



The Sherlock Society by James Ponti

Look inside for

Discussion Questions

Author Interview/Biography

Reviews

Discussion Questions

1. As *The Sherlock Society* begins, Alex tells readers, “Maybe if our last name was Baker, we would’ve sold cupcakes. Or if it was Walker, we might’ve taken care of people’s dogs . . . But it’s Sherlock, so starting a detective agency just *seemed* like the thing to do.” (Chapter one) What does this opening indicate about the motivation, interests, and personalities of the Sherlock siblings?
2. At the start of the book, readers find Alex, Zoe, and their grandpa in the waters of Biscayne Bay, clinging to debris after evacuating a boat before its explosion, and Alex declares, ““We should’ve mowed lawns.”” (Chapter one) Based on what you learn about Alex and the adventures had by the Sherlock Society, do you believe his statement to be a true indicator of how he feels? Why or why not?
3. While Zoe offers her concerns about becoming shark bait, Grandpa wisely tells her, ““Sharks aren’t a concern. If you run into one, all you’ve got to do is punch it in the snout and gouge out its eyes. . . . The apex predator that worries me here is your mother. She’s going to blame me for this.”” (Chapter one) In what ways is Grandpa wise to fear his daughter’s reactions to their current situation?
4. After getting life preservers to Alex and Zoe and upon the realization of the impending arrival of the Miami Marine Patrol, Grandpa tells his grandchildren that he has a “checkered history” with the police. Based on what you’ve learned about him, what might be some reasons for his complicated relationship with the police?
5. What are some ways that the group’s prior experiences in an escape room might give them useful skills to help solve the mysteries they encounter? Have you ever participated in an escape room, and if you have, what was the experience like?
6. At the beginning of the novel, Zoe is difficult, seemingly quick to anger, and generally frustrated and unhappy with those around her, especially her parents. Based on your reading of *The Sherlock Society*, how does her participation in this investigation and working with her brother and newfound friends change her?
7. Which character do you most identify with throughout the novel? Using examples from the book, explain why you relate to this character.
8. Though Grandpa’s official title is Director of Transportation and Logistics for the Sherlock Society, besides driving around his grandkids and the other members of the society as they investigate, what are his other contributions to the group’s efforts?

9. After setting up a meeting with the Sherlock Society as a possible client named Desperate Dan, Alex and Zoe's mom approaches them with one of their flyers and asks, "'Who is the mastermind behind this colossally bad idea?'" (Chapter seven) Consider her reaction to learning of their business venture. Do you think their mom is overreacting or do you think she is right to be concerned? Explain your answer.
10. Grandpa tells the group, "'A journalist and a detective are the same thing. A mystery is nothing more than a story missing its ending.'" (Chapter ten) In what ways do you agree or disagree with Grandpa's statement?
11. Considering what they find in there, why does Grandpa's vault, with his forty-six years of materials saved from his time as a journalist, seem so appealing to the Sherlock Society?
12. After a conversation about whether to continue looking for Capone's money or to pivot to a search for the culprits of the environmental damage done in the slough, Zoe tells Yadi and the group that, though there is no reward, "'This just happened, and we need to find out who did it. . . . The reward is doing what's right, not what's easy.'" (Chapter eighteen) How does Zoe's statement help Alex realize that his sister has returned to the caring and kind person she was before? If you were in a similar position where you had a chance to search for a treasure or to try to find the culprit in a crime, which would you choose?
13. What makes Grandpa's 1964 Cadillac, "Roberta," so special to him? Do you have something you own that you've treasured for much of your life? If so, what is it, and what makes it so special to you?
14. Based on what you witness throughout the novel, what are some of the specific ways Yadi and Lina prove themselves to be good friends to Alex and Zoe?
15. After discovering the ecological damage being done in their community, the Sherlock Society makes it their mission to find the culprit and help see them brought to justice. Have you ever been witness to a wrongdoing? Did you handle the situation in a manner you are proud of? If not, what would you do differently now?
16. After considering Morris Kane's behavior toward them during his video interview, Yadi shares his doubts that Kane could be the type of person okay with hazardous waste being dumped into the Everglades. Zoe retorts and shares, "'That's because you don't hang around with the same people I do. . . . You're honest, so you expect others to be honest too. . . . You'd be amazed at how phony people can be. He talks a good game, but he's only concerned with himself.'" (Chapter twenty-six) Based on what you've learned about her school friends, what do you think Zoe is trying to tell him?

17. After Zoe states, ““You know what they say about Miami,”” Yadi, Lina, and Alex reply in unison, ““A sunny place filled with shady people.”” (Chapter thirty-two) Why do you think Miami has such a colorful reputation? Have you ever had a chance to visit? If so, what was your impression?
18. Given what she’s had to do to keep them out of legal trouble, do you believe the Sherlocks’ mother is too hard on Alex and Zoe, or is her reaction justified? Why or why not?
19. Consider the conclusion of the novel. What do you predict will happen in the next installment of the Sherlock Society series?

Author Interview

In the first chapter, we are introduced to this unlikely cast, including Alex Sherlock, his sister, Zoe, their grandfather, and their two friends, Lina and Yadi. All five of them are caught up in a scheme that leads to an exploding boat, a rescue by a Miami Patrol Boat, and being detained by Special Agents. The fast-paced mystery never lets up pace through the story. How did you come up with this cast and the exciting mystery?

I knew I wanted to come up with a new series, so I went out for a walk and decided to try an experiment. There's a lake near my house with benches all around it. As I walked around the lake, I sat at each bench and asked myself a question. The rules were that I couldn't get up until I had a good answer and that each question had to be harder than the last. I started with basics like what type of book I wanted to write (mystery) and where I wanted to set it (my home state of Florida). This progressed for a dozen or so benches and I was on my second lap when I asked, "How do these siblings come to be involved with solving mysteries?" That's the key. How do you kickstart the plot? My answer was a paragraph. "If our last name was Baker, we would've sold cupcakes. If it was Walker, we would've taken care of people's dogs while they were on vacation. But it's Sherlock, so starting a detective agency just seemed like the thing to do." That was the point when I knew what I wanted to write. And amazingly, it became the opening paragraph of the book.

The Nancy Drew Mystery Stories and The Hardy Boys, created by Edward Stratemeyer, featured young, adventuresome detectives. Did these series inspire you?

My brothers read the Hardy Boys, but I was all about Encyclopedia Brown. I wasn't a strong reader and I loved the fact that in each book Encyclopedia solved a series of short mysteries rather than one really long one. That said, the book that truly launched my lifelong love of mysteries is the same one that gave this website its name, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. When I do school visits I jokingly tell kids it's the thirteenth greatest book ever written. I pause for a moment before adding, "because I've only written twelve."

The Sherlock Society initially consists of Alex, Lina and Yadi, yet you cleverly draw in the character of Alex's sister, Zoe. Tell us about your characters and the importance of the sibling dynamic.

I think for most middle schoolers, life is dominated by family, school, and friends; so, I wanted all three to be the central ingredients of the book. The team is made up of Alex's two best (and really only) friends, his sister (with whom he has a typical tween love-hate relationship), and his grandfather. I really wanted a strong sibling dynamic, but also a multi-generational one with

Grandpa. As for the siblings, they very go with the theory that “I can say anything I want about the other, but no one else can talk about them without facing my wrath.”

You pay tribute to a number of classic books written for middle-grade readers in the library scene. (Including our inspiration, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*). Were these titles favorites of yours?

I love to namedrop personal kid lit favorites in my books. It’s like winking at the reader and saying, “I bet we love a lot of the same things.” In this book, there are two chapters involving an escape room in the school library. This lets me mention some all-time personal favorites.

I loved that Alex and Zoe’s parents serve supporting roles in *The Sherlock Society*. As parents are often absent in stories for younger readers, why did you feel it important to feature their parents in the story?

In real life, I never knew my father and had absolutely no connection with him. As a result, the dynamic of a missing parent was key to my first three series – *Dead City*, *Framed*, and *City Spies*. I think many people assumed I was just doing this as a plot device, but it really was a way for me to address and explore some profoundly personal issues. That said, with *The Sherlock Society*, I decided to write about a family not like the one I grew up in, but like the one in which my wife and I raised our children. It’s been an interesting change of dynamics for me.

Without a spoiler alert, the story shifts about halfway through, as the team of detectives begin to pursue solving a mystery other than the one they intended to, and for entirely different reasons. Tell us about this plot twist.

I think there is a tendency in many of my books for the mystery to evolve and pivot mid-course. I like doing that because it’s then not a mystery that’s thrust upon our characters but one that is uncovered by them. That makes them more proactive and connected to the eventual solution. If done right, it also raises the stakes, which is always good. In *The Sherlock Society*, the team starts off looking into an old cold case involving Al Capone, which is fun and exciting, but they discover a current one that is affecting the world right now that they can remedy. It goes from being an activity to a mission.

I’ve learned through my research of the creators and writers of *The Nancy Drew Mystery Stories*, that creating cliffhangers at the end of chapters will hook and keep the reader engaged. You’ve mastered this technique in spades! Does this come naturally to you as a writer?

My career started as a television scriptwriter for Nickelodeon, Disney Channel, and PBS. Television format is built on the idea of a cliffhanger at the end of each act. I think after years of doing it, it just became second nature. Also, like I said, I wasn't a strong reader and I loved it when the story would compel me to keep going on. I get jazzed when parents and teachers tell me their kids get upset when they have to stop reading for the night or the class because the cliffhanger leaves them wanting more. Equally important to cliffhangers, but almost never talked about, are chapter openings. In the same way, they need to be a springboard that propels the reader. I once read an interview with Garry Trudeau, the author of the Doonesbury comics. He talked about how difficult it was to write and compose the first panel of the comic strip, because it has to grab the reader, recap the story, and start the new story all with a single image and a few words. I think about that a lot when I start each chapter. Probably more than half of the time I spend writing is specifically spent on the first page and a half of the chapters.

This story is based in Miami, Florida. Your other works are based in Washington, D.C., Manhattan, and around the world. Do you visit your story locales as part of your research?

I try to visit them as often as I can. I did research trips to New York (Dead City) and Washington (Framed) all the time. I also try to visit the international locales from City Spies, but those are usually one offs because of time and expense. After I wrote the first draft of Sherlock Society, I went to Miami and spent an intensive three days visiting every single location from the book. The book starts with a rescue with the Miami Police Department's Marine Patrol, so I went for a ride-along with them. Alex and Zoe's father is a marine biologist at the University of Miami, so I hung out with a marine biologist at the University of Miami. I even visited fictional places from the book. I reached out to a realtor and told her about the kids, their family income, and history, and she helped me find likely houses and apartments where they might live.

Here's a little fun fact about setting. At Nickelodeon we kind of had a rule that each show had to have a character who was at least sixteen years old so that in theory, that character could drive everyone around. One of the biggest challenges in writing a kids' adventure book is handling the logistics of how the characters get around. That said, you can't have 16-year-old characters in a middle-grade book without turning it into Young Adult. That was part of why my first two series were set in New York and Washington. Both have really good subway systems that kids can ride on their own. But there is not good mass transit in Miami, and that was a problem. And that problem led to the inclusion of Grandpa on the team, which I love. It's amazing how often the problems turn into highlights.

A variety of subtle lessons are offered throughout The Sherlock Society, i.e. importance of respect of authority and elders, surrounding oneself with good people, and doing the right thing. How important is it to you as a writer and a father to impart these messages in your stories?

I do not want to preach, teach, or send a message. Young readers see right through this and it turns them off. I want to write engaging stories with humor, adventure, and family. But I think young readers are interested in real-world issues and problems, so I include them and try to present them in a way that is accurate and interesting. I also want to write characters who model good traits and methodology. If readers take that and run with it, I'm thrilled. But the story always has to come first.

Our audience, both younger readers and those who support them, often want to know about an author's writing process. How do you create your exciting tales?

I wish I had a better answer for this. My process is...messy. I write every day – weekends included – and try to start early in the morning. I can really only get good writing done in my home office, which is set aside for that one thing. (I find a dedicated writing location is essential.) My writing tends to go in fits and starts through the first third of the manuscript before it picks up. I don't outline, but I try to figure out big picture elements up front and then outline a few chapters at a time. I write those chapters, rewrite them, rewrite them again, and then outline the next few chapters. My wife is a great reader and she reads each chapter as I go. I trust her instincts and know that things are going okay if she says they are. During the last few weeks of the process, I tend to write virtually around the clock with breaks for meals and streaming a couple of shows – usually mysteries – with my amazing wife Denise.

And finally, can we expect any further adventures featuring The Sherlock Society?

I'm currently writing Sherlock Society 2 and really love the series and the characters. I hope there will be many more in the future, but that will all depend on how much readers enjoy the first two books.

Is there anything else you care to share with our readers?

I am thrilled to be writing The Sherlock Society, but no less excited about writing City Spies, which is very much going full steam ahead. I have finished book six and have already signed to write at least two more after that. It's great for me to switch back and forth between the two series, but I do wish there were eighteen months in a year, so I had a little more time to write each. LOL!

Interview retrieved from <https://fromthemixedupfiles.com/interview-with-new-york-times-bestselling-author-james-ponti-and-book-giveaway/>

Author Biography

James Ponti is the *New York Times* bestselling author of four middle grade book series: The Sherlock Society following a group of young detectives; City Spies, about an unlikely squad of five kids from around the world who form an elite MI6 Spy Team; the Edgar Award–winning Framed! series, about a pair of tweens who solve mysteries in Washington, DC; and the Dead City trilogy, about a secret society that polices the undead living beneath Manhattan. His books have appeared on more than fifteen different state award lists, and he is the founder of a writers group known as the Renegades of Middle Grade. James is also an Emmy–nominated television writer and producer who has worked for many networks including Nickelodeon, Disney Channel, PBS, History, and Spike TV, as well as NBC Sports. He lives with his family in Orlando, Florida. Find out more at JamesPonti.com.

Read-Alikes

Spy School by Stuart Gibbs

Can a normal, average kid become a superstar secret agent? Maybe not, but it'll be fun to watch him try! Ben Ripley may only be in middle school, but he's already pegged his dream job: C.I.A. or bust. Unfortunately for him, his personality doesn't exactly scream "secret agent." In fact, Ben is so awkward, he can barely get to school and back without a mishap. Because of his innate math skills, Ben isn't surprised when he is recruited for a magnet school with a focus on science—but he's entirely shocked to discover that the school is actually a front for a junior C.I.A. academy. Could the C.I.A. really want *him*? Actually, no. There's been a case of mistaken identity—but that doesn't stop Ben from trying to morph into a supercool undercover agent, the kind that always gets the girl. And through a series of hilarious misadventures, Ben realizes he might actually be a halfway decent spy...if he can survive all the attempts being made on his life!

Midnight at the Barclay Hotel by Fleur Bradley

Hunting ghosts and solving the case before checkout? All in a weekend's work. When JJ Jacobson convinced his mom to accept a surprise invitation to an all-expenses-paid weekend getaway at the illustrious Barclay Hotel, he never imagined that he'd find himself in the midst of a murder mystery. He thought he was in for a run-of-the-mill weekend ghost hunting at the most haunted spot in town, but when he arrives at the Barclay Hotel and his mother is blamed for the hotel owner's death, he realizes his weekend is going to be anything but ordinary. Now, with the help of his new friends, Penny and Emma, JJ has to track down a killer, clear his mother's name, and maybe even meet a ghost or two along the way.

The Westing Game by Ellen Raskin

As Samuel G. Westing's 16 heirs gather for the reading of his will, they are elated to find that one of them stands to inherit a cool \$200 million. In order to collect it, all he or she has to do is expose Mr. Westing's murderer, who also happens to be one of the heirs. As they are paired up and furnished with a set of clues, each scrambles to unravel the murder mystery. In a contest where nothing is as it seems, someone could wind up very rich—or very dead.

National Archive hunters: Capitol Chase by Matthew Landis

Ten-year-old Ike Carter has committed large chunks of American history to memory. That's what happens when you're a genius who loves the past. His twin, Iris, prefers the present (aka reality). She's an elite athlete, dominating the competition thanks to her wicked-sharp spatial awareness. During the opening night of a new exhibit at their mom's boutique museum in Washington, D.C., Ike and Iris inadvertently stumble onto a robbery in progress. A girl not much older than them is stealing a miniature portrait of George Washington from the collection. It's only the first in a string of crimes, all focused on items that were once gifted by the Marquis de Lafayette to his American friends. With some help from the National Archives Research Center, the twins puzzle out the culprit's next targets, and are soon hot on the trail of the mystery girl. But their efforts also put them in the crosshairs of the FBI's Art Crime team, who suspect their family is involved. If the twins can't catch the real perp as they target the final item, it'll be game over.

The Queen of Ocean Parkway by Sarvenaz Tash

Eleven-year-old Roya is the superintendent's kid in her regal Brooklyn apartment building, so she knows pretty much everything there is to know about its residents. An aspiring reporter, she even hosts a secret podcast about the lives of the building's tenants. It's a good distraction from the problems in her own life. But when Katya Petrov, one of her favorite tenants, goes missing, Roya discovers an eerie connection to Grandmother's Predictions, an antique fortune-telling machine at Coney Island. "Grandmother" has been linked to multiple disappearances in the Petrov family over the last century. Now, with the help of a new friend who's just moved in, it's up to Roya to make her own headlines as she searches for Katya and attempts to break the Petrov curse once and for all.

The Mysterious Benedict Society by Trenton Lee Stewart

Dozens of children respond to this peculiar ad in the newspaper and are then put through a series of mind-bending tests, which readers take along with them. Only four children—two boys and two girls—succeed. Their to go on a secret mission that only the most intelligent and inventive children could complete. To accomplish it they will have to go undercover at the Learning Institute for the Very Enlightened, where the only rule is that there are no rules. But what they'll find in the hidden underground tunnels of the school is more than your average school supplies. So, if you're gifted, creative, or happen to know Morse Code, they could probably use your help.

The Secret Letters by Margaret Peterson Haddix

Colin and Nevaeh, whose parents own rival junk-removal businesses, uncover mysteries hidden in attics and basements and discover how trash can become treasure. In *The Secret Letters*, Colin and Nevaeh find vintage letters that lead to interlocking mysteries from the 1970s and '80s, and they learn about "women's lib," the ERA, and other social issues from that time in history--and the way echoes from that era affect Colin and Nevaeh themselves. When Colin finds a shoebox full of letters hidden in a stranger's attic, he knows he's supposed to throw them away. That's his summer job, getting rid of junk. But Colin wants to rescue the letters--and find out what really happened to best friends Rosemary and Toby way back in the 1970s. Meanwhile, across town, Nevaeh also finds a mysterious letter. But this one reads like a confession to a crime. And Nevaeh knows her father, the "Junk King," expects her to join the rest of the family in blaming a single suspect: his business rival, Colin's mom. But that's not what Nevaeh wants, either. Even as one set of letters bring Colin and Nevaeh together, the one Nevaeh found threatens to tear them apart. Is their new friendship as doomed as Rosemary and Toby's?

Tangled up in luck by Merrill Wyatt

If you told Sloane Osburn and Amelia Miller-Poe that they'd be hiding in their town cemetery from an evil mastermind, they would have been hard-pressed to believe you. If you also told them that person was intent on beating them to a cache of long-lost jewels using nothing more than a slingshot and wicked aim, they'd have been sure you got your facts wrong. Finally, if you told them they'd be doing all of this as friends...well, they would have been sure you needed medical attention. Whether through serendipity (really, really good luck) or zemblanity (really, really bad luck), someone tricked their teacher into using their seventh-grade class to investigate the mystery of their town's long-missing treasure. From there, things have escalated. Quickly. Now, the girls are stuck hiding behind a gravestone, dodging acorns (who knew acorns could be so threatening?), and just a few clues short of those jewels. It's up to these enemies-turned-partners to uncover centuries-old clues to find the treasure at the end of this book before the mysterious person on their trail can get to it first...

Miscellaneous

Extension Activities

1. From the events in *The Sherlock Society*, readers are introduced to the US Treasury Department and the Department of Homeland Security and their work in investigating crimes here in the United States. Have readers use what they learned to create a short essay, presentation, or debate about the best and worst parts of these jobs.
 - What are the primary functions of the Treasury Department and the Department of Homeland Security in the United States?
 - What are their primary duties, and what types of investigative campaigns do these organizations undertake?
 - What are the criteria for working as an agent? What other types of crime do these organizations investigate?
 - What other agencies have dedicated departments that investigate crimes similar to those committed in *The Sherlock Society*?
2. As the Sherlock Society decides what their first investigation should be focused on, they agree to search for Al Capone's missing one-million-dollar treasure, believed to be buried. Alex says, "The game is afoot." (Chapter nine) Have readers investigate the meaning and origin of this expression: How does it tie back to the fictional character of detective Sherlock Holmes and the legacy of Sir Arthur Conan Doyle's iconic character, including the ways his legacy lives on in modern media and entertainment? After gathering these important connections to the Sherlock name, ask readers to apply what they've learned to the Sherlock siblings and their friends. What are the ways in which the Sherlock Society functions under similar motivations as the legendary Sherlock Holmes?
3. While reading *The Sherlock Society*, readers learn that Florida's coastal ecosystem, such as the Everglades, and the world's oceans are in danger from a variety of human-led activities. Working in groups, examine the National Wildlife Federation and the Environmental Protection Agency website resources here: <https://www.nwf.org/Our-Work/Waters/Great-Waters-Restoration/Everglades> and <https://www.epa.gov/sourcewaterprotection/how-can-you-help-protect-source-water>. While reading and examining these resources, have students journal or create a "What I've Learned" notes page, detailing what information is new to them, and why they believe it to be significant. After finishing, be sure they share their findings with others.

4. As the Sherlock Society works on their inquiry about Capone, they learn about Jack Roland Murphy, a jewel thief believed to have stolen the Eagle Diamond from the American Museum of Natural History. The gem was never recovered. Have readers learn more about Jack Roland Murphy by first reading coverage in *Smithsonian Magazine* and the *New York Times*: <https://www.smithsonianmag.com/history/how-three-amateur-jewel-thieves-made-new-yorks-most-precious-gems-180949885/> and <https://www.nytimes.com/2024/04/05/nyregion/murph-the-surf-jewel-heist.html>.

After discussing as a class or group what was learned from the articles, ask readers to use library and internet resources to learn more about the American Museum of Natural History:

- Where is the American Museum of Natural History located?
- When was it established?
- What's the museum's size, and how many items are in its collection?
- How many visitors does it have annually?
- What are some of the most celebrated treasures in the collection?
- Why was the theft of the Eagle Diamond and other gems noteworthy?

After completing their research, have students share their knowledge with their peers. For an extension, similar to the interest in Capone's missing treasure and the Eagle Diamond, are there other missing treasures that pique their interest? Allow readers to explore and share.

5. As Grandpa gets the group started in their training to do detective work, he takes them through a journalism bootcamp, focusing on the five Ws: who, what, when, where, and why. Then he teaches them that solving a mystery is like a story missing its ending. Give readers a chance to conduct their own investigation on a topic of high interest to them using the five Ws framework. After time spent "investigating," allow them to share what they learned in a manner of choice.
6. In the novel, the Sherlock siblings, along with their friends Lina and Yadi, focus their energy by solving the mystery of a missing treasure believed to be the property of notorious gangster Al Capone during his time in Miami and Southern Florida. Begin by reading the FBI's famous case report here: <https://www.fbi.gov/history/famous-cases/al-capone>.

After reading, ask readers to summarize what they learned about the gangster and then focus their own research on Capone's life after prison and specifically on the time he spent in Palm Island, Florida. Upon completion, lead a discussion about their collective findings.

7. Special Agent Eliot Ness remains one of the most famous federal agents, and he led a team known as “The Untouchables.” Begin by learning more about Ness here: <https://www.atf.gov/our-history/eliot-ness>.

After reading and discussion, work in pairs to make a list of additional questions you have about the Capone case or any other interesting work Ness and his team participated in during their tenure as agents. Exchange questions with another team, and see if they can find answers to the other team’s questions. After conducting more research, have readers report back what they learned to one another.

8. In addition to being fascinated by conspiracy theories of all kinds, Sherlock Society member Yadi shares a fascination with the existence of cryptids, such as the skunk ape, Florida’s version of Bigfoot. Learn more about cryptids here: <https://science.howstuffworks.com/science-vs-myth/strange-creatures/cryptids.htm>.

After an examination of cryptids that are believed to be located in the Florida region, offer readers a chance to do more investigating on other cryptids around the world. Have individuals share more about their favorite cryptid finds and the local lore behind these creatures.

9. In *The Sherlock Society*, author James Ponti goes to great lengths to help readers better understand the complexity of the biodiversity of the geographic region of South Florida. Using the library and trusted internet resources, learn more about the Florida Everglades, being sure to focus on this unparalleled landscape that provides important habitat for numerous rare and endangered species, as well as the Everglades National Park. Alternatively, have readers look at photos and Google images to create a map of the specific locations mentioned in the book, such as Domino Park, Biscayne Bay, Palm Island, and more, making sure to denote any specific descriptions of the area.