

Julietta and the Diamond Enigma

written by Luisana Duarte Armendáriz

About the Book

Genre: Mystery

Format: Hardcover, \$18.95
240 pages, 5 x 7-1/2

ISBN: 9781643790466

Reading Level: Grade 5

Interest Level: Grades 3–6

Guided Reading Level: U

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Art, Childhood Experiences and Memories, Conflict Resolution, Courage, Families, Fathers, Geography, Latino/Hispanic/Mexican Interest, Middle Grade, Realistic Fiction

Resources on the web:

leeandlow.com/books/julieta-and-the-diamond-enigma

SYNOPSIS

Nine-year-old Julieta is finally about to put a purple pin in her family's world traveling map! She's off to Paris to help her art-handler dad collect pieces for a new exhibit at the Boston Museum of Fine Arts. Sadly, they must leave Julieta's very pregnant mother behind, but they're sure they'll be back before the baby is born.

Julieta sees the best of Paris: the Eiffel Tower, the Sacré-Coeur, and plenty of great art. But things go awry when she and her dad walk in on a thief stealing the exhibit's most prized piece, the Regent Diamond—a priceless cursed diamond with a shady history.

As Julieta runs for help, she accidentally frees the thief instead! Now her dad's job is in danger and he's become a suspect. They might not even get back to Boston in time for her brother to be born. Can Julieta determine who the thief really is before it's too late?

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

The True Story of the Regent Diamond

The Regent Diamond is also known as the Pitt Diamond, after Thomas Pitt, the man who brought it to Europe. It is one of the most valuable diamonds in the world and currently worth almost 74 million dollars. Just like in Julieta's story, the Regent has had quite an adventure throughout history.

The Regent was first discovered by an unnamed slave in 1698 in the Kollur Mine in India. The slave smuggled the diamond out of the mine by putting it in a large wound in his leg. Yuck! An English sea captain later stole it from the slave and sold it to Jamchand, an Indian merchant. Three years later, in 1701, Thomas Pitt, the president of Madras (an Indian city), bought it from Jamchand for 48,000 pagodas, a gold coined used by British, Dutch, and Indian people. The cost was roughly equal to 3,544,789 dollars today.

In 1704, Pitt decided to cut the diamond into pieces that could be worn. It took two years for a jeweler named Harris to finish the cushion cut, which is a square style with rounded corners. From the same stone, other smaller diamonds were produced and sold to Peter the Great of Russia. The biggest stone was eventually sold in 1717 to Philippe II, Duke of Orleans. At the time, Philippe was the French regent, which means he was in power until his nephew King Louis XV became old enough to rule. (Louis was seven years old at the time.) Since Philippe was the one who ordered the purchase of the diamond, the name "Regent" stuck, and it has been called that ever since.

Five years later in 1722, when Louis XV was twelve years old and old enough to become the ruler, the Regent Diamond was set into his coronation crown, but it didn't stay there for long. In 1775, it was moved into Louis XVI's coronation crown. However, Louis XVI's wife, Marie Antoinette, would also get a chance to wear it, because some years after his coronation, the Regent made its way into one of her hats.

Marie Antoinette didn't have her hat for long. In 1789, the French Revolution broke out. The French people were done being ruled by a royal class. Fighting broke out against the crown, and many people died. There was a lot of confusion, and the royal family was moved from Versailles to the Tuileries Palace inside Paris to keep the king and his family from fleeing. Louis XVI and Marie Antoinette were both executed. It was during this time that the Regent was stolen and hidden in an attic roof.

By the time Napoleon Bonaparte crowned himself emperor of France in 1804, the Regent had been rediscovered in that attic. Napoleon took the diamond into his possession and had it set into his sword belt and later his sword hilt.

After Napoleon's death, his widow, Archduchess Marie Louise of Austria, took the Regent back home with her to Austria around 1815. Her father, Francis II—also known as the Holy Roman Emperor—returned the diamond to France several years later. The French monarchy had it mounted onto three more crowns: one for Louis XVII, one for Charles X, and then another for Napoleon III.

And finally, in the mid-1800s, it was worn by a woman once more. It was set into a diadem for Empress Eugenie, the wife of Napoleon III.

In 1887, the French crown jewels, worn by French kings and queens, were sold at an auction, but the Regent Diamond was saved and instead of being sold, was put on display at the Louvre, where it has stayed—except during World War II. During the war, it was taken to Chambord, France, and was hidden behind a stone panel to avoid it being stolen by the Nazis.

A lot of deadly things happened to those who have possessed or worn the Regent Diamond, and because of that, many believe it to be cursed. The slave who stole the diamond from the mine was killed by Thomas Pitt. Louis XVI and Marie Antoinette were decapitated. Louis XVIII and Napoleon III were both exiled. Charles X was forced to give up the throne and died of cholera.

So why did so many people want the diamond even though it was believed to be cursed? Probably because it was and still is worth lots of money. The value of a diamond is determined by four things: color, clarity, weight, and cut. The color comes from the different gases present around the diamond when it was being formed. Clarity is when there are few imperfections inside the diamond. Its weight, or carat, determines its size. And finally, its cut, or shape, is what give a diamond its brilliance, symmetry, polish, and shine.

Before it was cut, the Regent Diamond was approximately 410 carats. That's huge! Now, after being cut, it measures 140.64 carats. Its amazing clarity and pale blue-and-white color make it quite distinct. All of these factors make the Regent Diamond one of the most valuable diamonds in the world with its 74-million-dollar price tag—the reason why many would ignore stories that the diamond is cursed.

To learn more about diamonds, visit gia.edu.

Greek Mythology

For additional information about the Greek mythology references in *Julietta and the Diamond Enigma*, see the backmatter at the end of the book, titled "Why Julieta Thinks Athena is Cool" and "The Art Within the Story."

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?
- What does it mean to have a passion? Do you have a passion? Why do you like that particular thing or activity? How does it make you feel?
- Was there a time when you took a chance on something? What did you do? What was the end result? Was it worth taking a chance? How are taking chances important in your life?
- What do you know about museums? What do you typically see in a museum? Have you ever been to or seen a museum in a book, television, or somewhere else? What was it like?
- What do you know about Paris, France? What landmarks do you know in Paris? What do they look like?
- Have you ever solved a problem? What did you do? Why did you have to solve that particular problem? How did you think quickly? How were you acknowledged afterwards?
- Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help them? What about siblings, if any? How do you help your siblings, and vice versa?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Julieta and the Diamond Enigma*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Luisana Duarte Amendáriz's Biography:** Read about Luisana Duarte Armendáriz on the jacket back flap as well as on her website luisanaduarte.com. Encourage students to think about and what could have been her inspiration for writing *Julieta and the Diamond Enigma*.
- Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask

students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- where Julieta travels to and why
- how Julieta's relationship with her father inspired her passions and interests in life
- how Julieta's family supports and defends each other
- how Julieta demonstrates creative problem solving and why it's important to the story
- why Julieta is persistent in her search to solve the mystery

Encourage students to consider why the author, Luisana Duarte Armendáriz, would want to share with this story with young people.

NOTE: Spanish words and French words are used throughout the text. For students that may be unfamiliar with these words, note that there is a glossary of French and Spanish words in the beginning of the book and a pronunciation guide in the beginning of the book. Encourage students to consider why the author, Luisana Duarte Armendáriz, chose to use these words in the book.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

Museum of Fine Arts, Athena, The Louvre, Basilica of Our Lady of Guadalupe, Saint Joan of Arc, Notre Dame, nave, altar, Benedictine nuns, Pauline Sisters, Carmelites, Sacred Heart of Jesus, Le Statue de Victoire, The Venus de Milo, Mona Lisa, sarcophagi, Spirograph kit, INTERPOL, Versailles, galerie de glaces (Hall of Mirrors), Charles Le Brun, Bassin de Latone, salut, bonjour, Mon Dieu, mademoiselle, ses chassures, minotaure's labyrinth, empalagada, guillotine, Marie Antoinette, liga, TinTin, Zeus

Academic

funicular, peer, perpetual, adoration, kaleidoscope, mosaic, magnificent, victorious, staggers, precariously, groggy, outwardly, patrolled, mayhem, foreseeable, tampered, incredulously, scaffolds,

cherishes, contrast, unavoidable, eerie, hubbub, ajar, agitated, disastrous, sheepishly, equivalent, dramatically, pang, eavesdrop, culprit, dilemma, meddle, tampered, corroborates, instrumental, fumbling, blatantly, eerie, coax

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

Chapters 1-28

1. Where has Julieta traveled? How does she and her family keep track of where they go in the world?
2. Where is Julieta traveling to?
3. What does Julieta's father do?
4. What happened when Julieta was walking through the MFA Impressionism halls?
5. Why do Julieta and her father have to return home quickly?
6. What names does Julieta like for her soon-to-be baby brother? What does she like?
7. What does Joanna tell Julieta when her dad and Dr. Jenkins are meeting?
8. What sculptural piece is missing? What does Dr. Jenkins say about it?
9. Who do Julieta and her dad meet at the airport in Paris? What does he do?
10. Who accompanies Jacques? What does she tell Julieta? How does Julieta react?
11. Where do Julieta, her dad, Jacques, and Monique go to in Paris?
12. What does Julieta see at the Louvre?
13. What does the Kings and Queens of the World exhibit look like?
14. Who greets Julieta's dad at the exhibit? What does she do?
15. What does Miriam tell Julieta and her dad? How do they react?
16. What does the Regent Diamond look like? Who wore the diamond?
17. Who does Julieta meet after she holds the diamond? What does she notice about his socks?

18. Where do Jacques, Monique, Julieta, and her dad go?
19. What does Julieta observe at the church?
20. What does Julieta's dad take her to see at the Louvre?
21. What do Julieta and her dad discover as they get to the lab? What does her dad tell her to do?
22. How do Julieta and the guard find her dad? What is her dad holding? What does he say about the diamond?
23. What does Julieta see at Versailles?
24. Where does Julieta follow Monique?
25. What do Julieta and Monique discover they have in common?
26. Where has Julieta traveled? How does she and her family keep track of where they go in the world?
27. Why does Julieta jump in the fountain?

Chapters 28-48

28. What else happens to Julieta in the fountain?
29. What does Julieta hear when she listens to Jacques's phone call?
30. What does Julieta's dad give her at the hotel?
31. Who does Julieta's dad tell Jacques to contact? What does Julieta think?
32. What do they see on the surveillance video? What else does Julieta discover?
33. What image does Julieta recognize on the socks?
34. Who does Julieta's dad think the police will blame for the crime? What happens to Manuel?
35. When is Julieta's little brother born? What happens?
36. Who does Julieta see at her dad's office?
37. What does Julieta see in Dr. Jenkins's office? How does Julieta connect the dots? What does she do?
38. How does Julieta explain her problem solving?
39. What happened to Odette?
40. How does Jacques explain what happened?
41. What is Dr. Srivas going to do?
42. What does Julieta get from the French government?
43. What is Julieta's brother's full name?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *Julieta and the Diamond Enigma* mean to you after reading the book? Why do you think the author chose this particular title?
2. Explore the structure of this text. Does the story describe events chronologically, as comparison, cause and effect, or problems and solutions? Why do you think the author structured the text the way she did? How does this story compare to other texts you have read?
3. How does Julieta's relationship change with her father throughout the story? How does she act toward her father in the beginning of the book versus the end of the book? How does the trip to Paris change their dynamic?
4. How does Julieta's passion and interest in Greek mythology help her to solve the case? How does she demonstrate her knowledge in a creative way to solve the problem?
5. How does Julieta's father inspire her? What does he do that makes her want to be involved with museums and art? How do you know?
6. Why does Julieta's family mean so much to her? How does she demonstrate her love for her mother, father, and new baby brother?
7. How does Julieta use clues throughout the story to solve the case?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought you have after reading this book? Think about how Julieta solved the mystery of the diamond enigma. How do you think she used different skills to solve the case?
2. What do you think is Luisana Duarte Armendáriz's message to the reader? Think about possible motivations behind Luisana Duarte Armendáriz's intentions for writing the book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kinds of connections did you make from this book to your own life? What do Julieta's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Julieta and the Diamond Enigma*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make between this book and what you have seen in the world, such as online, on television, or in a newspaper? Why did this book make you think of that?
6. What does solving a problem mean to students after reading? After reading *Julieta and the Diamond Enigma*, what does solving a problem mean to you?

7. How has a family member or friend close to you impacted your life? Julieta's father inspired her passion for museums and Greek mythology. Have you had a family member or other person who really changed your life? What were some things that person did that were significant to you?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review several chapters and have students summarize what happened, first orally, and then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, or opinion about what they have read.
4. Have students give a short talk about how they solved a problem in the past.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. The book contains Spanish and French words. Have students highlight them in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable. Students can also compare their definitions to the Glossary of French and Spanish words in the beginning of the book.
7. Encourage students to refer to the back matter of the book for additional information about the Regent Diamond and the different artistic and mythological references used in the story.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. How did Julieta's persistence and resilience lead to solving the mystery of the Regent Diamond? How did she demonstrate these qualities throughout *Julieta and the Diamond Enigma*?
2. How do you think Julieta felt leaving her pregnant mother when she left for Paris? What do you think was going through her mind? What about her father? Why do you think they felt these things? Have you ever been away from a family member before? What was that like? How did you cope with missing that person?
3. Julieta makes several references that people in Paris pronounce her name correctly, with saying "who" like the owl. Why is correct pronunciation of people's names so important? How do you make sure that you are pronouncing someone's name correctly? Have you ever had an experience where someone did not pronounce your name correctly, or you heard someone else say someone's name wrong? What did you do?
4. Encourage students to identify passages where characters manage and resolve interpersonal conflicts in constructive ways. In a chart with four columns, write: What was the cause of the conflict? What was the consequence of the conflict? How does the character(s) resolve the problem? What are additional ways the character(s) could have solved the problem? What advice would you give?
5. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance, and so on. Illustrate or act out what that emotion looks like in *Julieta and the Diamond Enigma*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

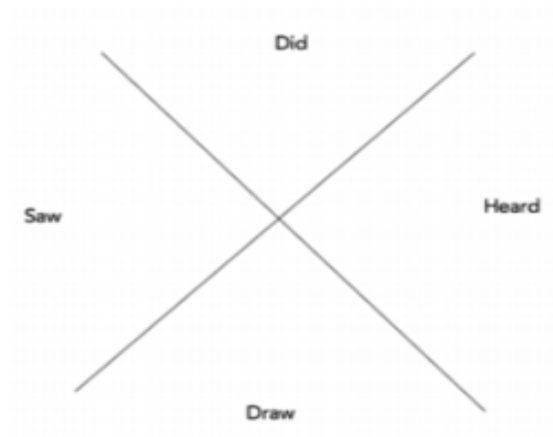
(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to prepare a presentation or write an essay about an interest, hobby, and/or activity that they're passionate about.** Julieta loves Greek mythology, and that helped her solve the case of the Regent Diamond. Do you have an interest in something like Julieta? Why is this important to you? Have students share their findings with a partner, small group, or whole class.
- **Have students come up with a list of questions to ask author Luisana Duarte Armendáriz.** What do students want to know about the process behind writing a children's book? How did the author come up with the idea to write *Julieta and the Diamond Enigma*? How did she conduct her research on the Regent Diamond, the Louvre, Greek mythology, and more? Consider contacting Luisana Duarte Armendáriz and inviting her to your school, library, or other relevant setting for an author visit (<https://luisanaduarte.com/>).
- **Consider using *Julieta and the Diamond Enigma* as an anchor text to teach students about mystery writing.** Read Write Think has tips and step-by-step instructions on how to help students with mystery writing and the different techniques and strategies that are used to make engaging and catchy stories (<http://www.readwritethink.org/classroom-resources/lesson-plans/what-mystery-exploring-identifying-865.html>). What kinds of information do students need to research? How do students make readers keep guessing? How should they present the information in the book?
- **Have students examine Julieta's character in terms of helpful and harmful traits.** According to *The Reading Strategies Book* (<http://www.heinemann.com/products/e07433.aspx>), students can think about Julieta in terms of traits that are helpful, or traits that are problematic and that keep getting her in trouble. Consider providing students with a sentence starter to get them thinking about her character, "Often my character seems to _____, but sometimes _____." How do these character traits influence the story? How do Julieta's harmful traits and helpful traits contribute to her character development in *Julieta and the Diamond Enigma*?
- **Assign students different characters from *Julieta and the Diamond Enigma* and have them brainstorm about a guiding question: what and how can this character teach us?** Students can think about different characters to examine as a whole class and

then break into smaller, specific character groups. Encourage students to think about how characters have made mistakes and also have done good things in the book, and ultimately what they learned from that character. Have students share out their findings: How is this character important to the book, and what lessons did they teach us over the course of the story? How did their actions develop the narrative, and why are they crucial to understanding the meaning of the book?

- **Go on a scavenger hunt throughout *Julieta and the Diamond Enigma* to track all of the different clues that Julieta finds throughout the story to solve the mystery.** In a graphic organizer with two columns, label one column for the clue and one column for how it helped Julieta solve the mystery. Use evidence from the text to justify how this clue helped her to resolve the problem and the mystery of the Diamond Enigma.
- **Imagine *Julieta and the Diamond Enigma* is the first in a mysteries series featuring Julieta as the main character.** Students can create a title and summary and pitch the second novel in the mystery series. What mystery would Julieta solve? What adventure do they think Julieta will go on next? Students can accompany their summary and title with an illustration of the cover.
- **Complete an X chart for Julieta.** Students can complete this diagram for different sections of the book, and fill out what Julieta did, what she heard, what she saw, and draw a scene. Afterwards, students can write one big thought from the details of their findings to make a conclusion about Julieta's character.



Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students create a map of where they would like to go in the world with pushpins.** Julieta and her family have a map with different-colored pushpins marking where they have traveled. Have students come up with ideas about where they would like to travel

and why, and provide different-colored pushpins. Students can work in small groups or this activity can be done with the whole class. Students can then create a small presentation about one of the places they'd like to visit and show the class photographs and a history of that particular location. Why would they like to go there?

- **Encourage students to read "The True Story of the Regent Diamond Enigma."** Have students write a reaction essay afterward about what they learned. How did the diamond come to be? Who owned the diamond? Where did it travel? Why was it believed to be cursed? Students can look up additional information about the Regent Diamond and diamonds online at gia.edu.
- **Have students conduct a study on the Louvre.** What collections do they have there? What is the history of the Louvre? What famous paintings are housed at the Louvre? Why was the Louvre built? Have students share their findings with a partner, small group, or whole class. Use the Louvre's official website as a source for resources and information during students' search (<https://www.louvre.fr/en>).
- **As a follow up activity, students can look up the Museum of Fine Arts in Boston and conduct a similar research study.** What exhibits and art is the MFA known for? When was the MFA built? What famous artists have paintings or pieces of artwork at the MFA? Have students use the MFA's official website as a source for resources and information during students' search (<https://www.mfa.org/>).
- **Conduct a research study on a Greek god/goddess of students' choosing and have them present their findings to the class.** Students can research information about that particular god/goddess and find out what the god/goddess is known for, what kinds of skills that god/goddess had, and any other relevant facts. Mensa for Kids has additional lesson plans on Greek mythology as well as a list of Greek gods and goddesses to start the project (<https://www.mensaforkids.org/teach/lesson-plans/an-introduction-to-greek-mythology/>).
- **Create a scavenger hunt of all of Paris' landmarks by using clues about the architecture.** Come up with different ways to describe Paris' landmarks (i.e. triangular shape for the Louvre) and then students can list the names of the landmarks. Alternatively, students can work in small groups with a select amount of landmarks and they can come up with the clues to give to another group to see if they can figure out what the landmarks are by how students described the architecture.

Art & Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to select a piece of artwork from the "The Art Within the Story" section at the back of the book and conduct a research project about that particular piece of art.** Students can prepare a visual presentation with photographs, information about the piece of art, where it was created and displayed, and more. Students can present their findings to partner, a small group, or whole class.

- **Using the graphic organizer from the clue activity in the English Language Arts section of this guide, create a physical map of where Julieta finds the clues.** How can students visually represent the different areas where Julieta finds the clues? Along with the map, students can draw the actual clues that Julieta finds. Students can think about the most important aspects to show on the map and how it tracks the clues that Julieta finds.
- **Have students find the closest art museum in their community, or virtual online exhibits, and conduct a field trip.** What art does this museum specialize in? What art pieces are currently housed in the different exhibits? Have students also come up with a list to ask a museum guide. What do they want to know about how art is displayed at the museum? Where does the art come from? What kinds of artists does the museum work with? Students can reflect on their experience afterwards in an essay.

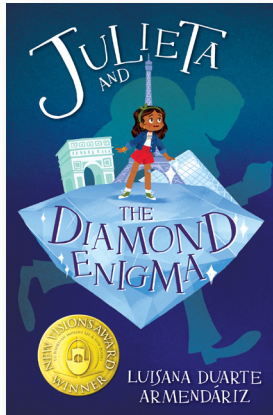
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **If students are interested, have families help research more age-appropriate mysteries at their local library or through their school librarian for a mystery genre study.** Students can think about what these mysteries have in common. How did the main characters problem solve? How did they use clues along the way to solve the mystery? How were the stories different?
- **Go on a virtual museum tour** (<https://www.purewow.com/family/virtual-museum-tours-for-kids>). Families and students can look at the different artwork and note what they observe. What kind of artwork is shown at this museum? What artists are showcased in the exhibits? What kinds of activities can you do at this museum?




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Luisana Duarte Armendariz grew up on the Juárez, Mexico–El Paso, Texas border. A writer and graphic designer, Luisana earned her BA from the University of Texas at El Paso and her MA/MFA in Children's Literature and Writing for Children from Simmons University in Boston. She won the 2018 Lee & Low/Tu Books New Visions Award for her debut novel, *Julietta and the Diamond Enigma*. Find out more at luisanaduarte.com.

REVIEWS

"Come for the mystery, stay for the backmatter." –*Kirkus Reviews*

"[Julietta] is an endearing protagonist, and the loving relationship she has with her parents make them an important presence in the narrative...readers will enjoy seeing Paris with the impressive Julieta." –*Booklist*

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