerated emotion</p> <p>persisted (143)—held firmly to a purpose despite setbacks</p> <p>phosphorescent (151)—giving off light without heat</p> <p>piteously (159)—in a manner that arouses pity</p> <p>surged (156)—rose and swelled</p> <p>swagger (144)—to walk or act arrogantly</p> <p>unconscious (142)—lacking awareness</p>
Lesson 12	Lesson 11	Lesson 10	Lesson 9

Vocabulary Bookmarks

<p>Chapter 25</p> <p>aspect (256)—<i>appearance to the eye</i></p> <p>balustrade (262)—<i>a balcony rail</i></p> <p>cataracts (256)—<i>rapid waters in a stream</i></p> <p>culmination (269)—<i>the highest or most decisive point</i></p> <p>mutiny (268)—<i>revolt against a superior officer</i></p> <p>protracted (259)—<i>prolonged in time or space</i></p>	<p>Chapter 24</p> <p>arduous (251)—<i>demanding great effort</i></p> <p>inaccessible (251)—<i>unable to be approached</i></p> <p>languid (250)—<i>lacking energy or vitality</i></p> <p>orders (248)—<i>insignia worn as a symbol of honor conferred by government</i></p> <p>populace (245)—<i>the common people</i></p> <p>scabbard (245)—<i>a sheath for a sword</i></p> <p>tantalizing (250)—<i>exciting because something desirable is revealed but kept out of reach</i></p> <p>unflagging (252)—<i>untiring</i></p> <p>will-o'-the-wisp (250)—<i>a misleading or deceptive hope</i></p>	<p>Chapter 23</p> <p>agitated (236)—<i>excited; disturbed</i></p> <p>chamois (234)—<i>a small goat-like animal in mountainous regions of Europe</i></p> <p>clambering (232)—<i>climbing awkwardly</i></p> <p>dexterity (239)—<i>readiness and grace in physical activity</i></p> <p>enthraling (241)—<i>holding spellbound</i></p> <p>Gasthaus (234)—<i>guest-house; an inn</i></p> <p>obeisance (237)—<i>a movement of the body made to show deference</i></p> <p>singular (232)—<i>unusual; out of the ordinary</i></p> <p>stalwart (229)—<i>marked by strength or vigor</i></p> <p>vaunt (244)—<i>to make a vain display of one's worth or accomplishments</i></p>	<p>Chapter 22</p> <p>absurdity (224)—<i>ridiculous unreasonableness</i></p> <p>alpenstock (227)—<i>the long staff of a mountaineer</i></p> <p>august (216)—<i>inspiring awe or admiration; majestic</i></p> <p>divers (221)—<i>various</i></p> <p>hideous (219)—<i>repulsive; revolting</i></p> <p>ignoble (218)—<i>selfish or mean in quality</i></p> <p>jutting (225)—<i>extending outward beyond something else</i></p> <p>myriads (226)—<i>vast numbers</i></p> <p>patronage (219)—<i>support of a business</i></p> <p>serenity (226)—<i>undisturbed calmness</i></p> <p>torrent (228)—<i>a swiftly flowing stream</i></p> <p>venerable (216)—<i>commanding respect because of age or position</i></p>
Lesson 16	Lesson 15	Lesson 14	Lesson 13

Vocabulary Bookmarks

<p>Chapter 31</p> <p>acclaiming (335)—praising enthusiastically</p> <p>adulation (338)—great praise and admiration</p> <p>constituted (332)—set up or established</p> <p>demeanor (329)—manner of behavior</p> <p>diligence (331)—a closed stagecoach of French design</p> <p>grenadier (330)—a member of a regiment of British infantry trained to throw grenades</p> <p>haggard (337)—appearing worn and exhausted</p> <p>incognito (333)—with one's identity disguised or concealed</p> <p>ingenuity (340)—imaginative cleverness</p> <p>rampart (332)—an embankment built as a fortification to protect one's city</p> <p>subservience (332)—an attitude of lowly servitude</p>	<p>Chapters 29–30</p> <p>adroitness (309)—skill</p> <p>alacrity (325)—eagerness</p> <p>convulsive (316)—violently shaking</p> <p>glowering (324)—staring angrily</p> <p>implore (327)—beg for</p> <p>interposed (307)—interrupted</p> <p>precipitous (309)—steep</p> <p>prostrate (320)—extremely weakened</p> <p>vassals (307)—servants</p> <p>verbatim (321)—word for word</p>	<p>Chapters 27–28</p> <p>bayonet (287)—a blade attached to the end of a rifle</p> <p>blustered (295)—spoke with arrogant threats; bullied</p> <p>ceremonious (301)—formal; devoted to ritual</p> <p>disaffection (300)—loss of love or loyalty</p> <p>distraught (290)—agitated emotionally or mentally</p> <p>grievance (295)—cause for complaint</p> <p>homage (289)—special honor or respect expressed publicly</p> <p>javelin (287)—a light spear to be thrown</p> <p>lenient (294)—lacking harshness or strictness; indulgent</p> <p>lurid (287)—glowing; seen through smoke or haze</p> <p>quell (290)—to quiet a disturbance</p> <p>reverential (301)—acting with great respect or reverence</p> <p>sentinel (285)—guard</p> <p>tremor (299)—a shaking or trembling</p> <p>vigorously (294)—strongly</p>	<p>Chapter 26</p> <p>ambush (273)—a hiding place used to lie in wait for an opportunity to attack</p> <p>desolation (274)—ruin, devastation, grief</p> <p>fugitive (274)—a person fleeing</p> <p>gaunt (275)—excessively thin and haggard</p> <p>impassable (283)—incapable of being traveled</p> <p>lustrous (277)—bright, illuminated</p> <p>secrete (275)—to conceal in a hiding place</p>	<p>Lesson 20</p>	<p>Lesson 19</p>	<p>Lesson 18</p>	<p>Lesson 17</p>
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Study Guide Questions



Study Guide Questions

1. In what city are Marco and his father living as the story begins?
2. Name two ways in which Marco's life is unusual.
3. What does Marco's father have him do to show his loyalty to Samavia?
4. What is unusual about Marco's relationship with Lazarus, his father's servant?
5. What does Marco's father believe is the most important skill Marco can learn?

Study Guide Questions

1. What story about his people does Marco love to hear again and again?
2. What happened to bring change and turmoil to Samavia?
3. How was the young prince different from his father, the king?
4. What do “all brave hearts” of Samavia believe about the Lost Prince?
5. What upsets Marco's father?

Study Guide Questions

1. What is unusual about the leader of the group of boys meeting in the passage?
2. What is the group's first impression of Marco?
3. How is The Rat's home life different from Marco's?
4. How does The Rat know about the Lost Prince?
5. How do Marco and The Rat differ in their views of how the Lost Prince should deal with his enemies?

Study Guide Questions

1. Why does Marco enjoy talking to his father so much?
2. How does Marco's father's opinion about what the Lost Prince should do differ from Marco's?
3. Why is Marco's father not looking for the Prince?
4. What is the purpose of the secret society that was formed?
5. Why is Marco disturbed by the newspaper clipping that The Rat has found?

Study Guide Questions

1. What important task does Marco's father ask him to do?
2. Where has Marco already seen the man who is to visit his father?
3. How does Marco make certain that he has the right person before delivering the message?
4. What news does Marco learn about Samavia from a sightseer at the Tower of London?
5. What has The Rat done that shows Marco he would make a good general?

Study Guide Questions

1. What plan does Marco tell his father about?
2. How does Loristan remind Marco of the seriousness of such a mission?
3. Why does The Rat come to Marco's house?
4. How does The Rat feel about Loristan?
5. Who else accompanies The Rat, Marco, Loristan, and Lazarus in the funeral procession?

Study Guide Questions

1. Why do you think The Rat does not ask Loristan and Marco if he can stay with them?
2. What caution does Loristan give The Rat as he describes what life with them would be like?
3. Name one activity that The Rat looks forward to doing at Loristan's home.
4. What does The Rat do each morning after he begins living in Loristan's home?
5. What does Marco teach The Rat on their walks?

Study Guide Questions

1. Why does the Squad give Marco and The Rat such a relieved welcome when they come to the Barracks?
2. What does Loristan think of the boys' game?
3. What job has Loristan given The Rat to do?
4. After the lady sprains her ankle in the street, what does she ask Marco to do?
5. What in the lady's speech offends Marco?

Study Guide Questions

1. What does the lady reveal as her true purpose in pretending to sprain her ankle?
2. What threat does the man use to try to get Marco to tell what he knows?
3. What motivates Marco to keep silent in the face of threats?
4. What does he discover is also living in the cellar?
5. What does the lady do to try to help Marco before she leaves the house?

BJ BookLinks: *The Lost Prince of Samavia*, Reproducible Questions—Lesson 9

See Study Guide Answer Key.

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Study Guide Questions

1. What is the first thing Marco does in his search for a way out of the basement?
2. What idea does Marco have to draw attention to himself?
3. Who recognizes the voice as Marco's?
4. Why does no one question Loristan's authority when he comes to take Marco home?
5. What is the true occupation of the couple who locked Marco in the cellar?

BJ BookLinks: *The Lost Prince of Samavia*, Reproducible Questions—Lesson 10

See Study Guide Answer Key.

Study Guide Questions

1. What does The Rat do to alleviate his anxiety and help with the search during Marco's absence?
2. What is to be The Rat's job in the future?
3. What happens to prove to the boys that learning the cities and faces is more than a game?
4. Why are Marco and The Rat ideal ones to go on a secret mission?
5. What message do Marco and The Rat give when they encounter each person in their journey?

Study Guide Questions

1. What unexpected thing happens to the boys before they leave Paris?
2. What do they know about their contact person in Munich that helps them find him?
3. Who does Marco encounter during the intermission?
4. How does Marco gain protection and give the Sign to the chancellor at the same time?
5. What does the chancellor do to protect Marco?

Study Guide Questions

1. Who are the boys looking for in Salzburg?
2. How does The Rat annoy the man cutting his hair?
3. What does Marco identify as the feature of the hairdresser that was not quite like the picture? How was this feature different from the picture?
4. Why do the boys go to the Gaisberg mountaintop?
5. What important thing happens on the mountaintop?

BJ BookLinks: *The Lost Prince of Samavia*, Reproducible Questions—Lesson 13

See Study Guide Answer Key.

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Study Guide Questions

1. Why is a love of mountain climbing an advantage to the members of the Secret Party?
2. What is singular about the old woman to whom they carry the Sign?
3. What causes the lady to begin to treat Marco with special favor and honor?
4. Why has this woman been chosen to receive the Sign?
5. What first alerts her that her son is coming to see her?

BJ BookLinks: *The Lost Prince of Samavia*, Reproducible Questions—Lesson 14

See Study Guide Answer Key.

Study Guide Questions

1. What do the boys notice about the man riding in the emperor's carriage in the pageant?
2. Where does the prince go when he gets tired of being with people?
3. What happens to discourage Marco and The Rat in their search?
4. What do Marco and The Rat decide to do rather than worrying and talking about their concern?
5. What solution to the prince's whereabouts do they both think of in the morning?

Study Guide Questions

1. In what way do Marco and The Rat get inside the palace gates without being noticed?
2. Where does Marco hide?
3. What thought gives him courage when rain begins to pour down?
4. How does he finally get an opportunity to give his message to the prince?
5. Who is the old man that the prince wants Marco to meet?

Name _____

Study Guide Questions

1. In what condition is the land of Samavia when Marco and The Rat enter the country?
2. What character traits of the Samavians impress Marco and The Rat as they travel?
3. What is the occupation of the man Marco and The Rat are looking for?
4. What is the doctor's reaction when The Rat shines the candle on Marco's face?
5. Where does the doctor take Marco and The Rat?

BJ BookLinks: *The Lost Prince of Samavia*, Reproducible Questions—Lesson 17

See Study Guide Answer Key.

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Name _____

Study Guide Questions

1. What lines the walls of the cavern of the Forgers of the Sword?
2. How do the men respond when Marco gives the Sign?
3. Whose picture is behind the curtain?
4. Why is Marco so shocked at the picture?
5. Where has Loristan gone when the boys finally return to London?

BJ BookLinks: *The Lost Prince of Samavia*, Reproducible Questions—Lesson 18

See Study Guide Answer Key.

Study Guide Questions

1. How was Marco an unusual child when he was younger?
2. How has the game changed for The Rat since he has been away?
3. What exciting news do the newspaper boys bring?
4. How do the people of Samavia respond to their new king?
5. What order from Loristan comes at last?

Study Guide Questions

1. Why does Lazarus want to keep so close to Marco on the journey?
2. Name one unusual thing that happens as they draw nearer to Melzarr.
3. What thought gives Marco courage and stability as he proceeds on his journey to the palace?
4. Who is the new king of Samavia?
5. What promise to his dying wife has Loristan kept all of Marco's life?



What's in an Oath?

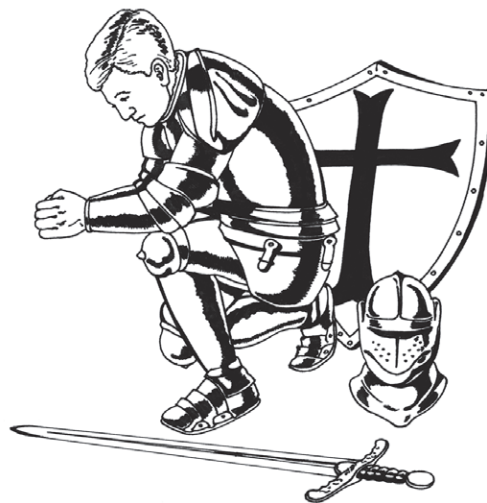
Marco's taking of an oath on a sword is a tradition that goes back to medieval Europe. Vassals provided a lord, or landowner, with military protection in exchange for some of his land. A vassal would take an "oath of fealty" on his knees before the lord to show his loyalty and pledge his protection and service. Oaths were often taken on swords or objects considered sacred to show the oath-taker's seriousness.

Read the sample oath of fealty taken by a vassal to his lord.

I, (name), pledge to be faithful to (name), to protect his interests and rights, to love what he loves and hate what he hates, to submit to his will, to endeavor never to displease him in word or deed, on condition that he will perform his part of our agreement as I shall deserve it.

How does this oath remind you of a Christian's relationship to the Lord Jesus Christ? Can you think of any verses of Scripture that would support these ideas?

Write out your thoughts on the lines below.



Name

The Lost Prince: Finish the Legend

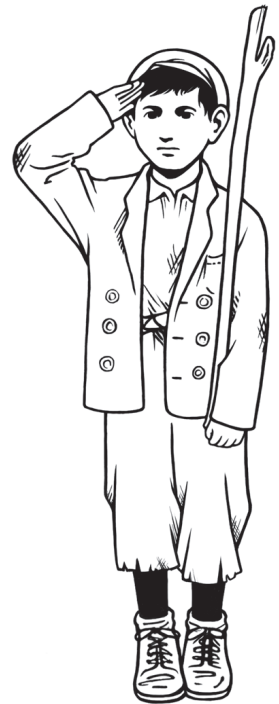
What do you think happened to the Lost Prince? Did he die young? Did he marry and have children? What happened to the royal line? Write an ending to the legend, beginning with the time that the shepherd helped the wounded prince over the border into a neighboring country.

[illegible]

Match the Meaning

Read each sentence from the book. Some of these words are used as a different part of speech from our normal usage. Determine whether the word in *italics* is being used as a noun, verb, or adjective, and write it in the right blank. Then, in the left blank, match the word with its meaning in the box.

- A. outside
- B. long pompous speeches
- C. slang for a person of high social status
- D. a dialect of the East End of London
- E. covered with stones (flagstones)
- F. exactness
- G. noisy crowd
- H. loud noise
- I. studied carefully
- J. talked privately



- _____ 1. Then he heard a *clamor* of boys' voices, and he wanted to see what they were doing.
- _____ 2. [The passage] opened onto a gray *flagged* space.
- _____ 3. "I'm not going to have you *swells* dropping into my club as if it were your own."
- _____ 4. "Rat! Rat!" several voices cried at once in good strong *Cockney*.
- _____ 5. It was as if two generals were meeting for the first time, and the *rabble* looking on wondered what would come of their encounter.
- _____ 6. Marco would have started but for his long training in *exterior* self-control.
- _____ 7. He had *pored* over maps of Samavia since his seventh year.
- _____ 8. "It would be a strange secret to know all the time when no one else knew it." The Rat *communed* with himself.
- _____ 9. Marco saw at once that [the Squad was] accustomed to obeying the word of command with military *precision*.
- _____ 10. [The lads] listened to his stories and *harangues* about war and soldiering; they let him drill them and give them orders.

Exploring Dialect

*One of the ways an author develops a character in a story is to let us listen to the way the character speaks. In *The Lost Prince of Samavia*, Burnett includes several characters among *The Rat's* friends who speak in the Cockney dialect. Cockney is a distinct accent of those born in the East End of London.*

Read each sentence from the book in Cockney dialect, and write a “translation” showing how you would say the same thing in everyday English.



1. “Get ’im some more, Rat!” (p. 28)

2. “We likes ’im . . . becos ’e was the right sort.” (p. 30)

3. “Wisht the lot of us had been there then.” (p. 33)

4. “We’d ’ave give ’im [the evil king, father of the Lost Prince] wot for anyway!” (p. 33)

Crossword Fun

Complete the crossword puzzle using the list of vocabulary words.

1

2

--	--	--	--	--	--	--	--	--	--

3

--	--	--	--	--	--	--	--	--	--

4

--	--	--	--	--	--	--	--	--	--	--	--

5

--	--	--	--	--	--	--	--	--	--

6

--	--	--	--	--	--	--	--	--	--

7

--	--	--	--	--	--	--	--	--	--

8

--	--	--	--	--	--	--	--	--	--

The Lost Prince
Story by Jack Pincus

In the recent national celebration the belief that is someone of the time has faded, we hope not. According to the Robert Dugan, the probable whereabouts of the Prince is somewhere between Indiana and Illinois. He immediately plans to continue carrying out their highest search for him. Any knowledge as to where he was last seen should be reported according to the High Sheriff of Indiana authorities under his jurisdiction. A very enthusiastic search is that person or persons are looking to the Prince's return.

"We have located several clues up to the location our Prince might have taken," reports one of the vice constables under the High Sheriff of Des Moines. "We asked about where he believed this to be, he believed to comment. 'He is not to arouse a panic among the populace, as we know that this will give a greater liability to our organized search efforts,'" he said. "We asked to give a time limit for or when the search will be terminated, he declined and said any further questions must be directed to the High Sheriff himself."

The entire kingdom's populace expresses the highest hopes and expectations that their Prince will soon turn up and that he will be well. They stand for further developments which will be posted daily in the Times.

Jack Pincus has already posted a search for the Prince's return or recovery, whichever may apply. There are numerous search parties that have already been organized throughout the various areas of the Kingdom of Indiana.

Word List

acquiescence
cavalier
deigned
hovel
interminable
scant
unaffected
vagabond

Across

2. endless
4. genuine; natural
6. barely enough
8. condescended

Down

1. a small inadequate dwelling
3. passive agreement
5. wanderer
7. showing arrogant disregard

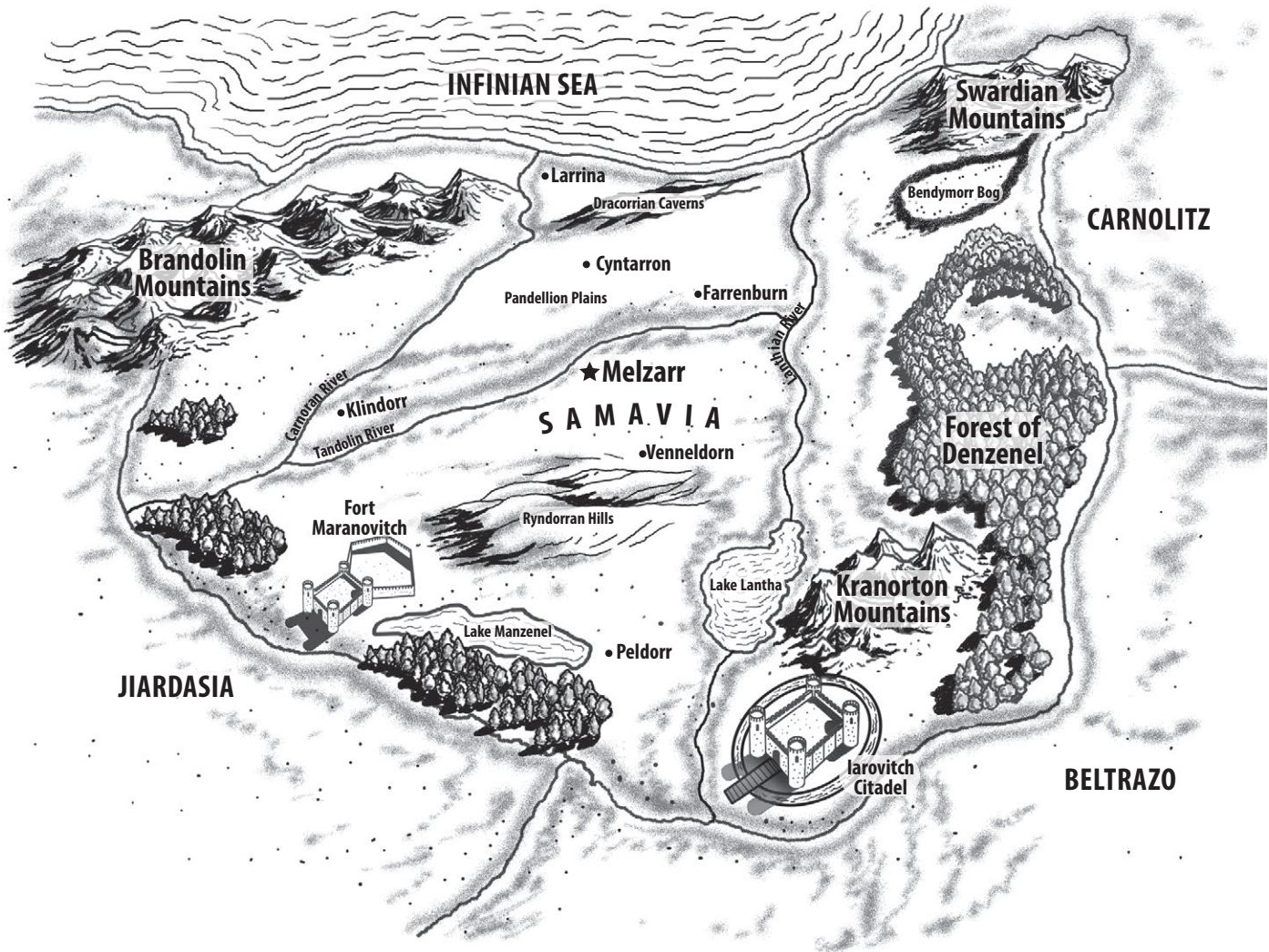
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64 BJ BookLinks: *The Lost Prince of Samavia*, Reproducible Activity—Lesson 4A

See Reproducible Activities Answer Key.

Planning the Secret Route

Plan a route for the Secret Two to take from Larrina, on Samavia's coast, to Melzarr, the capital city. Remember that the Two are on a mission of great urgency, so they need to make the fastest possible time. But theirs is also a secret mission, so they need to stay hidden as much as possible, avoiding spending much time in cities. Draw your route on the map and then write a few sentences justifying your choice of that particular route.



Reasons I chose this route:

Yeoman Warder



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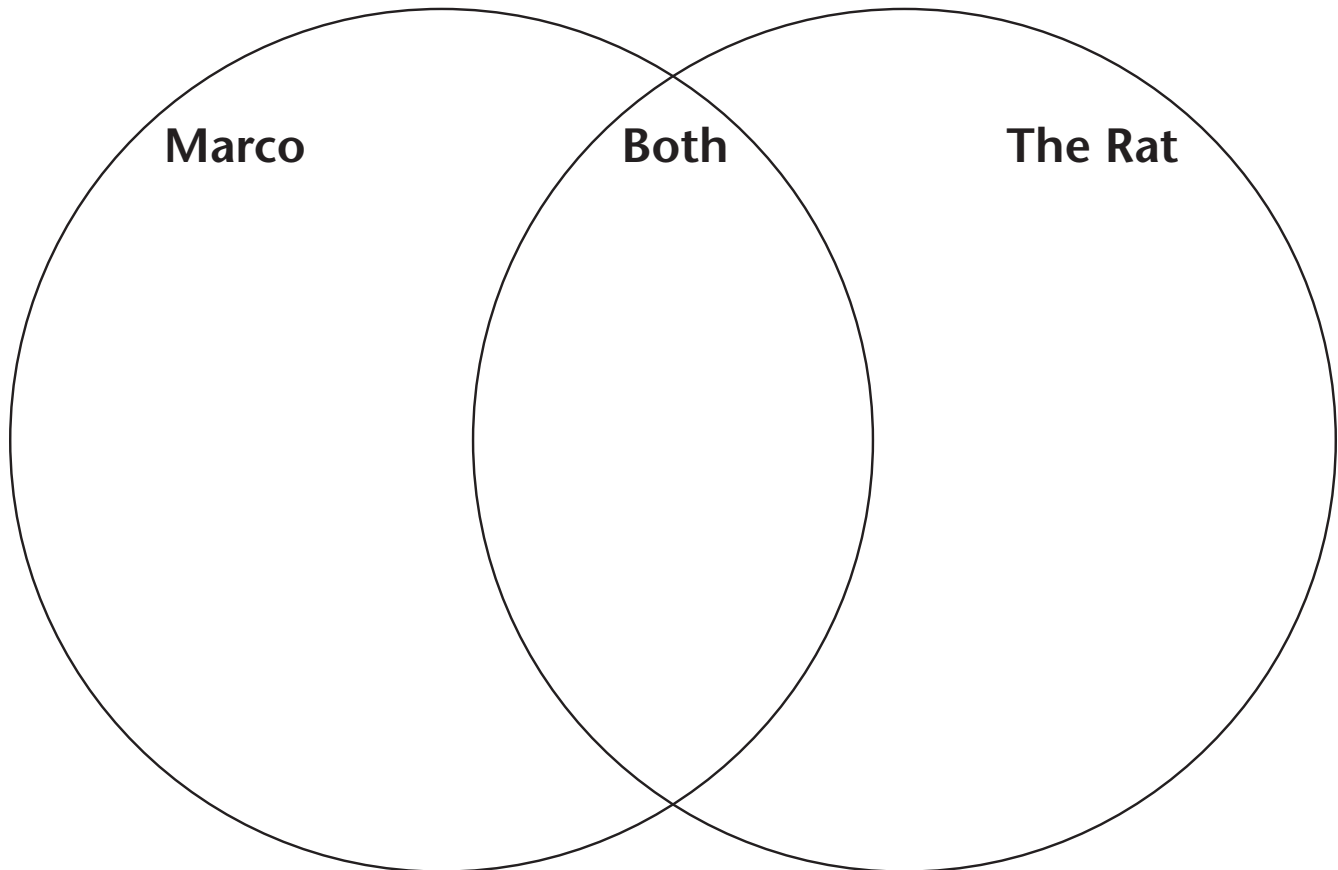
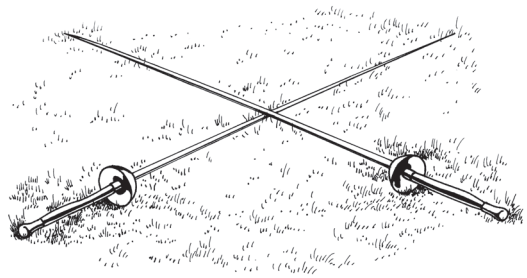
Friends and Foils

In literature, authors often create a secondary character to serve as a foil for the main character. A foil character provides a contrast with the main character so that we can see the main character's traits more clearly. In The Lost Prince of Samavia, The Rat serves as a foil for Marco in many ways. But he and Marco also have certain traits in common.

Decide whether the characteristics listed are true of Marco, of The Rat, or of both. Complete the Venn diagram to show the similarities and differences between Marco and The Rat.

respects father
easily excitable
self-controlled
loyal to a cause
courteous
harsh

leadership ability
dignified
dislikes father
gifted in military strategy
gifted in memory
intelligent

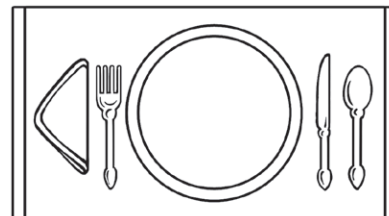


Name _____

Test Your Table Manners

When The Rat first dines with Marco and his father, he realizes that he still has much to learn about table manners. Knowing good table manners is important to make you a confident, courteous person in any situation.

Mark each statement either true or false. If the statement is false, write a corrected statement in the blank.



_____ 1. The knife and the spoon are always placed to the right of the plate.

_____ 2. If your place is set with more than one fork, use the one closest to the plate first.

_____ 3. Your napkin should stay on the table so you can wipe your fingers on it from time to time.

_____ 4. You may begin eating as soon as your host or hostess does.

_____ 5. Once you use a utensil, you may lay it back down on the table.

_____ 6. You should not put your elbows on the table during a meal.

_____ 7. When you want something on the table, you should reach for it.

_____ 8. Lay your utensils side by side across the plate when you are finished using them.

_____ 9. You should not push back your plate or lean your chair back on two legs when you're finished eating.

_____ 10. When you have finished eating, crumple up your napkin and leave it on top of your plate.

Contrasting Fathers

Write a paragraph that contrasts The Rat's father and Marco's father. Use the T-chart to plan the points of contrast you will use in the paragraph.

The Rat's father

Marco's father

Use the words and phrases in the box below to make transitions between the points in your paragraph.

Transitional Words and Phrases

first
second
finally
in addition
on the other hand



Write your paragraph on a separate sheet of paper.

God's Rules for Relationships

Marco and The Rat realize that their friendship will have to weather some challenges now that they are both living under the same roof. God's Word places a great emphasis on relationships among Christians, and He gives us much wisdom about how to maintain godly friendships.

Look up each passage and read the guidelines God gives for our relationships with others, particularly with other Christians. Make a list of His rules for relationships in the blanks provided.

1. Romans 12:10
2. Romans 12:16–18
3. Ephesians 4:1–3
4. Ephesians 4:31–32
5. Philippians 2:1–4
6. Colossians 3:12–14
7. James 4:11
8. 1 Peter 1:22



God's Rules for Relationships

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Power of the Pen: Promoting Fitness

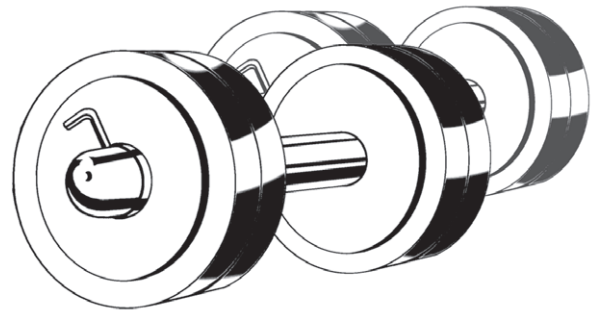
In Chapter 12 The Rat begins a strict program of exercise in order to be fit to serve Loristan when he is called on to work for him. In the same way, a Christian should be concerned about keeping himself in the best possible physical condition to serve God.

Read the information about exercise and fitness. Then write a persuasive paragraph about your favorite form of exercise. Your purpose is to convince others to get involved in the type of exercise you are recommending. Before you write, plan your topic sentence and two or three strong reasons to support your position.

Most students spend the greater part of their days sitting. They sit at their desks in classes, sit at tables to eat meals, and sit down somewhere for homework or entertainment in the evenings. But even for teenagers, exercise is very important for maintaining a strong, healthy body. Doctors recommend that teens engage in some form of exercise that raises the heart rate for at least twenty minutes, three or more times a week.

Organized team sports provide good opportunities to get this kind of exercise. Bicycling, in-line skating, swimming, tennis, and running are other possibilities. The important thing is to find some form of exercise that fits into your schedule and that you enjoy doing. If you choose a type of exercise that takes up too much of your time or seems like drudgery, you will be likely to quit. Find your best time of the day to exercise. Sometimes exercising late at night increases adrenaline and makes it hard to fall asleep afterward.

Regular exercise will not only help to keep you healthy and fit, but it will also make you feel more alert and energetic during the day. Exercise is a way that you can take good care of the body God gave you and keep it in shape for service.



Topic Sentence: _____

Reasons:

1. _____

2. _____

3. _____

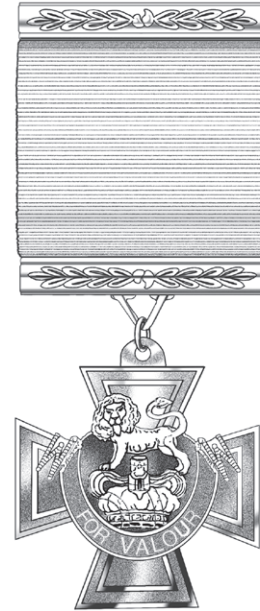
Write your paragraph on a separate sheet of paper.

Name _____

Word Workshop

Read each sentence about the book. Then match the underlined word with its meaning in the box below. One choice will not be used.

- _____ 1. Loristan himself would have regarded neglect of the Squad as a breach of military duty.
- _____ 2. The Squad had existed in spite of the vigilance of policemen.
- _____ 3. *His men!* It made The Rat feel as if he had the Victoria Cross fastened on his coat.
- _____ 4. “There’s a forest where we could hide and find out things.”
“Reconnoiter,” said Loristan, looking down.
- _____ 5. The Squad’s ability to move like a perfect machine was a testimonial to The Rat’s military efficiency.
- _____ 6. They stared at Marco furtively, feeling as if he were a creature of another world because he had lived with this man.
- _____ 7. They parted at a street corner, Marco to walk home, The Rat to
_____ execute his commission.
- _____ 8. Her voice was musical and her enunciation exquisite.
- _____ 9. “I arranged the plan to accommodate her.”
- _____ 10. On the table were a silver lamp and some rather elegant trifles.
- _____ 11. “Has he taught you to be calm too?” she said pathetically.
“You are only a boy.”
- _____ 12. “But men like your father, men who are Samavians, must think about the horrible battles night and day, as I do,” she said impetuously.



- | | |
|------------------|---|
| A. understanding | H. ability to produce quickly, with quality |
| B. assigned task | I. to adapt to or do a favor for someone |
| C. a violation | J. a prestigious award for bravery |
| D. impulsively | K. to inspect and gather information about |
| E. carry out | L. things of little importance |
| F. watchfulness | M. in a manner meant to arouse sympathy |
| G. pronunciation | N. stealthily, so as not to be noticed |

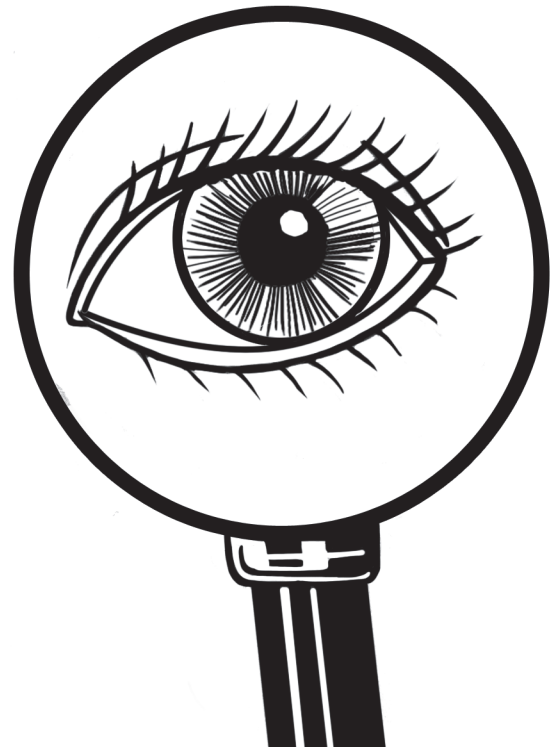
Through Whose Eyes?

Frances Hodgson Burnett uses various points of view as she narrates this story. Sometimes she limits herself to what only one character knows or thinks so that we are reading the story from that character's perspective. At other times she takes an omniscient point of view, revealing information that the characters do not know, or letting us know what more than one character is thinking at the same time.

Read each excerpt from the book. Decide whether the information expressed is something from the lady's viewpoint, something from Marco's viewpoint, or something from the omniscient narrator that reveals both viewpoints. Write the correct letter in the blank.

- A. Lady's point of view
- B. Marco's point of view
- C. Both points of view

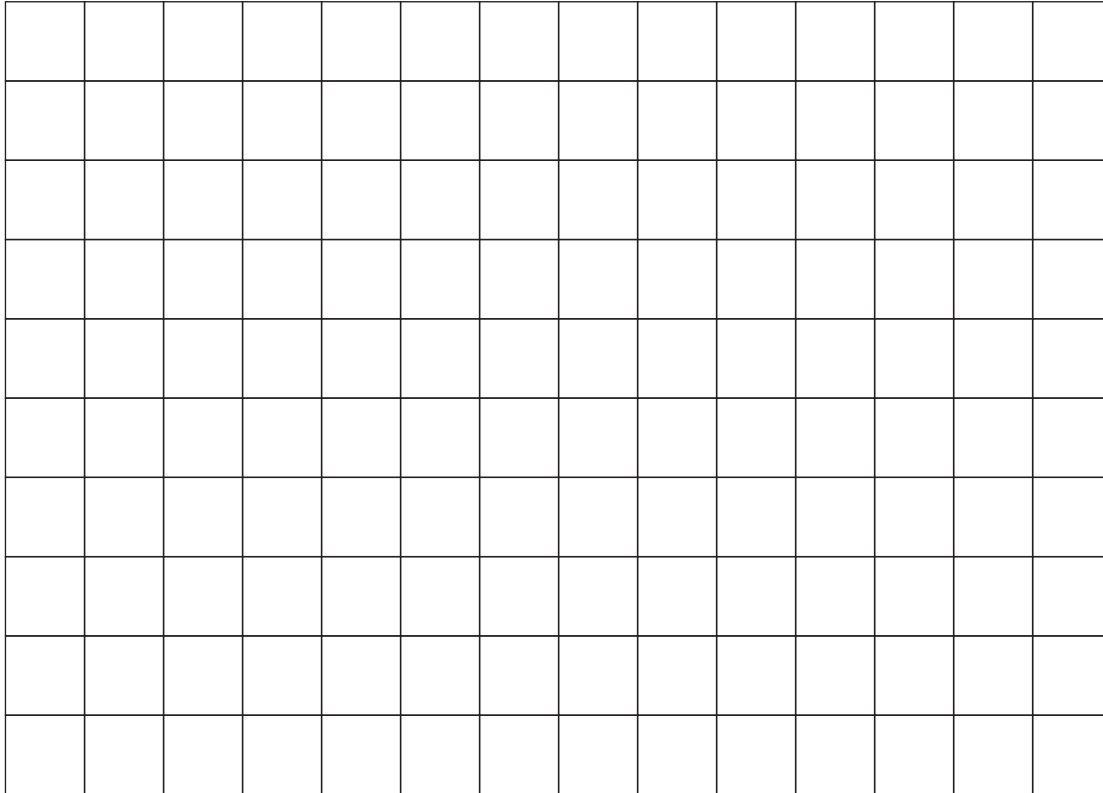
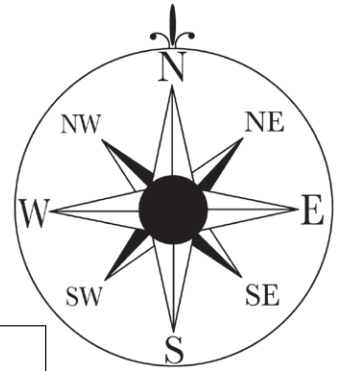
- _____ 1. "He wondered what her nationality was. Even at some distance he could see that she had long dark eyes and a curved mouth which seemed to be smiling to itself. He thought she might be Spanish or Italian."
- _____ 2. "'I am sorry,' he said, as he helped her, and his boy's voice had something of the wonderful sympathetic tone of Loristan's. The beautiful lady herself marked it and thought how unlike it was to the ordinary boy voice."
- _____ 3. "All that Marco had ever learned and all that he had ever trained himself to remember quickly rushed back upon him now."
- _____ 4. "Marco stood quite still and looked at her. His eyes told whether his blood burned or not, but he did not speak. His look was answer enough, since he did not wish to say anything."
- _____ 5. "Marco was thinking very rapidly. . . . That she should be a Samavian, and love Samavia, and pour her feeling forth even to a boy, was deeply moving to him. But however one was moved, one must remember that silence was still the order."
- _____ 6. "Marco started in spite of himself. He felt as if his father had been struck in the face. How dare she say such words! Big as he was, suddenly he looked bigger, and the beautiful lady saw that he did. . . . She was a clever person and saw that she had made a mistake."



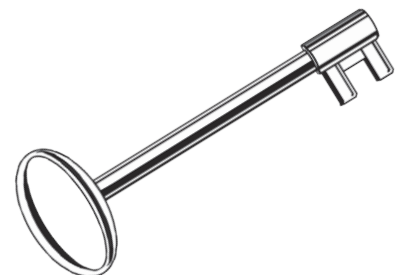
Name _____

Cellar Solutions

The grid below represents the floor plan of the cellar where Marco has been imprisoned. Each square in the grid represents one square foot. Use the grid to help you solve the problems.



1. What is the total area of the cellar? _____
2. The cellar contains 3 shelves. Each shelf is 2 feet wide and 6 feet long.
What is the area of the floor space each shelf covers? _____
3. What is the total area of all the floor space covered by the 3 shelves? _____
4. What is the area of the part of the floor, not covered by shelves, that Marco must explore to find the key? _____
5. The 3 shelves are evenly spaced in the cellar. Each shelf has a 2-foot wide area of floor space around it. Shade in the squares on the grid that represent where the 3 shelves are placed.
6. The door to the cellar is located in the center of the west wall. It is 2 feet wide. Draw a bold line on the grid to represent the doorway.
7. The key is on the shelf nearest the door. It is 3 feet from the west wall and 3 feet from the south wall. Draw a small key shape in the square on the grid where the key is lying.



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9 Journey into Arts and Crafts

Symbolic Character Sketch

Choose the groups and explain this project several days in advance of the day you plan to work on it in class. The students will need time to think about ideas and gather materials from home that might be useful in this project.

A symbolic character sketch uses symbolism to portray certain features or traits of a story character. It can be an actual representation of that character as he or she would appear in life, or it can be one or more objects associated with that character and used to symbolize his or her prominent qualities. Color can be used symbolically, such as red to represent anger, white to portray innocence, or blue to suggest loyalty.

Materials

- Paper
- Various art and craft supplies (markers, crayons, scissors, glue, colored paper, fabric scraps, ribbon, aluminum foil, newspaper, beads, sequins, etc.)



1. Divide the students into groups and instruct each group to make a symbolic character sketch of the lady spy who tricks Marco into entering the house for questioning.
2. Suggest the following methods of including symbolism in the sketch.
 - They may include bright colors in the sketch to represent her beauty and pleasant manners but have black as the predominant color to represent her false motives and evil heart.
 - They may draw an actual face or an entire form and decorate it symbolically, or they may draw a representative object, such as a lady's glove, purse, shoe, or piece of jewelry, and decorate it in a manner that symbolizes her character.
3. Encourage them to use any colors or materials, both yours and their own that they have brought, to represent the lady's personality, motives, and character. The sketch can be realistic or abstract in design, but they must be able to explain its significance to the rest of the class.
4. When all the sketches are completed, give each group an opportunity to explain the symbolism in their sketch.

Choose and Use the Word

Fill in the blank with the correct word from the box. Use the context to help you determine which word is appropriate.

1. The _____ was empty, so I tried starting a fire with wood.
2. The song “I May Never March in the Infantry” has a _____ theme.
3. When the dog rushed toward them, the children let out _____ cries and turned to run.
4. The ball was _____ through the air so quickly that I could hardly see it until it plopped into my glove.
5. When I saw two girls that looked exactly alike, I was _____, not knowing which one was Katie.
6. I had to _____ my room to my cousin when he came to visit last month.
7. The store owner glanced up just in time to see two thieves _____ out the back door with some computer equipment.
8. The teacher _____ me after class so that we could talk about my math grade.
9. Her laughter was _____ in light of the fact that she had tears in her eyes.
10. “If we change the deadline for the research paper to Friday, I don’t want anyone raising a _____ about not having enough time,” said Miss Beale.

absconding – leaving quickly and secretly to avoid negative consequences
 bewildered – confused
 detained – kept in custody
 frantic – highly excited; frenzied
 hue and cry – a public outcry to protest or demand something
 hurtling – moving with great speed
 ironic – expressing a contrast in meaning
 martial – relating to war or to the armed forces
 relinquish – to give up or abandon
 scuttle – a metal pail for carrying coal



What Their Words Are Saying

Chapters 16 and 17 rely heavily on dialogue to reveal the feelings of characters. These chapters introduce several minor characters who through their speech reveal various attitudes toward Marco and the locked cellar incident. Each of the main characters also gives his impression of the event.

Match each character's speech with the attitude or emotion that it reveals.

- _____ 1. *Music teacher and bystanders*
 "There's a boy with a fine voice."
 "What's he singing? It sounds foreign."
 "Who's singing? Where is he singing?"
 "I can't make that out. Sounds as if it came out of the ground."
- _____ 2. *The Rat*
 "We've been looking for him all night!" he shouted. "Where is he? Marco! Marco! . . . Here I am! Who locked you in? How can I get the door open?"
- _____ 3. *Policeman*
 "He got himself in through some of his larks, and he'll have to wait till he's got out without smashing locks," he growled. "How did you get in there?" he shouted.
- _____ 4. *Clerk from the house agency*
 "There's something strange about this. Why did they lock these doors in the basement and the one on the stairs? What did they say to you? What were you doing in the basement?"
- _____ 5. *Lazarus*
 "This is a bad sign, Master. God of the right, defend us!"
- _____ 6. *Loristan*
 "My boy knew nothing of these people. That I can guarantee. He had seen neither of them before. His entering the house was the result of no boyish trick. He has been shut up in this place for nearly twenty-four hours and without food. I must take him home."



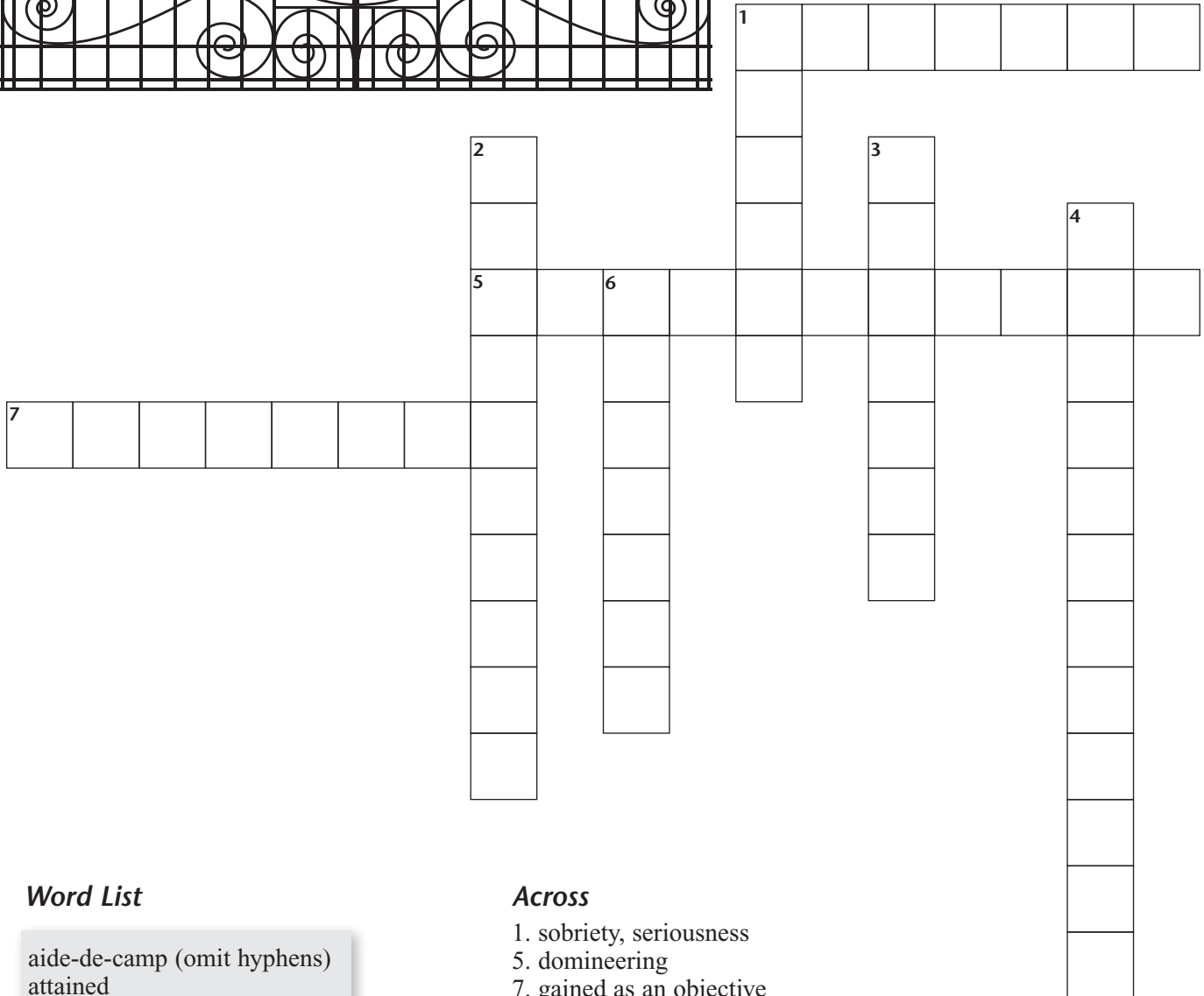
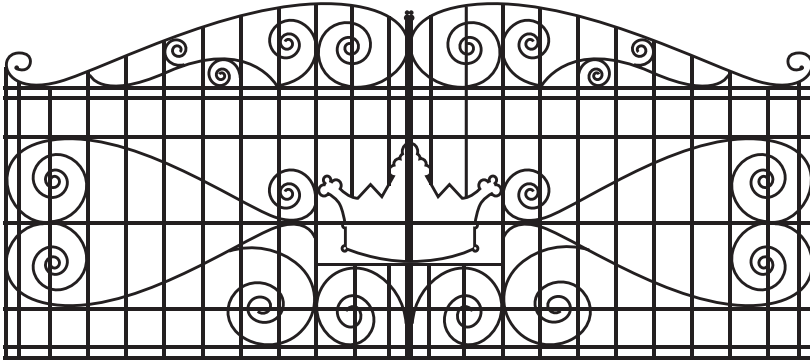
Attitudes

- A. suspicion
- B. trust and protectiveness
- C. annoyance
- D. interest and curiosity
- E. eagerness and joy
- F. concern and gravity



Puzzled about Words

Use the vocabulary words to complete the puzzle.



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Word List

aide-de-camp (omit hyphens)
attained
cantankerous
coronet
dictatorial
genial
gravity
pro prowess

Across

1. sobriety, seriousness
5. domineering
7. gained as an objective

Down

1. pleasant, friendly
2. assistant to a higher-ranking officer
3. superior skill
4. ill-tempered, disagreeable
6. a small crown worn by nobles

Keeping Them Guessing

Authors use suspense, or the withholding of information, to keep readers guessing about what will happen next in a work of literature. Suspense creates tension in a story, and that tension is what makes the reader's pulse quicken and keeps him turning pages until the end.

Read the following excerpts from *The Lost Prince of Samavia*. What information is Burnett withholding? What questions is she refusing to answer? Write down the questions that come to your mind as you read.



1. The hours of Marco's unexplained absence had been terrible to Loristan and to Lazarus. They had reason for fears that it was not possible for them to express.

2. "It may not be long before it may be [Marco's] part to do work in which he will need a comrade—a comrade who can be trusted as a rock can be trusted."

3. Even this [sketching and recalling faces from photographs] was still called "the game," but Marco began to know in his heart that it was so much more, that his hand sometimes trembled with excitement as he made his sketches over and over again.

4. Loristan was pale that night, and there was a shadow on his face. His eyes held a great longing as they rested on Marco. It was a yearning that had a sort of dread in it.

5. "The end will be all that our hearts most wish," [Loristan] said.

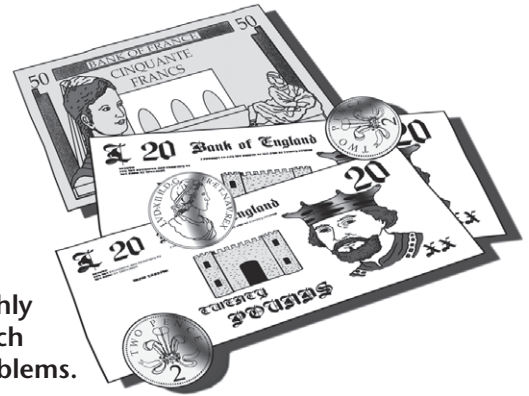
Currency Conversion

Currency Rate Chart

French Franc

1 British Pound Sterling	11.2
1 U.S. Dollar	7.3

The chart above means that at the current exchange rate, it takes roughly 11.2 French francs to equal one British pound sterling. It takes 7.3 French francs to equal one U.S. dollar. Use the chart to solve the following problems.



1. Marco and The Rat have 2 pounds. How many francs will they have when they exchange their pounds for French currency?

2. The Rat would like to buy some Parisian cheese that costs 28 francs. How much does the cheese cost in British pounds?

3. In London, Marco could buy a cup of tea for about 0.5 pound. How much can he expect to spend on tea when he pays in francs?

4. Marco and The Rat need some new shoes. A pair of shoes costs 84 francs. How much do the shoes cost in British pounds?

How much would the shoes cost in U.S. dollars?

5. Marco and The Rat receive a mysterious package containing two 5-franc notes. What is the value of this money in British pounds?

What is the value of the money in U.S. dollars?

Take the Opera Challenge

Test your knowledge of opera with this quiz.

_____ 1. The text of an opera, which is sung rather than spoken, is called the _____.

- A. poem
- B. script
- C. libretto

_____ 2. The stories from which an opera's plot is taken are called _____.

- A. sources
- B. translations
- C. lyrics

_____ 3. Which of the following sings the highest-pitched part in an opera?

- A. soprano
- B. mezzo-soprano
- C. tenor

_____ 4. The role of the male villain in an opera is usually sung by the _____.

- A. tenor
- B. baritone
- C. soprano

_____ 5. A solo that often reveals a character's emotions is called _____.

- A. an aria
- B. a monologue
- C. a chorus

_____ 6. The earliest operas were written and performed in _____.

- A. France
- B. Italy
- C. Germany

_____ 7. Who wrote light-hearted, comic operas that are often performed by high-school students?

- A. Richard Wagner
- B. Giuseppe Verdi
- C. Gilbert and Sullivan

_____ 8. In nearly every opera, the soprano sings an aria at some point. This fact is the basis for the saying, "The opera is not over until _____."

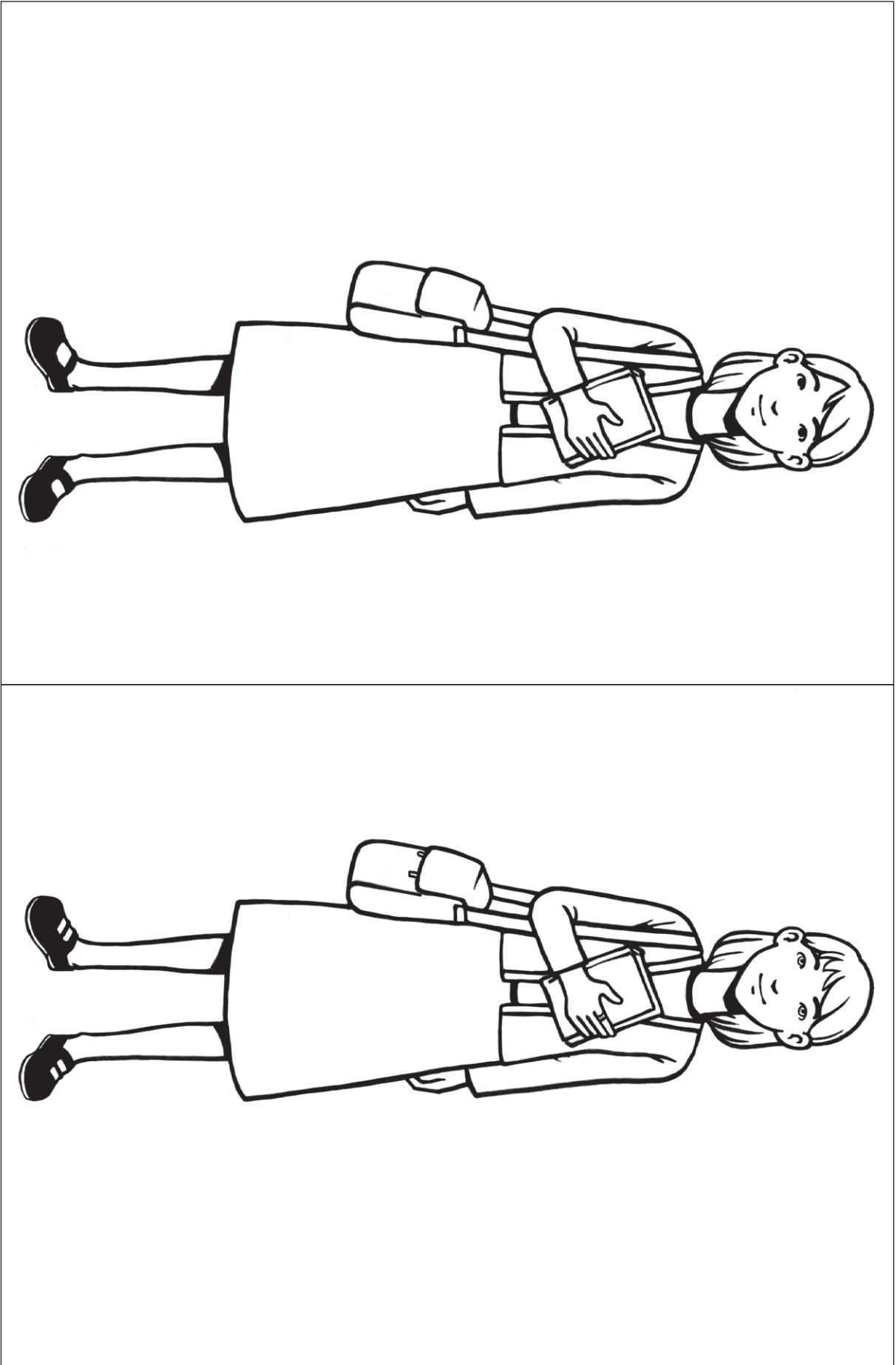
- A. the fat lady sings
- B. the soprano's aria is over
- C. the curtain falls



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Are They Identical?

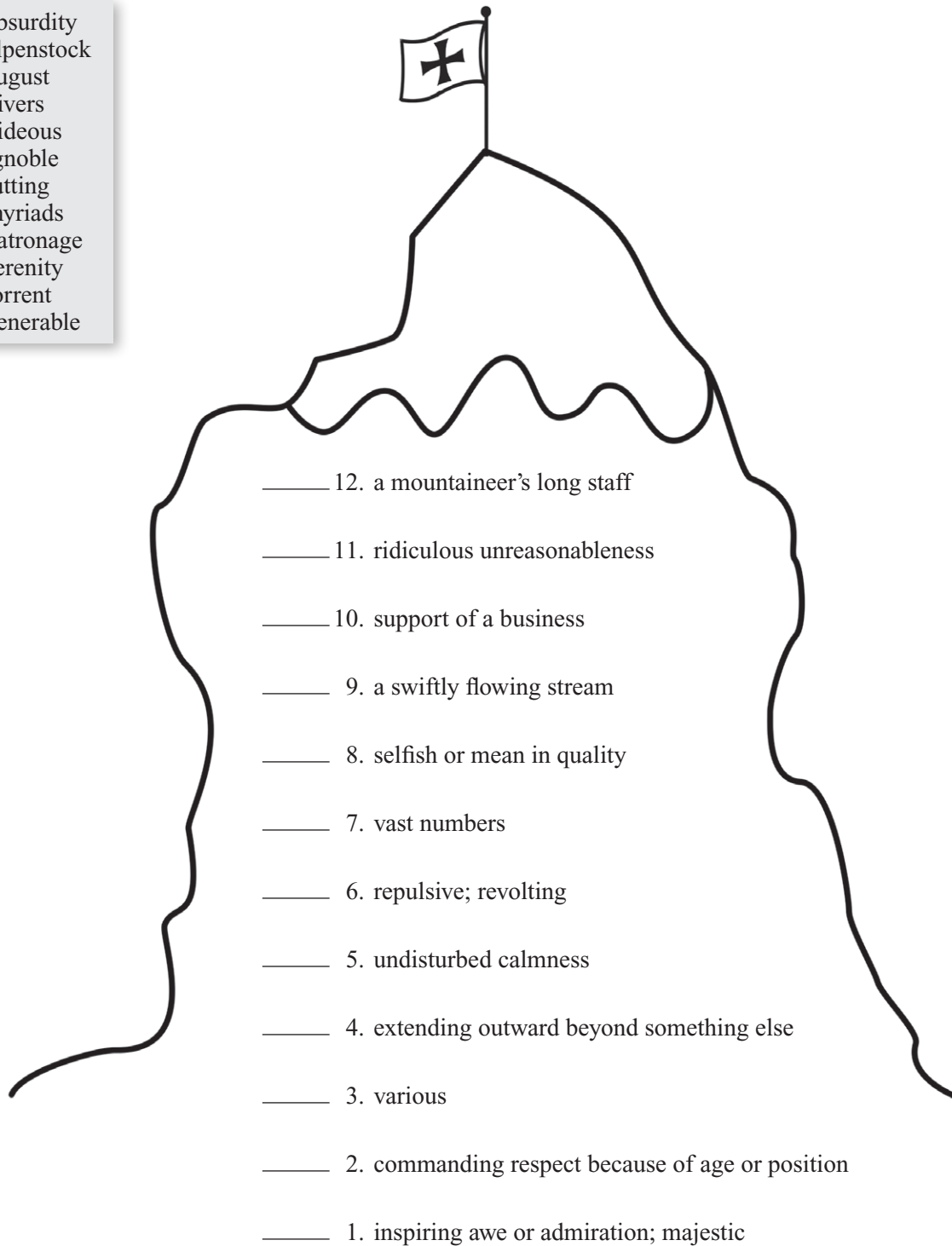


Name _____

Word Mountain

Match the word with its definition to climb the mountain. Use your vocabulary bookmark for help with word meanings.

A. absurdity
B. alpenstock
C. august
D. divers
E. hideous
F. ignoble
G. jutting
H. myriads
I. patronage
J. serenity
K. torrent
L. venerable



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The Christian and Revenge

In Chapter 22, The Rat asks Marco, "What if you hate someone and wish you could kill him?" Marco responds with a quote from his father: "Let him who stretcheth forth his hand to draw the lightning to his brother recall that through his own soul and body will pass the bolt." The Bible also warns the believer against taking his own revenge. Examining the Scripture passages on this page will show you the biblical teaching on revenge.



Read each passage and write the main idea that it teaches about revenge. Then answer the questions.

1. Psalm 94:1 _____

2. Jeremiah 11:20 _____

3. Nahum 1:2 _____

4. Matthew 5:43–44 _____

5. Romans 12:19–20 _____

6. Hebrews 10:30–31 _____

Whose responsibility is it to see that revenge is taken on those who wrong Christians?

What is the proper response for a Christian when he is wronged?

Name _____

Borrowed from German

Marco and The Rat are exposed to many German words and phrases during their journey. You too know many German words although you may not realize that they have a German origin. We have many words in the English language that we have borrowed from the German language. Words we use in English that are native to other languages are called loanwords.

Look up each word in a dictionary. In brackets after the definition, you will find the word's etymology, or origin and history. In the blank beside each word, write the German word or words from which the English word comes.

1. dachshund _____

2. delicatessen _____

3. frankfurter _____

4. hamburger _____

5. hamster _____

6. kindergarten _____

7. noodle _____

8. poodle _____

9. pretzel _____

10. sauerkraut _____



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Lesson 14 Journey into Food and Culture

Black Muffins

Black Muffins

$\frac{3}{4}$ cup hot water	$\frac{3}{4}$ cup sugar
$\frac{1}{2}$ cup molasses	3 tablespoons baking powder
$\frac{1}{4}$ cup milk	1 teaspoon baking soda
2 cups whole-wheat flour	1 teaspoon salt
1 cup all-purpose flour	$1\frac{1}{2}$ cups chopped dry roasted pecans

1. In a medium bowl combine the hot water and molasses and stir until well blended. Blend in the milk.
2. In a large bowl combine the flours, sugar, baking powder, baking soda, and salt. Fold in the liquid mixture and the pecans.
3. Spoon into muffin cups. Bake at 300°F for 35–40 minutes.
4. Remove from pan immediately and serve hot, or warm before serving.

Makes about 16 muffins



These muffins have the same crustiness and dark color as some European black breads, such as the type Marco and The Rat ate in the Austrian Gasthaus. Since they are heavy, you may want to cut them in halves for the students to sample. Serve them with butter and offer milk or hot tea for a beverage.



Photos: © 2009 Unusual Films.

Nutrition and Sleep

In Chapter 24, Marco and The Rat find that eating and sleeping help them think more clearly to solve a problem. God made our bodies with certain nutritional and sleep needs, and it is important to understand these needs and take care of our bodies as He intends for us to do.

Read the information on the nutrition and sleep needs of students in your age group. Then complete the survey by polling three of your fellow students or friends about their eating and sleeping habits.

Nutrition

Girls in their early teens need between 1600 and 2200 calories per day. Boys need between 1800 and 2600. A healthy diet includes several servings per day from each of these groups: dairy (milk, yogurt, cheese); grains (bread, cereal, rice, pasta); vegetables; fruit; and meat (beef, pork, poultry, fish, beans, eggs, nuts). Fats, oils, and sweets should make up the smallest part of the diet—no more than thirty percent. These include most desserts, chips, soft drinks, and ice cream. Nutritious choices for snacks include dried fruits, veggies like celery and carrots, yogurt, crackers, and cheese.



Sleep

Students in their early teens need about nine hours of sleep per night. If they do not get enough sleep, they could experience irritability, sleepiness, or general lack of alertness during daytime hours. Many young teens stay up late on weeknights and then try to “catch up” on their sleep on weekends. In addition, they rely on stimulants such as caffeine to keep them awake when they start to feel sleepy. These habits often compound the problem by changing the teen’s inner clock and making him unable to sleep at night—the best time for sleep in a student’s schedule.



Survey Questions

Student 1 Student 2 Student 3

1. How many servings of fruit and vegetables do you eat per day?			
2. How many servings of fats or sweets do you eat per day?			
3. What is your favorite snack food?			
4. How many hours of sleep do you get per night?			
5. What time do you usually go to bed on weeknights?			
6. How many times a month do you sleep in past 8:00 a.m. on Saturday mornings?			
7. How many times a week do you drink a beverage that contains caffeine?			

How many of the students you surveyed have basically healthy eating habits? _____

How many of the students you surveyed have healthy sleep habits? _____

What changes do you need to make in your own nutrition or sleep habits? _____

16 Journey into Science

Hollow Tree Habitats

Marco is not the only one who chooses hollow trees as a hiding place. Many kinds of animals nest or take shelter in hollow trees. Standing hollow trees, called *snags*, and fallen hollow trees, called *logs*, are both important parts of a forest ecosystem. Among the animals that depend on hollow trees for shelter are woodpeckers, mountain bluebirds, wood ducks, skunks, bats, squirrels, chipmunks, raccoons, tree frogs, foxes, and black bears.

Invite individuals or groups of students to create a snag or log habitat for any of the above animals.

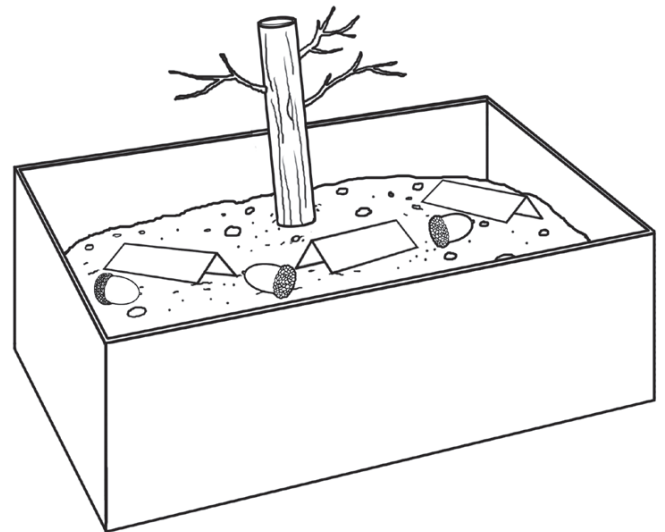
Materials

- Shoeboxes
- Cardboard tubes of various sizes
- Raffia, dry leaves, sticks, potting soil, pine needles, rocks, acorns, or other natural items
- Black or brown permanent markers
- Sticky tack
- Scissors
- Tape or glue
- Strips of paper
- Pictures of the animals in the habitat with written descriptions of how they use hollow trees
- Other materials as desired

Direct each student or group to complete the following steps:

1. Use the markers to draw wood-grain designs on the cardboard tube, which will represent the snag or log. Cut holes in the tube and insert sticks as tree branches if desired.
2. Place the tube in the shoebox, anchoring it to the forest floor with sticky tack.
3. In the shoebox, arrange the raffia and/or natural objects around the log to simulate the floor of a forest.
4. Research to learn how specific animals of your choice use hollow trees. Write a brief description alongside each animal's picture.
5. Place an animal picture on one end of a strip of paper and its description on the other end. Fold the paper strip in half, so that the strip stands up like a tent. Continue making "tents" for all of the featured animals. Place the "tents" in various parts of the habitat.





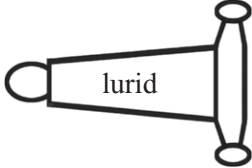



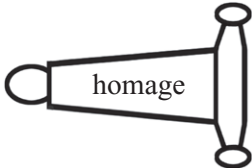
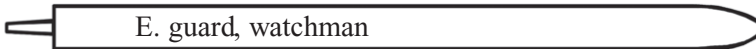


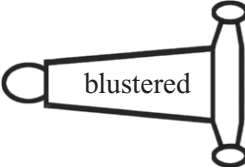
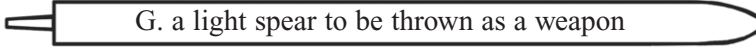






Display the habitats in the classroom and invite younger students to visit the display.



Name _____

Cutting-Edge Word Skills

Match the hilts to the words by pairing the words with their correct definitions.

_____ 1.	 sentinel	 A. loss of love or loyalty
_____ 2.	 javelin	 B. acting with great respect or reverence
_____ 3.	 lurid	 C. spoke with arrogant threats; bullied
_____ 4.	 distraught	 D. to quiet a disturbance
_____ 5.	 homage	 E. guard, watchman
_____ 6.	 grievance	 F. special honor or respect expressed publicly
_____ 7.	 blustered	 G. a light spear to be thrown as a weapon
_____ 8.	 disaffection	 H. cause for complaint
_____ 9.	 reverential	 I. agitated emotionally or mentally
_____ 10.	 quell	 J. glowing; seen through smoke or haze

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To Be Valiant

The Rat feels disappointed as he looks back on the journey he has taken with Marco. He feels that he has not done anything truly heroic because he hasn't received wounds or been thrown into dungeons for Marco's sake. However, he has proven his valor in a more important way.

Read the following hymn by John Bunyan, and answer the questions.



He Who Would Valiant Be

John Bunyan (1628–1688)

Modified by Percy Dearmer (1867–1936)

He who would valiant be
'Gainst all disaster,
Let him in constancy
Follow the Master.
There's no discouragement
Shall make him once relent
His first avowed intent
To be a pilgrim.

Whoso beset him round
With dismal stories
Do but themselves confound,
His strength the more is.
No foes shall stay his might;
Though he with giants fight,
He will make good his right
To be a pilgrim.

Since, Lord, Thou dost defend
Us with Thy Spirit,
We know we at the end
Shall life inherit.
Then fancies, flee away!
I'll fear not what men say,
I'll labor night and day
To be a pilgrim.

1. According to this hymn, what quality makes a person truly valiant or heroic? _____

2. What kinds of problems might tempt a faithful pilgrim to turn back from following the Master? _____

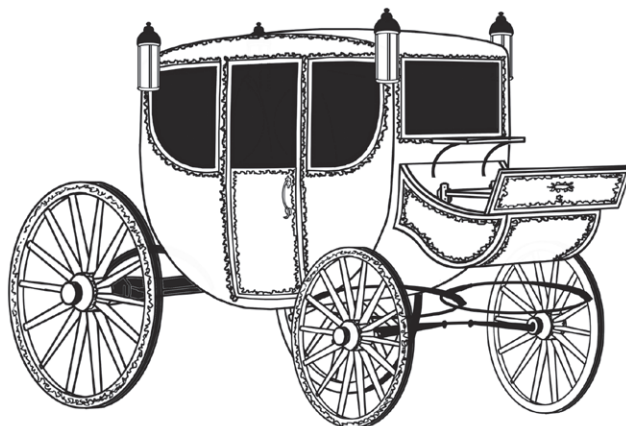
3. What defense do pilgrims have against these problems? _____

4. What reward is coming for all valiant pilgrims? _____

Word Swap

Look up the meanings of the vocabulary words in a dictionary. Substitute a vocabulary word from the box that has a similar meaning to the underlined word or phrase in each sentence.

- | | |
|---------------|----------------|
| A. adroitness | F. interposed |
| B. alacrity | G. precipitous |
| C. convulsive | H. prostrate |
| D. glowering | I. vassals |
| E. implore | J. verbatim |



- _____ 1. When The Rat was telling what he would do if he were in Samavia, Marco interrupted with a gentle rebuke.
- _____ 2. Lazarus's attention to The Rat's needs was better than having fifty servants looking out for him.
- _____ 3. Marco was impressed with The Rat's skill in imaginative planning of strategy.
- _____ 4. Marco listened as The Rat described some of the steep mountain roads they had traveled together.
- _____ 5. Lazarus went into his room alone and began to weep with violently shaking sobs.
- _____ 6. Nations around Samavia wanted to help the extremely weakened country.
- _____ 7. Lazarus reported almost word for word what he had read in the newspaper article.
- _____ 8. Lazarus was staring angrily at the landlady, Mrs. Beedle.
- _____ 9. The footman opened the carriage door with respectful eagerness.
- _____ 10. Lazarus told Mrs. Beedle that she should beg for Marco's forgiveness.

19 Journey into Drama

Coronation Reenactment

Coronations were carried out with great ceremony, similar to a wedding or a graduation. The monarch to be crowned made a formal entrance and exit with his or her attendants, and the program often included special presentations, speeches, songs, and prayers. Sometimes the officials conducting the ceremony even anointed the new monarch's head with oil. The ceremony was usually held in a church, and official robes were worn for the occasion.

Instruct your students to plan and reenact the coronation of the Lost Prince. During the planning process, choose students to be on various committees based on their talents. You might want to choose a committee for each of the following categories:

Costumes Music Props Script Coordinators

Since *The Lost Prince of Samavia* is a work of fiction, we have no way of knowing what the coronation ceremony would have been like. Remind the students that the one qualification for the ceremony is that it should be kept very formal in style. However, when working out the details, the students are free to use their imaginations. Texts of British coronation ceremonies can be found online and might provide ideas to help the students get started.

Choose students to act out the parts of the Lost Prince, his attendants, the Master of Ceremony, the musicians, and the congregation. Allow time in class for students to meet with their committees and briefly rehearse the drama. (Additional time outside of class can be used as needed.) Set aside a time in class to stage the drama after the students have completed the reading of the book.



Let the Letters Be Your Guide

Fill in the blanks with a word from the box. Use a dictionary for help as needed.

1. A closed stagecoach of French design is called a _____ L _____.
2. When traveling _____ T _____, a person might wear dark sunglasses to conceal his identity.
3. A soldier who is hungry and exhausted after many weeks of battle would have a _____ G _____ appearance.
4. A _____ R _____ is a member of a regiment of British infantry specially trained to throw grenades.
5. _____ A _____ would be given to someone deserving the highest honor, respect, and admiration.
6. During war, citizens might build a _____ A _____, or an embankment, as a fortification to protect their city.
7. If a student appoints himself to be a special helper to your teacher, then he has _____ N _____ himself the teacher's aide.
8. _____ S _____ is an attitude of lowly servitude.
9. Most inventors have the quality of _____ G _____, or imaginative cleverness.
10. If you were to praise your friend enthusiastically to others, you would be _____ I _____ him.
11. Most people are known for having a certain _____ E _____, or behavior.

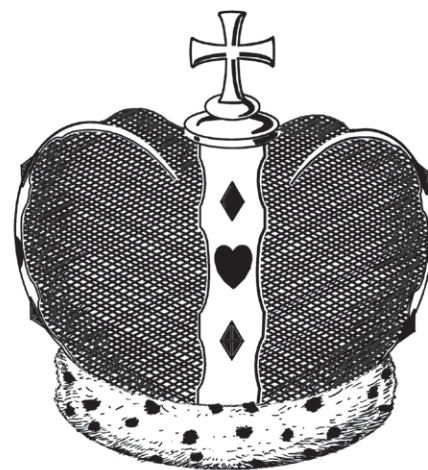


acclaiming	haggard
adulation	incognito
constituted	ingenuity
demeanor	rampart
diligence	subservience
grenadier	

Out of the Shadows

Throughout this book, you have noted the literary technique of “foreshadowing,” in which the author suggests things that are going to happen before they actually do. At the end of a story, you can see clearly the things that have been only “shadows” when suggested by earlier events.

Match the early event in Column 1 to the event it foreshadowed in Column 2.



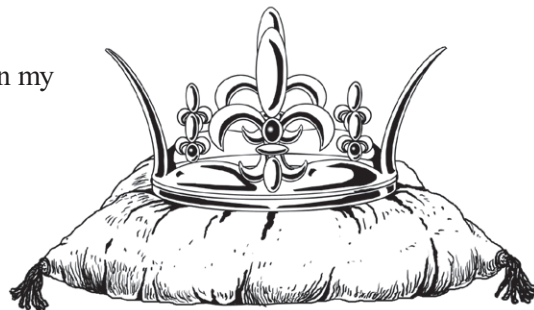
- | | |
|---|--|
| <p>_____ 1. Lazarus patches an old, worn coat for Marco in their shabby apartment in London, yet stands and treats him with great respect when Marco speaks to him.</p> <p>_____ 2. Marco hones his observation skills by going to art galleries, museums, and libraries and trying to remember all the details of what he has seen.</p> <p>_____ 3. Marco and The Rat are chosen by lot to be the Secret Two who deliver the sign for the rising in their game.</p> <p>_____ 4. The Rat says that if he found the Samavian king, he would ask to be his servant.</p> <p>_____ 5. Marco and The Rat are part of the crowd of spectators watching the emperor's splendid pageant as he rides through the town of Vienna.</p> <p>_____ 6. While in the cave, the doctor in Samavia reveals a portrait of the Lost Prince that resembles both Marco and his father.</p> <p>_____ 7. The Forgers of the Sword do homage to Marco in the cave.</p> <p>_____ 8. Loristan tells Marco that the end of their adventure will be “all that their hearts most wish.”</p> | <p>A. The Rat begs Lazarus for something he can do to serve Loristan, even if it is just brushing his boots.</p> <p>B. Marco uses his observation skills to recognize the people to whom he needs to give the Sign as they travel around Europe.</p> <p>C. Marco and The Rat are part of the splendid pageant riding into Melzarr as the crowds cheer all around them.</p> <p>D. Lazarus reverently brings Marco a richly decorated Samavian uniform just before their entrance into Samavia.</p> <p>E. The adventure ends with Marco and Loristan being reunited as King and Prince of a restored Samavia.</p> <p>F. Marco learns that he and his father are the descendants of the Lost Prince.</p> <p>G. Marco and The Rat are selected by Loristan to deliver the Sign of the Samavian king's rising to many foreign leaders.</p> <p>H. The Forgers of the Sword line the steps of the palace, bowing to Marco as he approaches the king's throne.</p> |
|---|--|

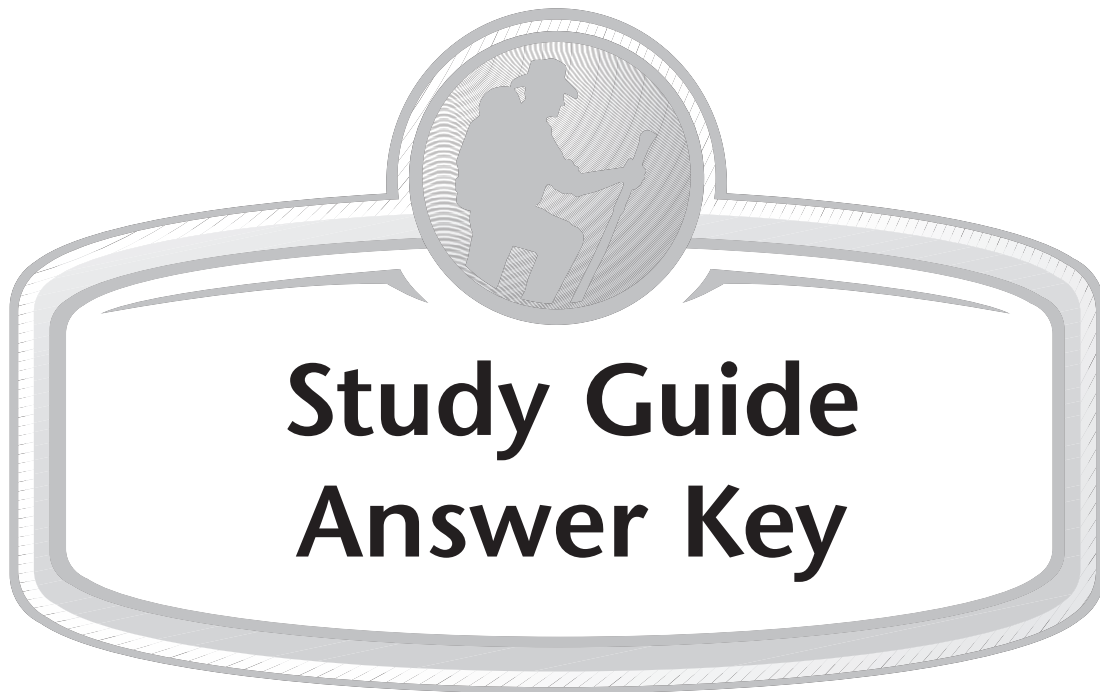
Servants of a Perfect King

In many ways, Loristan represents the ideal king. By looking at characters' relationships with him, we can see a picture of what our relationship with Jesus Christ, the truly perfect king, should be like.

Read these statements in which characters speak to or about Loristan. Look up each Bible reference. Match each statement with the Bible verse that reflects the same idea in the believer's relationship with Jesus Christ.

- | | |
|--|--|
| <p>_____ 1. Marco: "Father, you don't know how I love you! . . . I would die of a thousand wounds rather than disobey you." (p. 50)</p> <p>_____ 2. Lazarus: "I am his [Loristan's]. . . . If you stay near him long enough—and it needn't be long—you will be his too." (114)</p> <p>_____ 3. The Rat: "Order me into any danger and I will obey you. Let me die like a soldier if I can't live like one." (86)</p> <p>_____ 4. The Rat: "I want to ask you, isn't there anything—anything you'd let me do for him [Loristan]? It wouldn't matter what it was." (113)</p> <p>_____ 5. Marco: "I've been with my father. He comes first." (52)</p> | <p>A. Romans 12:1
B. Colossians 1:18
C. John 14:15
D. Philippians 1:20–21
E. James 4:8</p> |
| <p>_____ 6. Marco: "I do not think my father ever forgets anyone." (134)</p> <p>_____ 7. Marco: "You [Loristan] could not fail even the weakest thing in the world." (188)</p> <p>_____ 8. The old doctor: "I have seen a picture that is said to be [Loristan's] image. And you [Marco] are the picture's self." (282)</p> <p>_____ 9. The Rat: "He [Loristan] has given all his life to Samavia. . . . They will go mad with joy when they see his face!" (321)</p> <p>_____ 10. Marco: "I am the son of Stefan Loristan. I am on my way to my father." (336)</p> | <p>F. Deuteronomy 31:6
G. Psalm 16:11
H. John 1:12
I. Isaiah 49:15
J. 2 Corinthians 3:18</p> |





Lesson 1

1. London
2. *Possible answers:* He has spent his life moving from country to country; he must keep many secrets about his father's activities; he is familiar with the languages and cultures of many different countries; he has no playmates; he spends his free time in museums and art galleries.
3. take an oath of allegiance
4. Lazarus treats Marco with great reverence and ceremony, even though Marco is only a boy and wears shabby clothes.
5. observation and memory of the world around him

Lesson 2

1. the story of the Lost Prince
2. A new king who was greedy and jealous came to power and brought poverty to the country. This stirred up the people to riots and wars.
3. *Possible answers:* He was bigger and stronger, and he possessed the truly royal qualities of valor, courtesy, and kindness. He was favored by the people.
4. that he will still return
5. He reads in the newspaper of cruelties to innocent peasants, women, and children.

Lesson 3

1. He is a hunchback who has to push himself around on a wheeled platform; his face looks like he has been angry all his life.
2. They think he is a swell who has come to spy on their club.
3. The Rat does not have a kind, loving, interested father that he respects; his father is always drunk and often beats him.
4. He has read about him in a torn magazine he found in the street.
5. The Rat thinks he should torture them and put them and their families to death; Marco thinks he should keep them alive and make them work for the country.

Lesson 4

1. His father listens intently when Marco tells him things.
2. Marco thinks that the Lost Prince should go to his people and tell them who he is; his father thinks he should make friends secretly and wait for a time to declare himself openly.
3. He believes he knows where he is.
4. to do good work for Samavia in secret, hoping eventually to bring back its king
5. He does not want the secret that his father knows about the Lost Prince to get out.

Lesson 5

1. give a signal to his father's visitor that the way is clear for him to come visit
2. He is the man Marco saw riding in the carriage with the king.
3. He waits until he can see the person's face clearly before speaking to him.
4. They had a bloody battle the day before outside Melzarr.
5. studied the fortifications around Melzarr and decided where would be the best spot to attack

Lesson 6

1. his plan for him and The Rat to travel across Europe and give the signal for the rising
2. He reminds Marco that there would be serious consequences—even death—if he were betrayed and caught.
3. to tell Marco and Loristan that his father has died
4. fascinated; impressed with his kindness, courtesy, and dignity
5. the ten boys of the Squad

Lesson 7

1. He does not want to impose or take advantage of their kindness; he feels he must wait for them to offer.
2. They often go hungry and have no comfortable place to sleep.
3. *Possible answers:* drawing maps and battle plans; taking baths every day; going to museums and galleries with Marco.
4. practices walking with his crutches
5. information about Samavia for him to commit to memory

Lesson 8

1. They had been afraid Marco's father would not let Marco and The Rat come back to play with them because the boys in the Squad are poor.
2. He takes it seriously; he tells them it is a good game.
3. pick up a package in a shop
4. walk home with her
5. She criticizes his father for sitting at home doing nothing while his people in Samavia are dying.

Lesson 9

1. She wanted to get secret information from him about his father and Samavia.
2. threatens to lock him in the wine cellar if he will not answer their questions
3. He wants to obey his father, who has told him that silence is the order.
4. a mother cat and her kittens
5. drops the key into the cellar so Marco can find it and get out

Lesson 10

1. breaks the window with pieces of coal
2. He begins to sing a Samavian song loudly.
3. The Rat
4. He conveys by his tone and manner that he is an important person.
5. spies of the Maranovitch

Lesson 11

1. He draws a map of the city showing all the streets and squares that Marco might have walked through on his way home.
2. being Marco's companion and assistant—his aide-de-camp
3. Loristan wakes them up in the middle of the night to tell them that the prince has come to see them draw and recite what they know.
4. There is nothing remarkable about them; they look poor and shabby and don't stand out.
5. "The Lamp is lighted."

Lesson 12

1. They receive from the great lady a package with woolen socks and money for their journey.
2. He loves music.
3. the woman who trapped him in her house in London
4. He runs to him for help and delivers the Sign in a whisper.
5. *Possible answers:* sends an officer with Marco to escort him home; sends him a purse with money and a note entitling him to protection from the two spies.

Lesson 13

1. the man who looks like a hairdresser
2. moves restlessly around in his chair and asks Marco questions
3. the man's eyes—they were smaller, and they were gray rather than brown
4. to have a quiet place to think and plan what they should do next
5. They meet a climber who turns out to be the man they are looking for to give the Sign to.

Lesson 14

1. Messages need to be taken to hard-to-reach places in the mountains.
2. *Possible answers:* her remote location; her extremely old age; her aristocratic beauty.
3. He reveals his father's name.
4. She has a foster son who is a powerful noble near to the throne.
5. She hears his silver horn.

Lesson 15

1. His face matches one of Marco's sketches.
2. He shuts himself up alone in his palace.
3. They learn that the prince has gone to Budapest.
4. eat and go to sleep
5. They both feel that the prince is really at home in his palace and has only pretended to go away.

Lesson 16

1. They go to the palace gardens during the day, and Marco stays there at night when the gates close.
2. inside a hollow evergreen shrub
3. If he were a Samavian soldier, he would have to wait out the storm on the battlefield, or he might have to endure a different kind of "rain," the rain of bullets.
4. The prince comes out on the balcony when the storm is over, and Marco speaks to him from his hiding place in the garden.
5. the emperor

Lesson 17

1. war torn and poverty stricken, yet still beautiful and fertile
2. They are noble and courteous; they share their food and hospitality without asking questions.
3. doctor
4. great excitement; recognition of Marco as Stefan Loristan's son; loud sobbing and praying on his knees
5. to the hidden cavern of the Forgers of the Sword

Lesson 18

1. stacks of arms
2. *Possible answers:* wild cries of joy, embracing, sobbing, wringing each other's hands, leaping into the air, crowding around Marco.
3. the Lost Prince Ivor
4. It looks like his father would have looked as a younger man; it also looks like Marco will look when he is older.
5. He has been called to Samavia.

Lesson 19

1. *Possible answers:* he was strong and silent; he never cried when he was tired or underfed; he seemed to have knowledge and understanding beyond his years.
2. The places and people have become real to him; he can now make them come alive in his descriptions without revealing any dangerous facts.
3. A descendant of the Lost Prince has been crowned king of Samavia.
4. All are overjoyed and grateful to God for bringing him back.
5. Lazarus, Marco, and The Rat are to come to Samavia with messengers he will send.

Lesson 20

1. He wants to make sure no harm comes to him until he can deliver him safely to his father.
2. *Possible answers:* people stare and peep at them from around corners; a boy chases their carriage; people throw their caps in the air and shout when the train pulls away; people decorate their carriage with flowers and greenery and cheer for Marco.
3. He is the son of Stephan Loristan.
4. Loristan
5. He promised her that he would not reveal to Marco the secret of his true identity as the Lost Prince.



Reproducible Activities Answer Key



Lesson 1

"What's in an Oath?"

Answers will vary.

Lesson 2

"The Lost Prince: Finish the Legend"

Answers will vary.

Lesson 3A

"Match the Meaning"

1. noun, H
2. adjective, E
3. noun, C
4. noun, D
5. noun, G
6. adjective, A
7. verb, I
8. verb, J
9. noun, F
10. noun, B

Lesson 3B

"Exploring Dialect"

Possible Answers:

1. Hit him again, Rat!
2. We like him because he was a good guy.
3. I wish we'd all been there then.
4. We'd have given him a piece of our minds anyway!

Lesson 4A

"Crossword Fun"

Across:

2. interminable
4. unaffected
6. scant
8. deigned

Down:

1. hovel
3. acquiescence
5. vagabond
7. cavalier

Lesson 4B

"Planning the Secret Route"

Answers will vary.

Lesson 5B

"Friends and Foils"

Marco: respects father; self-controlled; courteous; dignified; gifted in memory

The Rat: easily excitable; harsh; dislikes father; gifted in military strategy

Both: loyal to a cause; leadership ability; intelligent

Lesson 6A

"Test Your Table Manners"

1. T
2. F—Use the fork farthest from the plate first.
3. F—Your napkin should be placed in your lap.
4. T
5. F—Once you use a utensil, leave it on your plate.
6. T
7. F—When you want something, ask for it to be passed to you.
8. T
9. T
10. F—Fold your napkin loosely and lay it beside your plate.

Lesson 6B

"Contrasting Fathers"

Answers will vary.

Lesson 7A

"God's Rules for Relationships"

Possible Answers:

Have brotherly love and affection for one another.

Honor one another.

Live in unity with one another.

Do not be proud, but associate with the lowly.

Do not repay evil for evil.

As much as possible, live at peace with everyone.

Walk in humility, gentleness, and patience.

Keep the unity of the Spirit in the bond of peace.

Put away from you bitterness, anger, hatred, and slander.

Be kind, tenderhearted, and forgiving of one another.

Do nothing out of selfishness.

Consider others as better than yourselves.

Look out for others, and not just for yourselves.

Be compassionate.

Do not criticize, slander, or speak evil of each other.

Love one another with a pure heart.

Lesson 7B

"The Power of the Pen: Promoting Fitness"

Answers will vary.

Lesson 8A

"Word Workshop"

1. C
2. F
3. J
4. K
5. H
6. N
7. E, B
8. G
9. I
10. L
11. M
12. D

Lesson 8B

"Through Whose Eyes?"

1. B
2. A
3. B
4. C
5. B
6. C

Lesson 9

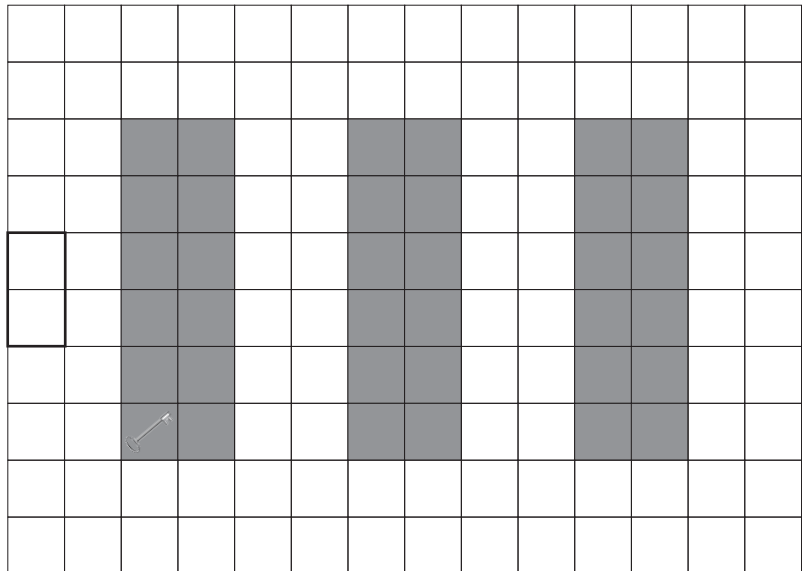
"Cellar Solutions"

1. 140 square feet
2. 12 square feet
3. 36 square feet
4. 104 square feet
5. See illustration.
6. See illustration.
7. See illustration.

Lesson 10A

"Choose and Use the Word"

1. scuttle
2. martial
3. frantic
4. hurtling
5. bewildered
6. relinquish
7. absconding
8. detained
9. ironic
10. hue and cry



Lesson 10B

"What Their Words Are Saying"

1. D
2. E
3. C
4. A
5. F
6. B

Lesson 11A

"Puzzled About Words"

Across:

1. gravity
5. dictatorial
7. attained

Down:

1. genial
2. aide-de-camp
3. prowess
4. cantankerous
6. coronet

Lesson 11B

"Keeping Them Guessing"

Answers will vary.

Lesson 12A

"Currency Conversion"

1. 22.4 francs
2. 2.5 pounds
3. about 5.6 francs
4. 7.5 pounds; about 11.5 dollars
5. about 0.89 pound; about 1.4 dollars

Lesson 12B

"Take the Opera Challenge"

1. C
2. A
3. A
4. B
5. A
6. B
7. C
8. A

Lesson 13B

"Word Mountain"

1. C
2. L
3. D
4. G
5. J
6. E
7. H
8. F
9. K
10. I
11. A
12. B

Lesson 13C

"The Christian and Revenge"

Possible Answers:

1. God is a God of vengeance.
2. God judges righteously, knowing the hearts and minds of people. We should commit revenge to Him.
3. God is a jealous and avenging God; He takes vengeance with wrath on His enemies.
4. Jesus taught us to love and pray for our enemies.
5. Don't take your own revenge, but rather give food and drink to your enemy.
6. It is the Lord's responsibility to judge, and it is a fearful thing to fall into His hands.

Answers to Extra Questions: God's; pray for the one who wronged you, show love to him, and commit the matter to God.

Lesson 14

"Borrowed from German"

1. dachs (badger) + hund (dog)
2. delikatessen (pl. of word for "delicacy")
3. Frankfurt (city in Germany)
4. Hamburg (city in Germany)
5. hamastra
6. kinder (pl. of word for "child") + garten (garden)
7. nudel
8. (short for pudelhund) pudel (puddle) + hund (dog)
9. brezel or prezel
10. sauer (sour) + kraut (cabbage)

Lesson 15

"Nutrition and Sleep"

Answers will vary.

Lesson 18A

"Cutting-Edge Word Skills"

1. E
2. G
3. J
4. I
5. F
6. H
7. C
8. A
9. B
10. D

Lesson 18B

"To Be Valiant"

Possible Answers:

1. following the Master as a faithful pilgrim
2. discouraging stories, enemies, giants, fears
3. The Lord defends them with His Spirit.
4. eternal life

Lesson 19

"Word Swap"

1. F
2. I
3. A
4. G
5. C
6. H
7. J
8. D
9. B
10. E

Lesson 20A

"Let the Letters Be Your Guide"

1. diligence
2. incognito
3. haggard
4. grenadier
5. adulation
6. rampart
7. constituted
8. subservience
9. ingenuity
10. acclaiming
11. demeanor

Lesson 20B

"Out of the Shadows"

1. D
2. B
3. G
4. A
5. C
6. F
7. H
8. E

Lesson 20C

"Servants of a Perfect King"

1. C
2. E
3. D
4. A
5. B
6. I
7. F
8. J
9. G
10. H