

LANGUAGE ARTS CURRICULUM PACKET

A Teaching Unit for Middle School Language Arts Teachers

This packet accompanies the
Middle Grade Adventure Novel
The Three Sleuths of Brooklyn
by *Susan E. Lewis*

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The Brooklyn Sleuths Fiction Series for
Middle Grades

THEME

Through an adventurous summer, Abrielle learns that

* Not everything is as it seems.

VOCABULARY

Activities

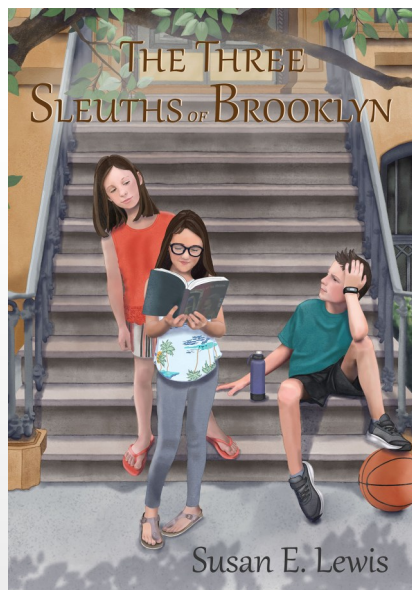
1. Pre-reading chart and fill-in-the-blank
2. Cartoon discussion
3. Poster collage

Classroom Teachers and Homeschool Parents—
Activities include.

- A think-outside-the-box activity
- A fun “Participate and Pretend Activity” where students role play as either a reporter or an immigrant.
- Activities that connect to math, art, and history

Book 1—*The Three Sleuths of Brooklyn*

Abrielle Martin is certain her summer will be boring. But she soon finds out that not everything is as it seems. What really stands out are all the mysteries in the neighborhood



A favorite bakery suddenly closes. Mama won't explain why she changed jobs. Neighboring residents receive eviction notices. And the son of Abrielle's new friend Mrs. Metzger has something to do with the evictions. Somehow all the mysteries are connected. Abrielle and her friends' effort to solve the mysteries lands the trio in major trouble. Someone they least expect comes to their rescue. But is it too late to help their neighbors?

FROM AUTHOR AND FORMER EDUCATOR—*SUSAN E. LEWIS*

Also available—

- An accompanying **PowerPoint** with an overview of the curriculum, slides for display, and activities. The PowerPoint can be downloaded for FREE on the website www.castinglightpublishing.com
- The novel *The Three Sleuths of Brooklyn* is available for purchase on amazon.com/Susan-E.-Lewis/e/B07XWR95HX .

Other novels written by the author are also available on Amazon—

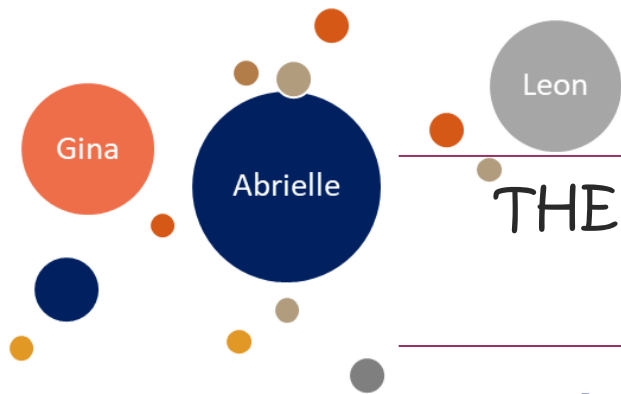
- Book 1 of the In Our Midst (faith-based) series for young adults titled *In the Midst of Us*
- Book 2 of the In Our Midst (faith-based) young adult series titled *Even When We Cannot See*
- Book 2 of the middle grade series titled *The Tombstone Riddle*

Each book has Curriculum Packets available on the author's website www.castinglightpublishing.com as well as PowerPoints. PowerPoints and Curriculum Packets are FREE. The accompanying books are available for purchase on amazon.com/Susan-E.-Lewis/e/B07XWR95HX

ABOUT THE AUTHOR—

I spent over thirty years in education, with the last fifteen teaching English to both junior high and high school students. My goal in teaching has always been to involve young people in the learning process, helping them discover the excitement of gaining knowledge and wisdom. I also believe it's important to encourage young people to discover their purpose in life. The stories I write are fun but always with a message.
—*Susan Lewis*





THE THREE SLEUTHS OF BROOKLYN

A Curriculum Packet of Activities for Middle Grades

Included in this Packet—

1. Learning goals
2. Introduction of the story
3. Pre-reading activities
4. Vocabulary words
5. Discussion questions
6. Discussion and application of themes
7. Making connections
8. Writing activities
9. Appendices 1-10

LEARNING GOALS

For Reading and Writing

Reading

1. To quote accurately from the text when explaining what the story says and when drawing inferences from the text.
2. To compare and contrast two or more characters or events in the story, drawing on specific details in the text.
3. To read, infer, analyze, and draw conclusions

Writing and Presenting

1. Reread, revise, and edit drafts
2. Write fiction narrative (a letter)
3. Speak clearly and to the point when presenting with a group

NOTE: Be sure to download the accompanying **PowerPoint** (found on www.castinglightpublishing.com) which provides a summary of this packet. It also includes activities and information that can be displayed on your class Smart/white board. Also included are photos of New York City and Brooklyn to help visually orient the students who are unfamiliar with the setting of *The Three Sleuths of Brooklyn*.

THE THREE SLEUTHS OF BROOKLYN

The Story—An Introduction

ABRIELLE MARTIN is certain her summer is going to be boring. She can check off three things she knows for sure.

- ✓ Mama will be gone a lot because of a new job.
- ✓ Abrielle has a backpack of mystery books to help occupy her time.
- ✓ Gina her best friend will be around to help overcome the boredom.

But Abrielle soon finds out that not everything is as it seems.

Before that summer, Abrielle would have never guessed she'd see the inside of old Mrs. Metzger's house down the street. And live to tell about it. Or dance in the kitchen of an Italian restaurant or spend a Saturday in the hot sun watching a baseball game with Leon who never talked to her at school.

But what really stands out—are all the mysteries in the neighborhood.

- ... A favorite neighborhood bakery suddenly closes.
- Mama won't explain why she changed jobs.
- Neighboring residents receive eviction notices.
- Mrs. Metzger's son has something to do with the evictions.
- So does Mama's former mean boss.

Somehow, all the mysteries are connected. Abrielle, Gina, and Leon will have to think outside the box to figure out what is going on and keep their neighbors from having to leave their homes. However, solving real mysteries turns out to be quite a bit different from reading about them. Especially when their effort to help solve the mysteries lands the trio in big trouble. Someone they least expect comes to their rescue. But is it too late to help their neighbors? Find out when you read *The Three Sleuths of Brooklyn*.

I hope you enjoy my book *The Three Sleuths of Brooklyn*. I feel sure your students will have fun learning with the activities in this Curriculum Packet. If you have any questions or comments, please visit www.castinglightpublishing.com and leave me a message. Thank you for your interest and support.

PRE-READING ACTIVITIES

Thinking and Making Predictions

#1—Know/Don't Know Chart: See [PowerPoint, slide 5](#) for chart. Prior to reading, have the students help fill in the chart with what they KNOW about the words and phrases and what they DON'T KNOW.

#2—Making Predictions: Students make predictions of plot events as they view phrases on [PowerPoint, slide 6](#).

#3—Fill-in-the-Blank: Display sentences from the story that each contains a missing word ([PowerPoint, slide 7](#)). Students predict what the word is prior to reading the story.

DEVELOPING NEW VOCABULARY

Words from the Story

Goal: Students will be able to read, explain the definition, and use the following vocabulary in a discussion activity.

- | | |
|-----------------|------------------|
| 1. Grimacing | 14. Envisioned |
| 2. Sleuths | 15. Ancestors |
| 3. Scurrying | 16. Immigration |
| 4. Jittery | 17. Ricocheted |
| 5. Mysteriously | 18. Whirligigs |
| 6. Baffling | 19. Eviction |
| 7. Monotony | 20. Proprietors |
| 8. Radiator | 21. Adamant |
| 9. Scrumptious | 22. Condominium |
| 10. Stoop | 23. Collage |
| 11. Splotches | 24. Tribute |
| 12. Vibrant | 25. Illuminating |
| 13. Magnificent | |

Note: See [Appendix 1](#) for definitions of the words, parts of speech, and usage in sentences. There are also some additional activity ideas to accompany your normal vocabulary building games and exercises.

DISCUSSION QUESTIONS

Literal and Analytical

These questions can be used in a class discussion or for a writing assignment or both. Answers are found in [Appendix 4](#).

1. List four facts about Abrielle's neighborhood.
2. Describe three things we know about Abrielle, three things about her friend Gina, and three things about Leon.
3. Why is Abrielle surprised Leon talks to them that first day of summer?
4. Why do you think Leon starts talking to the girls?
5. What happens at the end of Chapter 3 that shows Leon's story makes Abrielle nervous?
6. Describe Mrs. Metzger.
7. What is unusual about Mrs. Metzger that makes Abrielle and Gina wonder if she is a witch? Describe at least two things she does or says.
8. Why does Abrielle not want to tell Leon about Mrs. Metzger?
9. How does Mrs. Metzger give the two girls clues about what she wants to do with her books?
10. Why does Mrs. Metzger want to take the girls to the art museum in New York City? Give two reasons.
11. Describe four things we learn about NYC subways from this story.
12. Why does Abrielle suddenly want to visit Ellis Island? Give two reasons.
13. How do we know Abrielle's mom does not like or trust Mr. Russo?
14. Describe the art project that Abrielle and Gina do with Mrs. Metzger.
15. Why does Mrs. Metzger's son Peter want his mother to move? Give two reasons. Do you agree or disagree with Peter? Why or why not?
16. List some of the "puzzle pieces" of the neighborhood mystery.
17. What do we learn when Leon and Abrielle visit Filettos? Write two things.
18. How does the baseball game fill in one of the missing clues to the neighborhood mystery?
19. Why is Gina upset with Abrielle when Gina first gets back from her vacation?
20. How does Abrielle's idea to have a carnival in Mrs. Metzger's backyard help a situation?
21. Why is Mr. Russo inside the deserted Hollander Bakery?
22. When Gina searches the Internet for information about the tiles, how does she use good thinking skills?

23. How do the tiles in the bakery help stop the neighbors from being evicted from their homes?
24. Which character do you think is the most happy and positive thinking? Explain your answer.
25. Describe Chloe. Write four complete sentences.
26. Mrs. Metzger mentions that everything has meaning, including colors and Abrielle's name. Do you agree that everything has meaning? Why or why not.

THEMES IN THE STORY

The Three Sleuths of Brooklyn

A. The main theme in this story is "Not everything is as it seems."

1. Discuss where the reader sees this theme in the story.
2. [Appendix 3](#) is a general map of Manhattan and Abrielle's Brooklyn neighborhood. Make a copy for each student. Beside several locations are two boxes. In the left box of each pair, students will write how Abrielle thinks of the person or place at the beginning of the summer. In the right box of each pair, they will write how Abrielle thinks of them after her adventures.

B. Second theme – "Think outside the box."

Abrielle, Gina, and Leon have to think outside the box to solve the mystery. Discuss what it means to think outside the box. See [Appendix 5](#) for a definition and activity ideas to promote creative thinking.

C. Personal Application: Connecting the two themes: "Not everything is as it seems"

with **"Think outside the box."** Students are to think about how they may be looking at a person, a situation, or a place in a negative way. This can be done as a class brainstorming activity or in student journals. In a journal, students can then write how they can apply thinking outside the box to see that person, situation, or place in a new, more positive way. Feel free to take this activity in any direction you feel is fitting, as you understand the needs of your particular class.

MAKING CONNECTIONS

To Other Subjects

ART – At the end of Chapter 12, the reader is introduced to Mrs. Metzger’s backyard. Have the students draw a picture of the backyard as described in the story. Another option is have the students draw the carnival scene as it is described in the final chapter.

MATH – Colors play an important role in the first part of the story with mysterious Mrs. Metzger. Have students take a survey of at least 20-25 people to find out what their favorite color is. After gathering the information, the students create a graph showing the results of their survey. See PowerPoint, slide 15.

HISTORY – See the writing activities below.

RESEARCH AND WRITING

Connecting to History

READ	WATCH	WRITE	PARTICIPATE
A letter written by an immigrant Appendix 6	A video about Ellis Island and immigrants	An immigrant’s letter after arriving in the US	Being an immigrant from 1906
A newspaper article about Ellis Island Appendix 7		Dialogue/ conversation	Interviewing an immigrant from 1906
Directions when arriving at Ellis Island Appendix 8			

A Participate and Pretend Activity

Based on the video, the letter, directions, and the news article, students will have fun creating questions and answers for a pretend interview between a news reporter and a recently-arrived immigrant. As in all *Participate and Pretend Activities*, I recommend you encourage your students to wear and use props whenever possible. Let them get creative. Images from the video you choose might give them some ideas.

Directions:

1. Students form pairs. (If there is an odd number in the class, a group of three will work, with two of the students playing the part of immigrants.)
2. Each pair chooses who will play the part of the reporter and who will be the immigrant. However, they work together to create the questions and answers. Have students look back over the writing pieces—(the immigrant’s letter, the news article, and directions given to immigrants) to give them ideas for questions.
3. The questions and answers must be written down as dialogue with quotation marks and quote tags. See PowerPoint, slide 23, for teaching instructions. Both students can turn in one paper. Emphasize that they should each proofread carefully to be sure they catch and correct all grammar, spelling, and punctuation mistakes.
4. Have the pairs present their interviews in front of the class.

Extra ideas—Have Fun!

- a. If you have strong artists in your class, have them draw an appropriate background for the interviews
- b. Video tape the interviews and play the video to the class while eating popcorn. Check out Abrielle’s favorite way to eat popcorn in the first issue of Abrielle’s Edition.
- c. Choose the three best interviews and have those groups present their interviews to another class.

Appendix 1

VOCABULARY WORDS FROM *The Three Sleuths of Brooklyn*

<u>Word</u>	<u>Definition</u>	<u>Part of Speech</u>	<u>Sentence From Book</u>
Grimacing	Making facial expressions to show dislike, disgust, or humor	verb	Grimacing , she hurried to catch up with me.
Sleuths	Detectives	noun	The Three Sleuths of Brooklyn
Scurrying	Running with quick steps	verb	Its squeaky hinges sent Gina and me scurrying .
Jittery	Feeling nervous or uneasy	adjective	New jobs always made Mama jittery and moody.
Mysteriously	Bringing wonder or curiosity especially if something is difficult to explain	adverb	Our favorite bakery had mysteriously closed several months ago.
Baffling	Confusing, puzzling, hard to understand	verb	If Leon's conversation was baffling Gina too, she wasn't saying.
Monotony	Weariness because of sameness or repetition	noun	I huffed at the monotony of Leon's questions.
Radiator	A heating device made of upright metal pipes; found in older homes	noun used as an adjective	I was careful to turn the bottom bolt before dropping my backpack in front of the radiator pipes.
Scrumptious	Greatly pleasing to the taste	adjective	The plate of cookies looked and smelled really scrumptious .
Stoop	A small porch, platform, or staircase leading to the entrance of a house or building	noun	Soon Mama, Gina, and I were standing on Mrs. Metzger's front stoop .

<u>Words</u>	<u>Definitions</u>	<u>Part of Speech</u>	<u>Sentence from Story</u>
Spotches	Irregularly shaped spots, stain, or color area	noun	Did you see all the color spotches on her painting smock?
Vibrant	Strong and vivid (bright or brilliant)	adjective	I knew you girls had vibrant imaginations.
Magnificent	Splendid, grand, outstanding, excellent	adjective	We are going to do something even more magnificent than group the books by color.
Envisioned	Imagined, pictured in the mind	verb	Or was it lasagna and Italian music, I envisioned in my head?
Ancestors	Previous family members	noun	Maybe we can even find a record of some of our ancestors .
Immigration	Movement of non-native people into a country to settle there	noun used as an adjective	I knew the main immigration center was now a museum.
Ricocheted	Rebounded from a surface	verb	Leon asked, jumping up to retrieve the ball that ricocheted higher than expected.
Whirligigs	Spinning things	noun	Metal whirligigs twirled in the breeze.
Eviction	The putting out of a renter from a property by legal means	noun used as an adjective	This came in the mail three days ago— Eviction Notice.
Proprietors	Those who have legal right to something; owners	noun	You'll see the name of the evictors—Peter Metzger and Jonathan Pepperman, proprietors of Filettos Food Establishments.

<u>Words</u>	<u>Definitions</u>	<u>Part of Speech</u>	<u>Sentence from Story</u>
Adamant	Not willing to change one's opinion	adjective	Coralyn nodded her head, straight-mouthed and adamant , jamming the letter back into her purse.
Condominiums	A building where units of apartments are owned by individuals	noun	They're going to tear the buildings down and build new condominiums .
Collage	An artwork created by attaching various materials such as photos and newspaper clippings to a surface	noun	Mrs. Metzger looked toward a collage of photos of her family she had on the wall.
Tribute	A gift or acknowledgment of respect or admiration	noun	They should be left as a tribute to our neighborhood.
Illuminating	Lighting up	verb	Mr. Russo jerked open the basement door, light illuminating our startled faces.

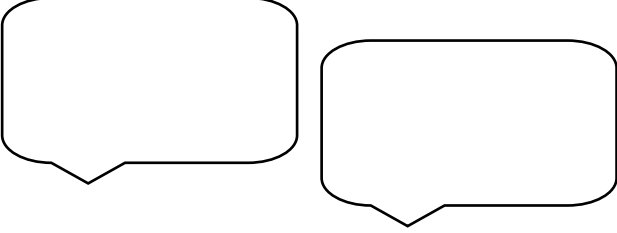
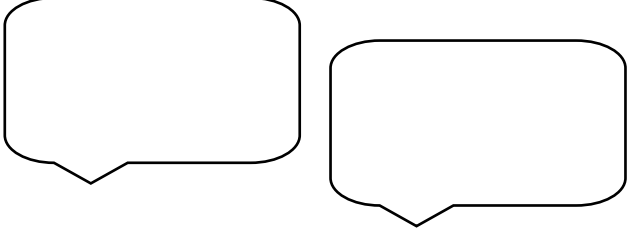
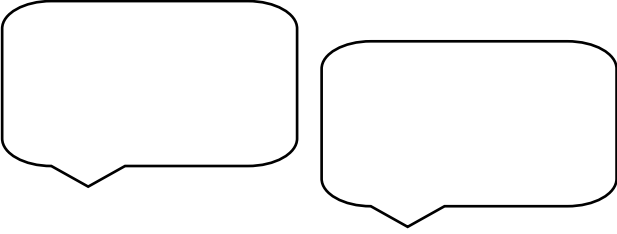
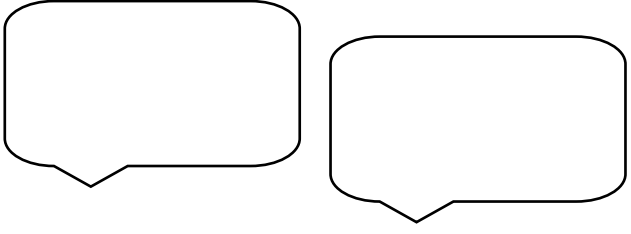
EXTRA ACTIVITY IDEAS (to enhance daily discussion and drill activities)

1. Write each of the vocabulary words on individual cards. At the beginning of class, give each student a card. Write a sentence using one of the words on the board, using a blank instead of the word. Instruct students to stand up if they think their word fits the sentence. Give points to the student who has the right word and can give the definition as well.
2. Students can use old magazines (from a class supply provided by teacher and student donations) to cut out as many pictures as they can find to depict the vocabulary words. Each student makes a **collage** on a poster board and presents the poster, explaining how the pictures represent the words.
3. Copy the cartoon template ([Appendix 2, next page](#), one for each student. Have the students fill in the conversation bubbles, following the directions. Display all of the cartoons (students' names should be on the back for anonymity). Students are to vote on (a) Best Cartoon (b) Best use of Vocabulary. Place ribbons on cartoons with the most votes.

Appendix 2 – Cartoon: Discussion with Vocabulary

Write your name on the back of the paper —>

Directions: Create a cartoon using at least five (5) of the vocabulary words from *The Three Sleuths of Brooklyn*. Each conversation bubble must include a complete sentence, not a phrase or word only. Have fun drawing two characters as well. They do not have to be the characters from the story, but they can be.

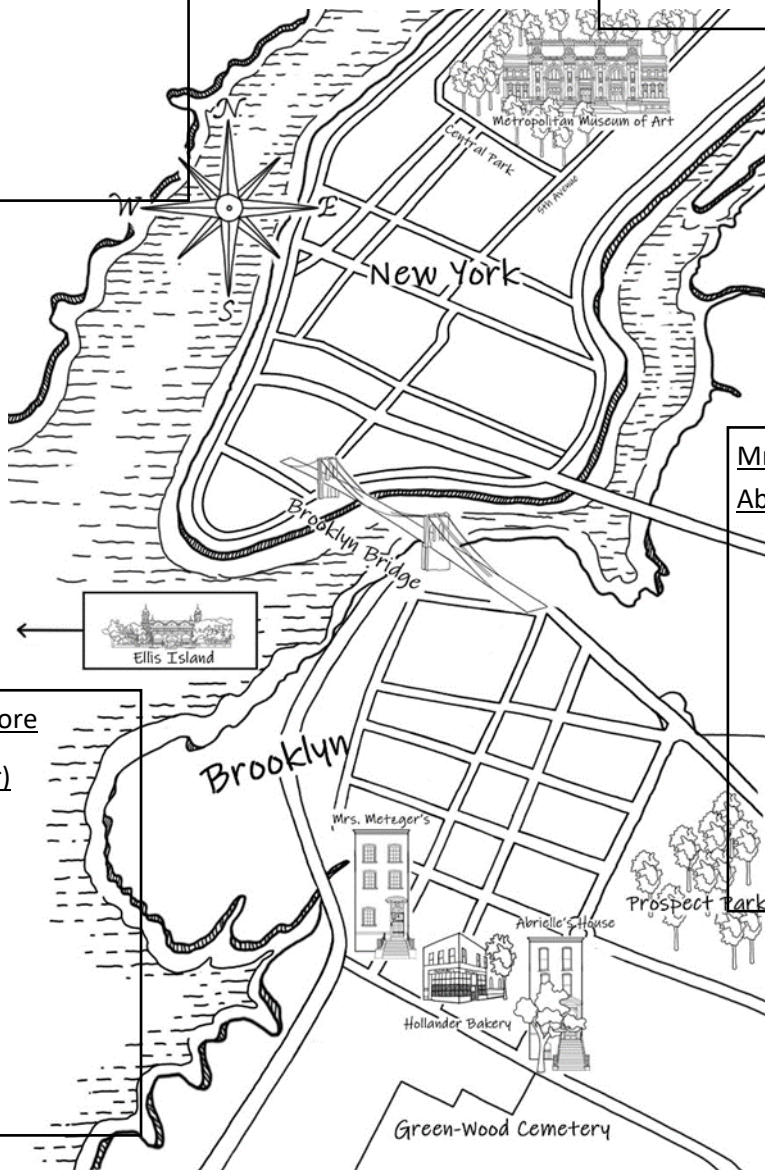
	
	

Abrielle learns that not everything is as it seems.

Explain how Abrielle feels before and after her experiences.

The Museum (before the visit)

The Museum (after the visit)



Mrs. Metzger (before
Abrielle meets her)

Mrs. Metzger (after
Abrielle meets her)

Mama's old job (before Abrielle visits
Filettos)

Mama's old job (after Abrielle visits
Filettos)

Appendix 4—Answers to Questions

1. Describe Abrielle's neighborhood.
 - A. Abrielle lives on the first floor of a three-story brownstone apartment in Brooklyn, NY
 - B. Leon and his family live in the apartment above Abrielle
 - C. Mrs. Metzger lives down the street
 - D. Prospect Park is nearby
2. A. Facts about Abrielle—she loves mysteries and history, she is a kind friend, she has to stay by herself, her parents are divorced, she has medium length brown hair
B. Facts about Gina—she has short dark hair and wears black glasses, she loves to read and loves sweets, she's very smart
C. Facts about Leon—he loves sports, he is Italian, he is interested in movies
3. Abrielle is surprised Leon stops to talk to them because he rarely talked to her before, even though they were in the same class at school and lives above her.
4. Leon starts talking to Abrielle maybe because he likes her or he has matured and decides to be friendly to a neighbor his age.
5. Abrielle double locks her door after Leon tells the ghost story and leaves.
6. Mrs. Metzger is nice and creative. She loves to paint and has a colorful house. She is a widow and her husband used to be a butcher. She has a grown son named Peter. She has a colorful, interesting way of talking.
7. They think Mrs. Metzger can read their minds when she mentions dusting her books; they think she's tasting paint in the pots on her stove; she seems to know ahead of time that the dog Chloe is going to walk by them.
8. Abrielle doesn't want to tell Leon about Mrs. Metzger because Leon aggravates her, and she wants to figure out exactly what is special about Mrs. Metzger first.
9. Mrs. Metzger gives the girls clues by mentioning colors and rainbows, but mostly by changing the paint color on her door every day.
10. Mrs. Metzger wants to take the girls to the museum to inspire their imaginations and to help them see that dots and lines can create art. (Not everything is as it seems.)
11. New York City subways are squeaky with many cars, busy with people boarding at different locations. People stay to themselves (reading, looking at their phone, or closing their eyes). The subway requires a ticket or pass to board the train. It is called a Metro Card . A person gets to the subway by going down stairs.
12. Abrielle wants to visit Ellis Island because she has a new love for history (after visiting the Metropolitan Museum of Art), and she wants to find information on her relatives.

13. We can tell Abrielle's mom does not like Mr. Russo because she wants to walk away before he talks to them, she does not smile when he talks to them, she keeps Abrielle close, and she shows no desire to go back to his restaurant.
14. The art project is a mural made of books. There are flowers, birds, a hint of a barn and part of a fence.
15. Peter Metzger wants his mother to move so she will live closer to where he lives and works. He wants her to be in a safer place. He thinks her house is too cluttered with paint and things so it would be a firetrap. Also she doesn't know many of her neighbors if she ever needed help.
16. The puzzle pieces of the mystery include:
 - A. Bakery mysteriously closes
 - B. Peter Metzger wants to buy the entire block where his mother lives
 - C. The neighbors receive eviction notices
 - D. Peter Metzger owns the restaurant Filettos where Abrielle's mom used to work.
 - E. Mr. Russo does not tell the truth about only being the manager.
 - F. Mr. Russo is stealing something from the bakery.
17. When Leon and Abrielle visit Filettos, they learn that Mr. Russo is mean to his workers and that Mr. Russo messed up a deal his bosses are trying to make.
18. At the baseball game, Abrielle discovers that Peter Metzger and his partner are evicting everyone on Mrs. Metzger's block. They are going to tear down the buildings to build new condominiums
19. Gina is upset because she thinks Leon has replaced her as Abrielle's best friend.
20. The neighbors would all be invited to the carnival so everyone can meet Mrs. Metzger and exchange phone numbers so she can contact them if she needs help.
21. Mr. Russo is stealing the vintage tiles from the bakery because they are worth a lot of money.
22. When Gina searches the Internet for information, there are too many choices, so she narrows her search to Dutch tiles from Holland since the bakery is called the Hollander Bakery.
23. Because the tiles are old, worth a lot of money, and were designed by a master tile maker, the building cannot be torn down.
24. Opinion question

25. Chloe is a white Husky. She hangs around the neighborhood. She barks to lead the kids away from the bakery, when they first spy Mr. Russo there, and helps them hide. She leads Mrs. Metzger to the bakery when the kids are locked in the basement. Mrs. Metzger adopts Chloe.
26. Opinion question

Answer to theme question A.1. Where do we see the theme: Not everything is as it seems?

1. In Abrielle's wrong opinion of Mrs. Metzger.
2. In Abrielle's wrong opinion of Leon.
3. In Abrielle's ideas about her mom's previous job.
4. In the art pieces at the museum—dots and lines create beautiful art
5. In Abrielle's opinion of Peter Metzger.
6. In the collage of books that becomes art

ANSWERS FOR THE POWERPOINT ACTIVITIES:

Slide 7 – Prereading Fill-in-the-blanks

1. The shutter's squeaky **hinges** sent Gina and me scurrying.
2. Our favorite **bakery** had mysteriously closed several months ago.
3. "And I get tired of eating **peanut butter and jelly sandwiches**."
4. "You mean my books might **inspire** you?" Mrs. Metzger asked.
5. The canvas was covered in **splotches** of paint.
6. Well, that is interesting. Gina has come away with a new love of art and you, a new love of **history**.
7. Gina and I arrived at Mrs. Metzger's house early, prepared to spend the whole day finishing our unusual **artwork**.
8. The woman who sat behind me furiously searched through her **purse**.
9. "I found out that everyone on the block got an **eviction** notice from Peter Metzger."
10. The sudden movement of a **flashlight** caught our attention.
11. He dropped a heavy bag of **tools** onto the floor above us.
12. "Help, we're **locked in**," Leon shouted.

Slide 14 - Fun with Colors: Matching colors to meanings

Red = Energetic and full of action

Yellow = Optimistic and cheerful

Blue = Peaceful, loyal, has integrity

Purple = Imaginative, creative, wise, grand

Green = Growing in knowledge

Appendix 5: Thinking outside the box

Definition: “Thinking outside the box” means to think differently, unconventionally (in an different way), or from a new perspective (viewpoint or angle)

Activities: To practice thinking outside the box (thinking, writing, and presenting)

1. Leon, Abrielle, and Gina don’t find a way to get themselves out of the bakery basement. Have the students get into teams and write out a plan to help the trio get out of the basement. Prior to their group discussions, go over with the class the elements of the situation —
 - A. It is getting dark.
 - B. No one else knows where they are.
 - C. The bad guys are on the other side of the locked door.
 - D. Leon’s phone no longer works.
 - E. The little windows are too small to climb through
2. Have the students get into pairs. Each team is given a card with a pair of words written on it. The students must decide how the two items are similar and how to connect them to one of the suggested tasks where both items would be useful and explain how each would be used. The chart on the next page offers suggestions for word pairs and situational tasks for the students to choose from. (Slide 16 on the PowerPoint displays the tasks as well.) Optional: The students can also make a list of other objects they would need to help complete the task.

WORD PAIRS	POSSIBLE TASKS
mirror and magnifying glass	Retrieve coin fallen in street drain
shoe laces and belt	Remove pebbles from dirt
potted plant and coffee cup	Move heavy rock
fork and paint brush	Open a metal box rusted shut
band aid and tape	Use a signal for help if lost in the woods
clothes pin and scissors	Create a new game
bar of soap and candle	Lost in woods and want to catch a fish for dinner
bottle opener and screwdriver	
ironing board and 2 x 4 piece of wood	
spatula and broom	

Appendix 6 – Immigrant's Letter

Dear Papa,

I can't believe it. We have finally gotten to America. We arrived yesterday. It was very foggy when the bell started ringing and everyone crowded the railing to get our first glimpse of the Statue of Liberty. But finally she came into view. Many of the women started crying. Mama too. We both wish you were with us. I know you will earn the money soon and can take the long journey to join us at Uncle Robert's. The captain won't let us off the boat yet. This morning some nurses came onboard and talked to the passengers in First Class. We were told that those of us on the lower deck will leave the boat tomorrow and go through examinations at Ellis Island. We have our bags ready. I can't wait to walk on land again. But I'm worried about Mama. She was sick many days when we were traveling. She seems better, but I hope her illness won't bother her again and keep us from staying in America. There is talk that some people have been sent back to Europe if they are sick. It would be too hard for Mama to make that long trip again. But I could do it. I would take care of her. I helped her whenever the waves of the ocean made her sick. I have been brave like you told me, Papa. But some days it was hard. I miss you, Papa. I guess when you get this letter, we'll already be laughing and dancing and eating Aunt Rosa's spaghetti, like you described before we left. I hope so. I will write again and let you know what America is like. Love from your little doodlebug, Annie.

Dated July 1906

Appendix 7 – News Report

THE NEW YORK HERALD

Volume 19 Issue 38

March 30, 1906

The Bismarck Arrives

By Nathaniel Turner
Staff Writer

Yesterday, the *Bismarck* from Cherbourg, France, docked in the Port of New York at 10:27 a.m. First class passenger Joseph Mosa and his family were the first to disembark the steamship this morning. Mr. Mosa reported a decent trip across the Atlantic. Mrs. Mosa agreed, saying "the food was excellent and the staff in first class dining were so pleasant." Mr. Mosa's family was part of one hundred and thirty-five first class passengers to take the long two-week trip aboard the *Bismarck*. The Mosa family is planning on living in the south side of Manhattan where his brother runs a shoe business.

Other first class passengers included a politician from Paris, an artist known for his paintings of wealthy families, and an actress who asked to remain anonymous.

Third class passengers will be allowed to disembark the ship tomorrow and will be processed at Ellis Island. The staff of Ellis Island have been evaluating passengers since 1892 when ships from Europe first began to arrive.

The immigration station of Ellis Island is one of the largest in the world. Since reopening in 1900, after the devastating fire of 1897, hundreds of thousands of people have come to America, hoping to fulfill their dreams of freedom and prosperity.



Appendix 8

PROCESS FOR IMMIGRANTS ARRIVING AT ELLIS ISLAND (for Third Class travelers)

1. Your ship will dock at the New York City pier.
2. Check your manifest number on your nametag and find your group in the waiting area.
3. You will be transferred by barge to Ellis Island.
4. You will leave trunks, suitcases, and baskets in the baggage room.
5. Men will be separated from women and children, but you will join back together when the process is completed.
6. Once you arrive on Ellis Island, follow your group leader up the stairs into the Registry Room. Your leader will be your interpreter.
7. Stay in single file as you pass the inspectors.
8. It is possible a mark will be made with chalk on your shoulder or coat lapel. Stand still while the mark is made; continue to follow your group.
9. If a medical problem is discovered that is curable, you will be sent to the Island's hospital.
10. If an incurable, contagious, or mental disease is present, you will go before the Board of Special Inquiry for possible deportation. You will be assigned a bed in the Dormitory if you or a family member is detained.
11. You will be asked a series of questions. An interpreter will be present. Your answers must match the information you gave at your port of origin.
12. We will also ask questions about your future occupation in the United States, any property owned in the US, and whether or not you have relatives in the country already.
13. You should be in possession of at least \$30.
14. Your family must pay a head tax of 50 cents per person
15. When you have been approved, a landing card will be pinned to your clothes.
16. If you fail the inspection, you will have a hearing in front of the Board of Special Inquiry.
17. If there are no medical issues, and if a relative or aid society takes responsibility for your room and board, you will be approved and allowed to live in the United States.
18. If you are traveling to a city other than New York City, an agent will accompany you to a railroad ticket office and make sure you purchase the appropriate train ticket.
19. See your interpreter to make arrangements for your trunks to be sent to your final destination. He will also give you a box lunch for your journey.

Appendix 9

Name _____ Date _____

TAKING NOTES

Directions: Listen carefully while watching a video and use the following questions to help you take notes. (These may be adjusted by the teacher for a particular video.)

1. Title of video _____

2. Who is this video about?

3. Where are the people going?

4. Why? What do they want?

5. What were some hardships they faced? Name at least two.

6. Did everyone get to stay? _____ Why or why not?

7. What happened to Ellis Island that closed it for two years?

8. Write two sentences telling what you learned from the video.

Appendix 10

Name _____ Date _____

Practice with Quotation Marks and Quotation Tags

Part A—Missing Quotation Marks. Directions: The sentences below have direct quotes and quotation tags. But they are missing the quotation marks. With a colored pen or pencil, add the missing quotation marks. Remember quotation marks always come in pairs.

1. Dinner is almost ready, Mom called from the kitchen.
2. The librarian said, The book is still checked out.
3. It's late. Time to turn out your light, Dad said, poking his head in the door.
4. Coach told us, The rain won't stop us from playing the game tonight.

Part B – Missing punctuation marks in quotations. Directions: Each of the sentences below is missing two (2) punctuation marks. Using a colored pen or pencil, add the two missing punctuation marks to each sentence.

1. "Can I feed the horse too " asked Carly
2. Elias put a finger on the paper, and asked "Did you draw this picture "
3. "I hope the boat will be leaving soon " Denny said, scowling
4. The new student said "My old school was much smaller than this one "

Part C – Missing quotation tags. Directions: Be creative and add an interesting quotation tag either in front of or behind each of the following direct quotations. Look carefully. One sentence is also missing either a quotation or punctuation mark.

1. "The puppies got out of the pen!" _____ .
2. _____, "The movie starts in five minutes."
3. "We want to help you this afternoon " _____.
4. _____, "The wind blew the tree down."

Answers are on the following page.

ANSWERS - Practice with Quotation Marks and Quotation Tags

Part A—Missing Quotation Marks. Directions: The sentences below have direct quotes and quotation tags. But they are missing the quotation marks. With a colored pen or pencil, add the missing quotation marks. Remember quotation marks always come in pairs.

1. “Dinner is almost ready,” Mom called from the kitchen.
2. The librarian said, “The book is still checked out.”
3. “It’s late. Time to turn out your light,” Dad said, poking his head in the door.
4. Coach told us, “The rain won’t stop us from playing the game tonight.”

Part B – Missing punctuation marks in quotations. Directions: Each of the sentences below is missing two (2) punctuation marks. Using a colored pen or pencil, add the two missing punctuation marks to each sentences.

1. “Can I feed the horse too?” asked Carly.
2. Elias put a finger on the paper, and asked, “Did you draw this picture?”
3. “I hope the boat will be leaving soon,” Denny said, scowling.
4. The new student said, “My old school was much smaller than this one.”

Part C – Missing quotation tags. Directions: Be creative and add an interesting quotation tag either in front of or behind each of the following direct quotations. Look carefully. One sentence is also missing either a quotation or punctuation mark. **Answers will vary. Sentence 3 has a missing comma.**

1. “The puppies got out of the pen!” _____ .
2. _____, “The movie starts in five minutes.”
3. “We want to help you this afternoon,” _____.
4. _____, “The wind blew the tree down.”

THANK YOU!

Thank you for your purchase of the book

The Three Sleuths of Brooklyn.

I hope you enjoy the activities in this packet
for your homeschool students or class.

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