

THE SECRET OF MOONRISE MANOR

A RAVEN GALLOWS MYSTERY

ABOUT THE BOOK

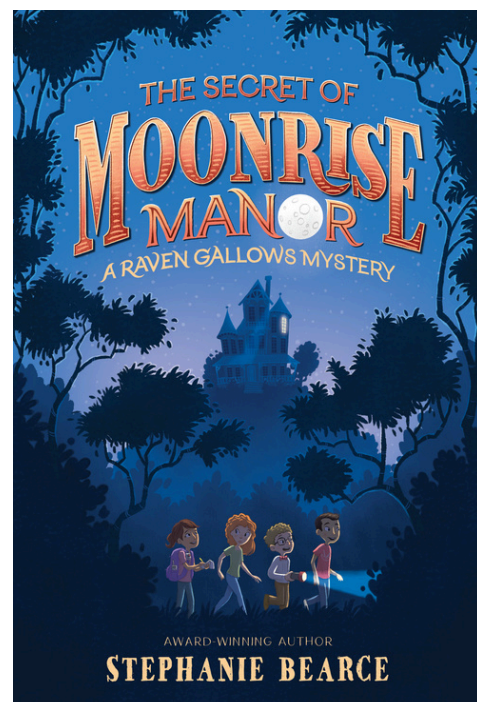
Wednesday Addams + Sherlock Holmes = Raven Gallows—a curious girl who uses her budding skills as a mortician and a scientist to investigate a mysterious death at her small town’s haunted hotel.

Raven Gallows lives in a funeral home and is determined to become a famous detective. Her first case is one close to home—find the truth surrounding her mother’s puzzling death six years ago.

When a mummified man is discovered behind a wall at the Moonrise Manor Hotel, Raven is shocked to see that the body is clutching her mother’s gold and silver locket.

Raven gathers her friends—Cosmina Wilde, who thinks she can talk to ghosts; Miles Farnsworth, who works at the haunted hotel; and Eric Wong, who possesses unparalleled computer skills—and sets out to learn the identity of the mummy. As they follow the clues, they discover more than they bargained for, including a stash of stolen art and a legend of a secret society.

The Secret of Moonrise Manor is a story about family, friendship, and the courage it takes to pursue the truth.



"The many Edgar Allan Poe references and quotes give this contemporary tale a gothic feel. Offers ghoulish thrills and the promise of more adventures ahead."

— KIRKUS

ABOUT THE AUTHOR



Stephanie Bearce is a history detective and a science nerd who loves turning her discoveries into books for kids. She is an award-winning author of thirty-five traditionally published nonfiction books; *The Secret of Moonrise Manor* is her fiction debut. Stephanie frequently presents at conferences, schools, literature festivals, and libraries around the country. A winner of the SCBWI Crystal Kite Award and the SCBWI Work in Progress Grant, Stephanie’s books have also been selected for the NSTA Recommended Reading List. She lives near St. Louis, Missouri, with her family.

LESSON PLAN: INTRODUCTION TO THE PARTS OF A MYSTERY

GRADE LEVEL: 3RD-6TH GRADE TIME: 1 CLASS PERIOD (45-60 MINUTES)

Objectives:

- Students will understand the key parts of a mystery story.
- Students will apply their knowledge by identifying these parts in a short mystery story.
- Students will prepare to read *The Secret of Moonrise Manor* by learning to look for mystery elements as they read.

Materials:

- Whiteboard or chart paper.
- "Parts of a Mystery" handouts (one per student, outlining Detective/Investigator, Clues, Red Herrings, Suspects, Motives, and Solution).
- Pencils for note-taking.
- Printed copy of the short mystery story *The Case of the Missing Bicycle* (one per student or displayed for whole-class reading).

Lesson Steps:

1. Introduction to the Parts of a Mystery (15 minutes)

- Teacher-led Discussion:
 - Ask students if they have ever read a mystery or watched a mystery movie. What made it interesting? How did the detective solve the case?
 - Explain that most mystery stories follow a similar pattern and have key parts that help readers solve the mystery alongside the detective.
- Presenting the Parts of a Mystery:
 - Hand out the "Parts of a Mystery" worksheet and go over the following elements:
 - **Detective/Investigator:** The person who tries to solve the mystery.
 - **Clues:** Pieces of information that help the detective figure out the solution.
 - **Red Herrings:** False clues that mislead the reader or detective.

- **Suspects:** People who might have committed the crime.
 - **Motives:** The reasons why a suspect might have committed the crime.
 - **Solution:** How the detective solves the mystery by putting all the clues together.
- Write each of these parts on the board and explain that every good mystery contains these elements.

2. Reading the Short Mystery (10-15 minutes)

- Teacher-led Activity:
 - After going over the parts of a mystery, tell students they are going to read a short mystery together as a class.
 - Read aloud or have students follow along with *The Case of the Missing Bicycle*:

The Case of the Missing Bicycle

When 10-year-old detective Max Carter heard that his friend Jake's shiny red bicycle had been stolen from outside the school, he immediately jumped on the case. Max interviewed a few kids in the schoolyard and quickly gathered three suspects. First was Tom, a kid who always admired Jake's bike and sometimes borrowed it without asking. Then there was Sarah, who was angry with Jake after he beat her in a race the day before. Lastly, there was Brian, the new kid who had been seen hanging around the bike racks at recess. The only clue Max found was a muddy shoe print near the empty spot where the bike had been parked, leading him to believe the thief had run off in a hurry. Sarah mentioned seeing a figure in a green hoodie near the bike racks, which seemed like a solid lead.

Max followed Sarah's clue, but when he tracked down Tom, who owned a green hoodie, he realized Tom had an alibi—he was at soccer practice the whole time. Max then focused on Brian, who seemed nervous when questioned, but nothing directly pointed to him. Max decided to check Jake's bike lock again, and this time he noticed something unusual: a candy wrapper stuck under the bike rack. Max remembered that Sarah loved that type of candy and always ate it after school. With this new clue, Max confronted Sarah, and she finally confessed. She hadn't meant to steal the bike—she'd just hidden it as a prank because she was still upset about the race. Max solved the case, and Jake's bike was safely returned, with an important lesson learned about forgiveness.

3. Identifying the Parts of the Mystery (10-15 minutes)

- **Class Activity:**

- Ask the students to work together as a class to identify the key parts of the mystery in *The Case of the Missing Bicycle*. Write their answers on the board under the categories discussed earlier:
 - **Detective:** Max Carter
 - **Clues:** Muddy shoe print, candy wrapper, Sarah's mention of a green hoodie
 - **Red Herring:** The green hoodie, which misled Max into thinking Tom was guilty
 - **Suspects:** Tom, Sarah, Brian
 - **Motives:** Sarah was upset about losing the race
 - **Solution:** Max figured out the bike was hidden as a prank after finding the candy wrapper
- Encourage students to reflect on how the clues helped Max solve the mystery and how the red herring misled him for a while.

4. Preparing to Read *The Secret of Moonrise Manor* (10 minutes)

- **Teacher-led Discussion:**

- Tell the class that they will soon begin reading *The Secret of Moonrise Manor*, a mystery involving a young girl named Raven Gallows who tries to solve the mystery of a hidden body at a haunted hotel.
- Explain that, just like in the bike story, they will need to pay attention to the **detective, clues, red herrings, suspects, motives, and solution** as they read.

- **Setting Expectations:**

- Ask students to make predictions: What kinds of clues might Raven find in a haunted hotel? What kind of suspects might she encounter? What motives could be at play in this mystery?
- Encourage students to keep track of the parts of the mystery as they read *The Secret of Moonrise Manor* and try to solve the mystery before Raven does!

Assessment:

- Participation in the discussion about the parts of a mystery.
- Identification of the mystery elements in the short story *The Case of the Missing Bicycle*. - DOES THIS NEED TO BE ITALICIZED
- Engagement during the prediction discussion about *The Secret of Moonrise Manor*.

Additional Notes:

- This lesson sets the foundation for students to engage with *The Secret of Moonrise Manor* as they read.
- The class can revisit the “Parts of a Mystery” framework throughout the reading of the book, allowing students to track their understanding and predictions as the story unfolds.

Name: _____ **Date:** _____

Parts of a Mystery

Draw a picture to help you remember the definition of the following vocabulary.

Detective/Investigator: The person who tries to solve the mystery.

Clues: Pieces of information that help the detective figure out the solution.

Red Herrings: False clues that mislead the reader or detective.

Suspects: People who might have committed the crime.

Motives: The reasons why a suspect might have committed the crime.

Solution: How the detective solves the mystery by putting all the clues together.

Name: _____ **Date:** _____

Parts of a Mystery

Write down the definition of the following vocabulary. Include a picture to help you remember.

Detective/Investigator:

Clues:

Red Herrings:

Suspects:

Motives:

Solution:

LESSON PLAN: SUMMARIZING AND MAKING PREDICTIONS IN *THE SECRET OF MOONRISE MANOR*

GRADE LEVEL: 3RD-6TH GRADE TIME: 1 CLASS PERIOD (45-60 MINUTES)

Objectives:

- Students will summarize the key events and clues they've encountered so far in *The Secret of Moonrise Manor*.
- Students will use critical thinking to make predictions about how the mystery might be solved.
- Students will create their own detective "case files" to track suspects, motives, and clues.

Materials:

- Whiteboard or chart paper.
- "Detective Case File" handouts (with sections for suspects, motives, clues, and predictions).
- Pencils and colored markers or crayons.
- Students' copies of *The Secret of Moonrise Manor* (for reference).
- Optional: Envelopes or folders to hold the students' case files.

Lesson Steps:

1. Review and Summarize Key Events (15-20 minutes)

- **Teacher-led Discussion:**
 - Begin by asking students to recall the major events that have happened so far in *The Secret of Moonrise Manor*. Write their answers on the board as a way to organize the key events.
 - Guide the class through a quick summary of what they've learned, including:
 - Raven Gallows investigating the mysterious mummy discovered at Moonrise Manor.
 - The important clues they've uncovered (the locket, the hidden body).
 - The introduction of key suspects (e.g., Octavia Ames, her son, Martha Rutledge, the sheriff).

- **Class Summarizing Activity:**
 - Ask the students to summarize the current state of the mystery in their own words. Have them consider:
 - What has Raven discovered so far?
 - What are the unanswered questions they still have at this point in the book?
- **Optional Writing Activity:**
 - Students can write a brief summary of the book's events so far in their notebooks.

2. Introducing the Detective Case Files (5 minutes)

- **Teacher Explanation:**
 - Tell students that today, they will act as detectives, just like Raven Gallows, and create their own "case files" to organize everything they've learned.
 - Explain that each case file will include sections for suspects, motives, clues, and predictions.

3. Creating the Detective Case Files (25 minutes)

- **Activity:** Hand out the "Detective Case File" worksheets. Each worksheet should include sections for:
 - **Suspects:** Who are the suspects so far in the story? What makes them suspicious?
 - **Motives:** What reasons might each suspect have for being involved in the crime?
 - **Clues:** What important clues have been uncovered? How do these clues help Raven in her investigation?
 - **Predictions:** Based on what they've learned, how do they think the mystery will be solved? Who do they think is guilty?
- **Class Work:**
 - Students will work individually or in pairs to fill out their case files, referencing the book for details. Encourage them to think critically about each suspect, their motives, and the clues.
 - As they fill out their "Predictions" section, prompt them to think about how they believe Raven will solve the case. What do they think will happen next?

4. Sharing Predictions and Class Discussion (10-15 minutes)

- **Class Discussion:**

- Once the students have completed their case files, invite volunteers to share their predictions with the class. Write some of their ideas on the board, creating a "Class Prediction List."
- Ask questions to guide the discussion:
 - Who do they think is the most suspicious suspect so far?
 - What clues do they think are most important?
 - How do they think Raven will solve the mystery?
- Teacher Reflection:
 - Reinforce that a good detective always looks at the clues carefully, but mysteries often have twists! Encourage students to keep an open mind as they continue reading.

5. Wrap-Up and Looking Ahead (5 minutes)

- **Teacher-led Discussion:**

- Let students know that as they continue reading, they should keep updating their case files with new suspects, clues, and predictions.
- Tell the students that at the end of the book, they will revisit their case files to see how their predictions held up and if they successfully solved the mystery along with Raven.

Assessment:

- Participation in class discussion and summary activity.
- Completion of the "Detective Case File" worksheet, demonstrating understanding of suspects, motives, and clues.
- Engagement in the prediction activity, showing critical thinking about how the mystery might be solved.

Additional Notes:

- Encourage students to keep their case files in a folder or envelope so they can continue adding to them as they read more of *The Secret of Moonrise Manor*.
- This lesson helps students organize what they've learned so far and apply their knowledge to make predictions, enhancing their critical thinking and engagement with the story.

Name: _____ **Date:** _____

Detective Case File: The Secret of Moonrise Manor

As you read *The Secret of Moonrise Manor*, use this case file to track the suspects, motives, clues, and your predictions. You are the detective, just like Raven Gallows!

Suspects

List the people who seem suspicious.

What makes them a suspect?

Motives

Why might each suspect be involved in the crime? What could they gain?

Clues

What clues has Raven discovered? How do these clues help solve the mystery?

Red Herrings

Have you noticed any false clues that may mislead Raven or the reader? What are they, and why are they misleading?

Predictions

Based on what you know so far, who do you think is guilty, and how will the mystery be solved?

LESSON PLAN: REVIEWING AND WRITING MYSTERIES AFTER READING *THE SECRET OF MOONRISE MANOR*

GRADE LEVEL: 3RD-6TH GRADE **TIME: 1-2 CLASS PERIODS**
(DEPENDING ON PROJECT TIME)

Objectives:

- Students will review and identify the parts of a mystery story using *The Secret of Moonrise Manor* as an example.
- Students will apply their understanding by writing their own mystery stories, individually or in groups.
- Students will collaborate and engage in creative writing by incorporating the key elements of a mystery.

Materials:

- Whiteboard or chart paper.
- "Parts of a Mystery" worksheet (for review and discussion).
- "Mystery Story Planner" worksheet (for students' own mystery projects, listing detective, clues, red herrings, suspects, motives, and solution).
- Pencils, markers, or crayons for group projects.
- Optional: Lined paper for drafting stories.

Lesson Steps:

1. Review of *The Secret of Moonrise Manor* and the Parts of a Mystery (20 minutes)

- **Teacher-led Discussion:**
 - Begin by asking students for their overall thoughts about *The Secret of Moonrise Manor*. What did they enjoy? What surprised them?
 - Review the **Parts of a Mystery** by asking students to recall and identify each element from the book:
 - **Detective/Investigator:** Who was the detective? (Raven Gallows)
 - **Clues:** What were the main clues? (The locket, the hidden body, the stolen art, etc.)
 - **Red Herrings:** Were there any false clues? (Sarah's green hoodie, for example)

- **Suspects:** Who were the main suspects? (Octavia Ames, her son, the sheriff, Martha Rutledge)
- **Motives:** What were the motives for each suspect? (Greed, revenge, protection of family secrets)
- **Solution:** How was the mystery solved? (Raven putting all the clues together)

2. Writing Their Own Mysteries (35-45 minutes)

- **Teacher Explanation:**

- After reviewing *The Secret of Moonrise Manor*, tell the students they will now get a chance to become mystery writers!
- They will either work in groups or individually to write their own mystery story, incorporating the parts of a mystery that they've learned about.
- Provide each group (or individual) with a "Mystery Story Planner" worksheet that includes sections for:
 - **Detective/Investigator:** Who will try to solve the mystery?
 - **Clues:** What clues will help the detective?
 - **Red Herrings:** Will there be any false clues to mislead readers?
 - **Suspects:** Who might have committed the crime?
 - **Motives:** Why would the suspects commit the crime?
 - **Solution:** How will the detective solve the case?

- **Group or Individual Work:**

- Allow students time to brainstorm and plan their mystery stories using the worksheet. They can decide whether to work in groups or individually.
- Encourage students to be creative with their settings and characters, but remind them to include all the key parts of a mystery.

- **Optional:**

- If time permits, have students begin drafting or outlining their stories once they have filled out the planner worksheet. This can be continued as homework or a longer-term project.

3. Sharing and Discussion (10-15 minutes)

- **Class Discussion:**

- After the planning phase, have students (or groups) share a brief summary of their mystery idea with the class. Ask them to describe their detective, clues, and main suspects.
- Discuss the variety of ideas and how different students approached the elements of a mystery.

- **Wrap-Up:**

- Praise students for their creativity and remind them how the parts of a mystery help make a story exciting. Encourage them to keep thinking about these elements as they read or write other mystery stories in the future.

Assessment:

- Participation in class discussions.
- Completion of the "Parts of a Mystery" worksheet, showing understanding of the elements of a mystery.
- Completion of the "Mystery Story Planner" worksheet, demonstrating ability to apply knowledge of mystery elements to create a new story.

Materials Provided:

- Parts of a Mystery Worksheet (for review)
- Mystery Story Planner Worksheet (for writing project)

Additional Notes:

- This lesson can be adapted to allow for more time in writing and sharing stories, depending on class schedule.
- The mystery stories can be turned into a longer writing assignment or a creative project with illustrations, depending on student interest.

Name: _____ Date: _____

Parts of a Mystery Worksheet

Below are the key parts of a mystery story that you will encounter when reading *The Secret of Moonrise Manor*. Read each part and write down your own examples in the spaces provided.

Detective/Investigator - The character who tries to solve the mystery.

Who is the detective in Moonrise Manor?

Clues - Pieces of information that help the detective figure out the solution.

What are some of the clues in Moonrise Manor?

Red Herrings - False clues that mislead the reader and detective.

What are some Red Herrings in Moonrise Manor?

Suspects - People who might have committed the crime or are connected to the mystery.

Who are the suspects in Moonrise Manor?

Motives - The reasons why a suspect might have committed the crime (e.g., greed, revenge, or jealousy).

What are the motives in Moonrise Manor?

Solution - How the detective solves the mystery by putting all the clues together.

What is the solution to the Mystery of Moonrise Manor?

Name: _____ **Date:** _____

Mystery Story Planner

Use this planner to organize your mystery story. Be sure to include all the key parts of a mystery: detective, clues, red herrings, suspects, motives, and the solution.

Who is your detective?

What is the mystery your detective must solve?

Clues - What clues will help the detective solve the mystery?

Red Herrings - What false clues or distractions will mislead the detective and reader?

Suspects - Who are the suspects in your story?

Motives - Why might each suspect want to commit the crime? What would they gain?

Solution - How does the detective solve the mystery? What is the final solution?

LESSON PLAN: ADMINISTERING THE PARTS OF A MYSTERY QUIZ

GRADE LEVEL: 3RD-6TH GRADE TIME: 1 CLASS PERIOD (30-40 MINUTES)

Objectives:

- Assess students' understanding of the parts of a mystery story.
- Evaluate students' ability to identify key elements such as detectives, clues, red herrings, and motives.

Materials:

- "Parts of a Mystery" quiz (one per student).
- Pencils for students.

Lesson Steps:

1. Introduction (5 minutes)

- **Teacher-led Discussion:**
 - Begin by reviewing the key parts of a mystery that the students have learned: detective, clues, red herrings, suspects, motives, and solution.
 - Explain that today they will take a short quiz to see how well they understand these important parts of a mystery story.

2. Distribute the Quiz (2 minutes)

- **Teacher Instruction:**
 - Pass out the "Parts of a Mystery" quiz to each student.
 - Remind them to read each question carefully before answering.

3. Taking the Quiz (15-20 minutes)

- **Independent Work:**
 - Give students 15-20 minutes to complete the quiz independently. Allow more time if needed.

4. Review and Collect (5-10 minutes)

- Teacher-led Review:
 - After most students have completed the quiz, ask if anyone has questions about any of the parts of a mystery (without giving away answers).
 - Collect the quizzes for grading.

5. Optional: Bonus Discussion (5 minutes)

- Class Discussion (Optional):
 - Ask students to share their answers to the bonus question (if they attempted it).
 - Discuss how red herrings can trick both the detective and the reader in a mystery.

Assessment:

- Evaluate students' quiz responses for understanding of key mystery elements.

Additional Notes:

- You can review the quiz results in a future lesson to address any areas of confusion or misunderstanding.
- Consider using the results to guide further instruction on mystery writing or reading comprehension.

Name: _____ Date: _____

Quiz: Understanding the Parts of a Mystery Story

Multiple Choice (1-4)

Circle the correct answer.

1. Who is the detective or investigator in a mystery story?
 - a) The person who commits the crime
 - b) The person trying to solve the crime
 - c) The person who provides false clues
 - d) The person who writes the story

2. What is a red herring in a mystery story?
 - a) A clue that leads the detective in the wrong direction
 - b) The object the detective is searching for
 - c) The final solution to the mystery
 - d) The main suspect in the story

3. Which of the following is an example of a clue?
 - a) A strange footprint found near the crime scene
 - b) A friendly conversation between characters
 - c) A meal shared by two friends
 - d) A day spent at the beach

4. What is the main purpose of clues in a mystery?
 - a) To confuse the reader
 - b) To help the detective solve the crime
 - c) To make the story longer
 - d) To introduce the suspects

Short Answer (5-7)

Write a brief response to each question.

5. What is the motive in a mystery story? Why is it important?

Name: _____ Date: _____

6. Explain how a detective solves a mystery using clues.

7. What is a red herring, and how can it make a mystery more interesting?

Matching (8-10)

Match the term to the correct definition

- | | |
|--------------|--|
| 8. Detective | a) a person who might have committed the crime |
| 9. Suspect | b) a piece of information that helps solve the mystery |
| 10. Clue | c) the person solving the mystery |

Bonus Question (optional)

Explain one example of a red herring you have read about or seen in a mystery. How did it trick you?

This quiz covers multiple-choice, short answer, and matching questions to assess students' understanding of key mystery elements.

ACTIVITY: THE HAUNTED CLASSROOM MYSTERY ESCAPE ROOM

GRADE LEVEL: 3RD-6TH GRADE TIME: 1 CLASS PERIOD (45-60 MINUTES)

Objectives:

- Students will work together to solve a series of clues and puzzles that lead them to suspect the school principal is behind the haunted events in the classroom.
- Students will practice critical thinking, problem-solving, and teamwork while applying the detective skills they've learned from *The Secret of Moonrise Manor*.

Materials:

- "Parts of a Mystery" quiz (one per student).
- Pencils for students.

Setup:

- Before the activity, decorate the classroom with spooky elements (fake cobwebs, dim lighting, mysterious objects) to create the haunted atmosphere. Block off an "exit" (such as the classroom door or a designated area) until the mystery is solved.
- Hide clues throughout the classroom, each one leading the students closer to solving the mystery and revealing the culprit as the school principal.

Story Setup (5-10 minutes):

Teacher's Introduction:

- Begin by setting the scene for the students:
 - "Welcome, detectives. Strange things have been happening in our classroom. Books have fallen off shelves, strange messages have appeared, and eerie noises have filled the air. Could it be haunted? Or is someone behind it?"
 - Possible story for teacher:
 - "Welcome, detectives. Strange things have been happening in our classroom. Books have fallen off shelves, strange messages have appeared, and eerie noises have filled the air. Could it be haunted? Or is someone behind it?"

Objectives:

- Students will work together to solve a series of clues and puzzles that lead them to suspect the school principal is behind the haunted events in the classroom.
- Students will practice critical thinking, problem-solving, and teamwork while applying the detective skills they've learned from *The Secret of Moonrise Manor*.

Materials:

- "Parts of a Mystery" quiz (one per student).
- Pencils for students.

Setup:

- Before the activity, decorate the classroom with spooky elements (fake cobwebs, dim lighting, mysterious objects) to create the haunted atmosphere. Block off an "exit" (such as the classroom door or a designated area) until the mystery is solved.
- Hide clues throughout the classroom, each one leading the students closer to solving the mystery and revealing the culprit as the school principal.

Story Setup (5-10 minutes):

Teacher's Introduction:

- Begin by setting the scene for the students:
 - "Welcome, detectives. Strange things have been happening in our classroom. Books have fallen off shelves, strange messages have appeared, and eerie noises have filled the air. Could it be haunted? Or is someone behind it?"
 - Possible story for teacher:
 - "Listen closely, detectives. Something strange has been happening in our classroom recently, and I need your help to solve the mystery and keep us all safe.
 - It all started last week when I noticed that books were falling off the shelves by themselves. At first, I thought it was just a breeze from the window, but then it got stranger. One afternoon, I came back after lunch and found my desk drawer open, even though I was sure I had closed it before leaving. Inside, there was a small key that I had never seen before. Where did it come from? And who could it belong to?"

- But that wasn't the end of it. Just yesterday, I heard the chalkboard squeak behind me, and when I turned around, there was a strange message written in neat, unfamiliar handwriting: 'The answer lies in the books.' The room felt chilly, and I started to wonder if our classroom was haunted!
- Something—or someone—is behind these mysterious happenings, and we need to get to the bottom of it. That's why I've called on you, junior detectives, to help solve this mystery. Your job is to find the clues, figure out who's causing the strange events, and make sure our classroom is safe again. I have a hunch that someone important might be involved... but it's up to you to figure out who.
- So, grab your detective hats and magnifying glasses. Let's solve this mystery together before more spooky things start happening!"

- **Introduce the task:**

- "You are going to investigate just like Raven Gallows in *The Secret of Moonrise Manor*. There's someone responsible for these mysterious happenings, and it's your job to figure out who it is before we can escape this haunted classroom."

Clues and Puzzle Examples:

- **Clue 1: The Haunted Note**

- Hide a spooky note (e.g., written with invisible ink or in code) in the classroom. The note could say: "I've been watching you closely... Look where the books hide secrets."
- **Solution:** Students must find the message and locate the next clue in the bookshelf.

- **Clue 2: The Principal's Key**

- In the bookshelf, hide a small key with a note that says, "This key belongs to someone important... Can you guess who? Look for a clue under the teacher's desk."
- **Solution:** Students find the key and start suspecting it might belong to the school principal. They then look under the teacher's desk.

- **Clue 3: The Meeting Note**

- Under the teacher's desk, hide another clue: "There was a secret meeting held in the principal's office last week. What could they be planning? Go to the window to find the next clue."
- **Solution:** The students start suspecting the principal and search the window area for the next clue.

- **Clue 4: The Signature Puzzle**
 - Near the window, hide a puzzle that, when completed, reveals part of a signature or the initials “P” and “S” (for Principal Smith, or the name of your principal). The puzzle could also include a hidden message that says, “Someone important is behind all of this...”
 - **Solution:** The students put the pieces together and begin to suspect that the principal is involved.
- **Clue 5: The Principal’s Secret**
 - The final clue could be hidden inside a drawer or cabinet and say, “The truth is hidden where decisions are made... Who controls the school? You already have the key to escape.”
 - **Solution:** The students must solve the riddle, realizing that the principal controls the school and that the key they found earlier belongs to the principal’s office.

Final Reveal:

Once the students solve the final clue and realize that the key leads to the principal’s office, the teacher reveals the twist:

- **Teacher’s Announcement:**
 - "Congratulations, detectives! You’ve solved the mystery. But there’s one last piece to the puzzle."
- **The Big Reveal:**
 - The teacher reveals that the “ghost” behind the mysterious events is actually the **school principal** (who could enter the room in a fun, dramatic way, or leave a note behind for the students to discover).
 - The principal explains: "I wanted to see if you had really learned to be good detectives by reading *The Secret of Moonrise Manor*. So I set up this challenge to test your skills—and you passed!"
- **Celebration:**
 - The principal congratulates the students on their detective work, praising their ability to solve the clues and figure out that the principal was behind the mystery all along.

LESSON PLAN: FORENSIC SCIENCE AND FINGERPRINTS

GRADE LEVEL: 3RD-6TH GRADE TIME: 1 CLASS PERIOD (45-60 MINUTES)

Objectives:

- Students will learn about the uniqueness of fingerprints and how they are used in forensic science to solve mysteries.
- Students will examine their own fingerprints, compare them with others, and classify them into different types.
- Students will apply their understanding by analyzing fingerprint patterns and creating their own fingerprint “case file.”

Materials:

- Ink pads (or washable markers).
- White paper for taking fingerprints.
- Magnifying glasses (optional).
- Fingerprint classification chart (showing different types: whorls, loops, and arches).
- Wet wipes or soap and water for cleanup.

Lesson Steps:

1. Introduction to Forensic Science (5-10 minutes):

- Teacher’s Explanation:
 - Start by explaining what forensic science is and how it helps detectives solve mysteries.
 - Tell the students that one important tool in forensic science is fingerprinting—a method used to identify people based on the unique patterns on their fingers.
- Class Discussion:
 - Ask the students: "What makes fingerprints special? Why do you think they’re useful for solving crimes?"
 - Explain that everyone’s fingerprints are different, even identical twins!

2. Types of Fingerprints (10 minutes):

- Teacher-led Discussion:

- Introduce the three main types of fingerprint patterns:
 - **Loops:** The ridges enter from one side of the finger, curve around, and exit on the same side.
 - **Whorls:** The ridges form a circular or spiral pattern.
 - **Arches:** The ridges enter from one side and exit on the other, creating a wave-like pattern.
- Show students a visual chart or diagram of each fingerprint type.

3. Taking Fingerprints (15-20 minutes):

- **Activity:**
 - Hand out ink pads or washable markers and white paper to each student.
 - Show students how to press their finger lightly onto the ink pad, then press it gently onto the paper to create a clear fingerprint.
 - Have students take prints of their thumb, index finger, and middle finger from one hand.
- **Observation:**
 - Give students magnifying glasses (if available) to examine their own fingerprints. Ask them to try to classify their prints as loops, whorls, or arches.
 - After observing, students should write down the types of fingerprints they have for each finger.

4. Creating a Fingerprint Case File (15 minutes):

- **Activity:**
 - Distribute "Fingerprint Case File" worksheets where students can record their fingerprint types for each finger.
 - Students should label their prints (e.g., "thumb: loop," "index: whorl") and draw a small sketch of the pattern for each.

5. Applying Fingerprints to Mystery-Solving (5-10 minutes):

- **Teacher's Explanation:**
 - Explain that detectives collect fingerprints at crime scenes to help figure out who was there. Often, they compare prints found at the scene with those of suspects to narrow down who might have committed the crime.
- **Class Discussion:**
 - Ask students: "How might detectives use fingerprints to solve a mystery, like in *The Secret of Moonrise Manor*?"
 - Encourage them to think about how fingerprints could help identify who might have touched important objects in the classroom mystery or other mystery stories.

Optional Extension Activity:

- **Fingerprint Matching Game:**

- Collect anonymous fingerprints from students (by mixing up the papers) and challenge them to match the fingerprints back to their owners based on the patterns they observe.
- Discuss how matching fingerprints is part of the real-world detective process.

Assessment:

- Participation in fingerprinting activity.
- Completion of the “Fingerprint Case File” worksheet, showing correct identification and classification of fingerprint types.
- Class discussion participation about the role of fingerprints in solving mysteries.

Materials Provided:

- **Fingerprint Classification Chart** (loops, whorls, arches).
- **Fingerprint Case File Worksheet** (for students to record and classify their own fingerprints).

Additional Notes:

- This lesson can be extended by incorporating more forensic science techniques, such as studying footprints or learning about DNA evidence.
- The lesson can be connected to mystery-solving themes by integrating it into an ongoing class mystery activity, such as the *Haunted Classroom Mystery Escape Room*.

Name: _____ Date: _____

Fingerprint Case File

Use this worksheet to record your fingerprints. Classify each print as a loop, whorl, or arch and draw a small sketch of the pattern.



loop



whorl



arch

Thumb - Fingerprint Type (Loop, Whorl, Arch): _____

Sketch of the pattern:

Index Finger - Fingerprint Type (Loop, Whorl, Arch): _____

Sketch of the pattern:

Middle Finger - Fingerprint Type (Loop, Whorl, Arch): _____

Sketch of the pattern:

Ring Finger - Fingerprint Type (Loop, Whorl, Arch): _____

Sketch of the pattern:

Pinky Finger - Fingerprint Type (Loop, Whorl, Arch): _____

Sketch of the pattern:

LESSON PLAN: REAL UNSOLVED MYSTERIES

GRADE LEVEL: 3RD-6TH GRADE TIME: 1 CLASS PERIOD (45-60 MINUTES)

Objectives:

- Students will research real-life unsolved mysteries and gather key information about them.
- Students will compare real-life mysteries to fictional mysteries, such as *The Secret of Moonrise Manor*.
- Students will analyze the role of clues and evidence in solving mysteries.
- Students will present their findings and critically reflect on why some mysteries remain unsolved.

Materials:

- Access to computers or tablets for online research.
- Printout of suggested unsolved mysteries.
- Notebooks or research paper for note-taking.
- Whiteboard/markers for class discussions.
- Projector (optional for presentations).

Lesson Steps:

1. Introduction to Real-Life Mysteries (15 minutes):

- Teacher explanation:
 - Explain that real-life unsolved mysteries, like *The Secret of Moonrise Manor*, involve detective work and critical thinking. Tell students they will be researching famous nonviolent unsolved mysteries and comparing them to the mystery in *The Secret of Moonrise Manor*.
- Class Discussion:
 - Ask the students "What makes a mystery interesting? How do detectives solve mysteries in real life compared to how Raven Gallows solves hers?"

2. Choosing a Mystery to Research (15 minutes):

- Teacher Instructions:
 - Share a list of suggested unsolved mysteries (heists, disappearances, lost treasures). Allow students to choose a mystery to research, either individually or in small groups.

- **Research Questions:**
 - What happened in the mystery?
 - What clues were found, and what evidence do we have?
 - Were there any suspects or theories about the case?
 - Why has the mystery remained unsolved?
- **Record Findings:**
 - Have students take notes on the key details, including clues, suspects, and possible explanations.

4. Comparing to *The Secret of Moonrise Manor* (15-20 minutes):

- **Teacher Instructions:**
 - After finishing their research, ask students to compare their real-life mystery to *The Secret of Moonrise Manor*.
 - **Discussion/Reflection Questions:**
 - How is the real-life mystery similar to the fictional one?
 - How are the detectives' methods in real life similar or different from Raven's approach?
 - Did the real-life mystery have red herrings or false clues like the ones in the book?

5. Presentation (Optional, 1 class period):

- **Sharing Findings:**
 - Students can create short presentations to share what they learned about their chosen mystery, including:
 - A summary of the mystery
 - Key clues and evidence
 - How the mystery remains unsolved
 - Comparison to *The Secret of Moonrise Manor*

6. Wrap-Up Discussion (10-15 minutes):

- **Class Discussion:**
 - After presentations, hold a class discussion:
 - Why do you think some mysteries stay unsolved for so long?
 - What do you think could be the solution to the mystery you researched? What role does evidence play in solving mysteries?

Assessment:

- **Research Notes:** Evaluate students' research notes for understanding of the mystery.
- **Presentation (Optional):** Assess their ability to present key facts and compare the real-life mystery to *The Secret of Moonrise Manor*.
- **Reflection:** Review students' reflections for critical thinking.

History's Unsolved Mysteries

Gardner Museum Heist

- **Summary:** Thieves stole over \$500 million worth of artwork from the Isabella Stewart Gardner Museum in Boston. Despite numerous investigations, the art has never been recovered.
- **Research Links:**
 - Gardner Museum Heist
 - <https://www.gardnermuseum.org/about/theft-story>
 - Smithsonian – Gardner Museum Heist
 - <https://www.smithsonianmag.com/smart-news/five-things-know-about-isabella-stewart-gardner-art-heist-180977448/>

The Mystery of D.B. Cooper (1971)

- **Summary:** A man hijacked a plane, parachuted out with \$200,000, and was never seen again. His identity remains a mystery.
- **Research Links:**
 - FBI's D.B. Cooper Case Page
 - <https://www.fbi.gov/history/famous-cases/db-cooper-hijacking>
 - History Channel - Who Was D.B. Cooper?
 - <https://www.history.com/news/who-was-db-cooper>

The Bermuda Triangle

- **Summary:** Numerous planes and ships have disappeared in the Bermuda Triangle, a region in the Atlantic Ocean. Many theories—ranging from natural causes to supernatural—have been proposed, but the mystery remains unsolved.
- **Research Links:**
 - Live Science - The Bermuda Triangle
 - <https://www.livescience.com/23435-bermuda-triangle.html>
 - History Channel - Bermuda Triangle
 - <https://www.history.com/topics/folklore/bermuda-triangle>

The Lost Treasure of Dutch Schultz

- **Summary:** Dutch Schultz, a Prohibition-era gangster, is rumored to have hidden millions of dollars in treasure before he died. The treasure has never been found.
- **Research Link:**
 - NY Post
 - <https://nypost.com/article/searching-for-gangster-dutch-schultzs-gold/>
 - Syracuse.com
 - <https://www.syracuse.com/state/2021/07/mobsters-treasure-buried-in-upstate-ny-may-be-worth-100-million-report.html>

The Amber Room (Disappeared in 1945)

- **Summary:** The Amber Room, a priceless collection of amber panels and decorations, was stolen by the Nazis during World War II and disappeared. Despite many searches, its location remains unknown.
- **Research Links:**
 - Atlas Obscura
 - <https://www.atlasobscura.com/articles/amber-room-mystery-russia-nazis>
 - Smithsonian
 - <https://www.smithsonianmag.com/history/a-brief-history-of-the-amber-room-160940121/>

The Oak Island Treasure

- **Summary:** The Oak Island mystery involves a supposed hidden treasure buried on Oak Island, Nova Scotia. Despite numerous excavations, no one has definitively found the treasure.
- **Research Links:**
 - Nova Scotia Tourism
 - <https://www.history.com/shows/the-curse-of-oak-island>