

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Module 1 - How People Reason

Workshop Materials - College Teaching and the  
Development of Reasoning

---

October 2007

## The Treasure Hunt Puzzle

Follow this and additional works at: <https://digitalcommons.unl.edu/adaptworkshopmodule1>

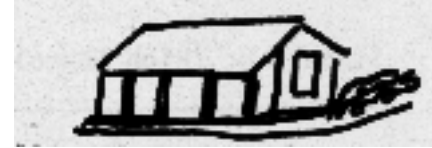
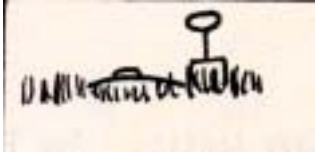


Part of the Curriculum and Instruction Commons

---

"The Treasure Hunt Puzzle" (2007). *Module 1 - How People Reason*. 2.  
<https://digitalcommons.unl.edu/adaptworkshopmodule1/2>

This Article is brought to you for free and open access by the Workshop Materials - College Teaching and the Development of Reasoning at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Module 1 - How People Reason by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.



### The Treasure Hunt Puzzle

At the beginning of his novel *The Hamlet*, William Faulkner mentions a legend of a treasure buried on an old plantation. Readers expect, naturally, that before the novel ends there will be a search for the treasure, and Faulkner does not disappoint them.

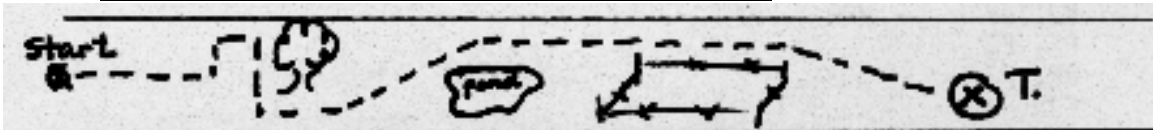
Four major characters are soon introduced: Will, who is chief landowner thereabouts; Jody, Will's son and heir-apparent; Flem, a shrewd fellow working for Will; and Ratliff, an itinerant sewing machine salesman.

Faulkner had to decide who among these four characters would be "in on" the hunt for the buried treasure. Someday you may read the novel and find out what his decision was. For the present though speculation will have to do. See if you can list all of the options that Faulkner has as possible choices among these four to be "in on" the hunt. You may wish to use the letters W, J, F and R to save space.

---

---

---



Looking back, how did you think your way through the problem? Did you think at once of the way to do it, or did you first think of a way that had to be modified or abandoned?

---

---

---

When you are done, examine the collection of student responses, next page.

The following are typical student responses to the Treasure Hunt. As you look over the responses, compare Student B and Student A responses.

Student B1 (High School senior)

F, R

Student B2 (Dave Kenting - Age 19)

WR, WJ, W, RJ, JF, FR

Student B3 (College Junior)

W, J, F, R

Student B4 (Delores Johnson - Age 19)

WR, WJ, WF, RJ, RF, JF

Student B5 (Barbatra Downing - Age 21)

W, J, F, R, WR, WF, RJ, RF, JF, WJ

Student B6 (High School Junior)

WRJF FJRW JRWF RWFJ

WR, RW WRJ JRW

WJ, JW WRF FRW

WF, FW WJF FJW

RJ, JR WFR RFW

RF, FR

JF, FJ

FJR, RIF

FJW, WJF

WFR, RFW

Student A1 (High School Junior)

WJFR, WJ, WF, RJF

WJF, JR, JF, FR

Student A2 (Harold O'Keefe - Age 20)

WJFR RJF JF F

WJF RJ J

WJ R

W

Student A3 (College Freshman)

WR WRJ RJ  
 WJ WJF RF WJFR  
 WF WFR JF

Student A4 (College Junior)

WR WJ WF WRJ RJF  
 RJ RF JF WRJF W R J F

Student A5 (High School Freshman)

WR, WJ, WF, RJ, RF, JF  
 WRJ, WRF, WJF, RJF, WRJF  
 W, R, J, F

Student A6 (Norma Kuhn, age 20)

W, R, J, F, WRJF, WR, WJ, WF  
 RJ, RF, FJ, WRJ, WRF, WJF, RJF

Student A7 (John Blake, age 16)

WRJF RJF JF F WJF  
 WRJ RJ J WF  
 WRF RF WJ  
 WR R  
 W

**On a quiz given April 1, 1981, the UNL college student responses were:**

<u>No. of possibilities listed</u>	<u>No. of students so listing</u>
15-	7
12-14	3
9-11	1
6-8	6
3-5	21
0-2	<u>1</u>
Total	39

Now consider the questions on the next page.

Questions

1. What similarities did you find among the responses of students A? Please record your analyses here.
2. What similarities did you find among the responses of students B? Please record your analyses here.
3. What difference did you find between A and B responses?
4. Looking back, did your own solution, perhaps in its initial stages, resemble any of the above? If so, how?

Now proceed to another puzzle or the self-check on page Module 1, Page 2.