

Sherlock Holmes: “The Red-Headed League”

Grade Level or Special Area: 5th Grade

Written by: Kimberly George

Length of Unit: Seven lessons plus Culminating Activity (each lesson is approximately 45 minutes to one hour)

I. ABSTRACT

This unit is designed to give students an elementary introduction to the world of Sherlock Holmes and the mystery/detective genre of writing by exploring the classic story, “The Red-Headed League.” Through various activities and assessments, students will read an unabridged version of the story and understand why Sherlock Holmes’ stories have stood the test of time.

Understanding the vocabulary of the story is an important factor in this unit, therefore some lessons may contain extensive vocabulary terms in keeping with the Concept Objectives and to aid in the comprehension of the story.

II. OVERVIEW

A. Concept Objectives

1. Students will become familiar with various literary genres, including mystery/detective stories.
2. Students will recognize a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
3. Students will understand how to read and understand a variety of materials. (Colorado Model Standards for Reading and Writing Standard #1)

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Grade 5 (p. 110)
 - a. Fiction and Drama
 - i. Stories
 - a) Tales from Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)

C. Skill Objectives

1. Students will increase learning and reading vocabulary.
2. Students will learn about the mystery genre of writing and what characterizes a good detective story.
3. Students will read for knowledge and pleasure.
4. Students will continue to read and recall important events of the story.
5. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
6. Students will be able to predict events in the story.
7. Students will be able to match vocabulary terms and definitions.
8. Students will begin analyzing different characters in the story to better understand them and their choices.
9. Students will be able to retell key events in their own words as a character from the novel.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Read “The Red-Headed League.”
2. Read Appendix A, Background Information on Sherlock Holmes for Teachers.
3. Read Appendix B, Background Information on Detective Stories for Teachers.

- B. For Students
None

IV. RESOURCES

- A. One copy of “The Red-Headed League” for each student (Lessons Two-Six)
- B. One world map with London England (Lesson Two)
- C. One game of “Clue,” if desired (Culminating Activity)
- D. One video showing a performance of Sherlock Holmes on screen or stage, if desired (Culminating Activity)

V. LESSONS

Lesson One: Introduction to Mystery Novels (45-60 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will become familiar with various literary genres, including mystery/detective stories.
 - 2. Lesson Content
 - a. Tales from Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
 - 3. Skill Objective(s)
 - a. Students will increase learning and reading vocabulary.
 - b. Students will learn about the mystery genre of writing and what characterizes a good detective story.
- B. *Materials*
 - 1. One copy of Appendix I, Student Notebook for each student
 - 2. One copy of Appendix A, Background Information on Sherlock Holmes for teacher
- C. *Key Vocabulary*
 - 1. *Deductive reasoning* is the use of observation (seeing) and logic to make decisions about the world around you. To *deduce* is the verb form of this phrase.
 - 2. *Stout, portly* and *obese* are all words used in this story to describe someone who is very overweight.
 - 3. *Florid-faced* describes someone whose face is red.
 - 4. To *embellish* something is to add to it. For example, if you embellish a story you may make it seem more interesting than it truly is.
 - 5. To *recommence* means to start over.
 - 6. *Frayed* is used to describe fabric that is worn out, or threadbare.
 - 7. *Chagrin* is annoyance or embarrassment because of a failure or disappointment.
 - 8. *Snuff* is tobacco that is sniffed through the nose rather than smoked.
- D. *Procedures/Activities*
 - 1. Before you begin this unit be sure to complete the following items:
 - a. Read “The Red-Headed League.”
 - b. Read this entire unit.
 - c. Make copies of Appendix I, Student Notebook for each student.
 - d. Know that all the vocabulary terms and definitions, as well as all quiz, test, and activity answers are located in the Appendix at the end of the unit.
 - 2. Lead the students in a discussion about what they think of when you mention mysteries and detectives. Write down student responses on the board. Ask what they think of when you say the name Sherlock Holmes. Write down those responses as well. Discuss what they think makes for a good mystery and why.

3. Discuss the six standards for a good detective story. Let them know that we call a particular type of writing a genre. Discuss different genre with the students like science fiction and historical fiction. See what other genre they can think of. Sherlock Holmes stories belong in the mystery genre.
 4. Pass out one copy of Appendix I, Student Notebook to each student. Have the students fill in the section for Lesson One Notes in the Student Notebooks. Answer questions and clarify as needed.
 5. In preparation for beginning tomorrow's reading of "The Red-Headed League," complete Lesson One Vocabulary in the Student Notebooks. Discuss the definitions and pronunciations of the terms and have students fill in the blanks in their Notebooks. Let students know that you will be assessing them tomorrow on today's vocabulary, so they need to make sure they study and understand the terms. You can decide if you want to make this a quiz or just an activity. Let the students know what will be expected.
- E. *Assessment/Evaluation*
1. An assessment for this lesson is the teacher observations made during the classroom discussion as a pre-assessment for the unit.
 2. Review the vocabulary terms introduced in this lesson orally as a group at the end of the lesson. Give the students a chance to repeat both the pronunciations and definitions of the terms.
 3. Tomorrow's vocabulary quiz/activity will as be used as an assessment for Lesson One.

Lesson Two: Introduction to "The Red-Headed League" (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will become familiar with various literary genres, including mystery/detective stories.
 - b. Students will recognize a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
 - c. Students will understand how to read and understand a variety of materials.
 2. Lesson Content
 - a. Tales from Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)
 3. Skill Objective(s)
 - a. Students will increase learning and reading vocabulary.
 - b. Students will read for knowledge and pleasure.
 - c. Students will be able to match vocabulary terms and definitions.
- B. *Materials*
1. Each student will need his or her Student Notebook
 2. A copy of "The Red-Headed League" for each student
 3. A copy of Appendix D, Assessment for Lesson One's Vocabulary for each student
 4. One world map visible to all students
- C. *Key Vocabulary*
1. A *league* is a group of people who get together for a common interest, or purpose.
 2. A *Freemason* is a man who belongs to the Masons, a group with secret ceremonies and signs.
 3. A *bequest* is money left behind for a specific purpose after someone has died.

4. *Nominal* means small; a nominal amount of something is a small or minimal amount.
5. *Ejaculated* means to shout out or exclaim loudly.
6. *Pawnbrokers* are people who loan money to others for a fee. The person who wants the money leaves something of value with the pawnbroker. He or she has a chance to buy his or her item back for the amount of money the pawnbroker gave them, plus more money for interest. If the person does not come in the time given to buy back his or her item, then the pawnbroker gets to keep it and sell it to someone else for more money.
7. A *vice* is a bad habit.
8. A *widower* is a man whose wife has died.

D. *Procedures/Activities*

1. Pass out Appendix D, Assessment for Lesson One’s Vocabulary. Have students complete the page according to your instructions. Collect up the page when students are finished.
2. Review the notes from Lesson One Notes from yesterday’s class. Make sure the students understand the terms in the notes.
3. Review the yesterday’s vocabulary and introduce today’s terms have the students complete the Vocabulary for Lesson Two Activity. Let students know that there will be many new words for most of them and that knowing what these words mean will help them to better understand story as they read. Encourage students to draw small pictures to help them remember what words mean. Keep the vocabulary parts of the lessons fast-paced and interesting.
4. After completing the vocabulary, pass out copies of “The Red-Headed League” to each student. Have students open their books to the beginning of “The Red-Headed League.” Have them skim through the first couple of pages (depends on your edition) looking for vocabulary words they have learned. This should help them to link the definition work to the actual reading.
5. Let students know that this story is set in London, England about 100 years ago. Have someone find London on the world map. Prepare them that things were different back then and that some of the words and phrases in the story may seem odd to them. Encourage them to ask questions if they become confused.
6. Begin reading the story aloud together according to your desired procedure. You may wish to have the students follow along and listen as you read, or you may call on individual students to read aloud.
7. Have students raise their hands, but not interrupt the reading, as they come across vocabulary words. At the end of the paragraphs, or after a few paragraphs as appropriate, review the words and summarize what has happened thus far in the story to make sure that students comprehend the reading.
8. Read through to the paragraph where Sherlock says, “Beyond the obvious facts that he has at some time done manual labour, that he takes snuff, that he is a Freemason, that he has been in China, and that he has done a considerable amount of writing lately, I can deduce nothing else.” Stop at this point and ask students how they think Sherlock knows these things. Discuss their ideas for a few moments. Ask if they think that he is right or wrong. Continue the reading. Once he explains his reasoning, discuss it with the students. Try to help them understand the idea of deductive reasoning. Help them to see that it is not a trick, but that he is able to figure things out because of how closely he observes things.
9. When you come to the phrase, “Omne ignotum pro magnifico”, explain to the students that it is a Latin phrase that means, “Everything unknown is taken for magnificent.” In other words, he is saying that we think anything we do not

understand is incredible. Once we understand it, we no longer think it is that special.

10. Continue reading until you get to the part just before the Red-Headed League is introduced. Stop after Mr. Wilson says, "Yes, sir. He and a girl of fourteen, who does a bit of simple cooking and keeps the place clean -- that's all I have in the house, for I am a widower and never had any family. We live very quietly, sir, the three of us; and we keep a roof over our heads and pay our debts, if we do nothing more."
 11. Review what has happened thus far in the story and answer questions as needed.
- E. *Assessment/Evaluation*
1. Appendix D, Assessment for Lesson One's Vocabulary is the assessment for this lesson.

Lesson Three: The Plot Thickens...the Mystery is Revealed (45-60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
 - b. Students will understand how to read and understand a variety of materials.
2. Lesson Content
 - a. Tales from Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)
3. Skill Objective(s)
 - a. Students will increase learning and reading vocabulary.
 - b. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - c. Students will continue to read and recall important events of the story.
 - d. Students will be able to predict events in the story.
 - e. Students will begin analyzing different characters in the story to better understand them and their choices.

B. *Materials*

1. Each student will need his or her Student Notebook
2. A copy of "The Red-Headed League" for each student
3. Copies of Appendix E, Chart for Oral Reading, as needed

C. *Key Vocabulary*

1. *Vacancies* are openings, or empty spaces.
2. *Trustees* are members in charge of a group or organization.
3. A *berth* is a job.
4. To be *dejected* is to be depressed, or have very low spirits.
5. To *perceive* is to be aware of, or to understand something.
6. To be *deceived* is to be tricked or fooled.
7. *Cobbler's wax* is another term for shoe polish. In this story they mention it because they claim that some people have tried to change their hair color by putting red shoe polish on it so that they could join The Red-Headed League.
8. *Pensioners* are people who get a pension or a set amount of money from a person or fund.
9. A *benefactor* is a person who helps others, usually by giving them money.
10. *Propagation* means to reproduce or make more of something.
11. *Avail* means to help.
12. A *billet* is a short letter or note.

13. Both *hoax* and *fraud* mean a trick, or an attempt to fool a person.
14. *Sovereigns* are British gold coins.
15. *Foolscape paper* is inexpensive writing paper.

D. *Procedures/Activities*

1. Before this lesson, you will need to make a copy or two and fill in students' names Appendix E, Chart for Oral Reading, as needed. (The chart has spaces for fifteen students.) Look over the chart so that you know how to use it. Just tally mark errors as the student read aloud. Put a + or – in the boxes for “Expression,” “Rate” and “Volume.” Make quick comments as you can. It is suggested that you have each student read two or three paragraphs, depending on length. Do not try to tabulate anything until a later time. You can decide how to grade this. You may want to have a certain number of errors equal a certain grade, or decide to rank everyone overall based on the best and worst readings. This is just a tool to help you. If you prefer a different method, use it. This chart is useful in seeing what type of errors students are making.
2. Let students know that as they are reading aloud today and tomorrow that you will be taking notes on their reading. This is not to make them nervous, but to prepare them for the fact that you will be writing as they read and grading them on it. You may want to suggest that they try to read clearly and with expression.
3. Review Lesson One and Lesson Two's vocabulary terms. Introduce today's vocabulary with an emphasis on proper pronunciation. Let students know that they will be responsible for properly pronouncing vocabulary words during their readings. Complete Lesson Three Vocabulary in the Student Notebooks. Check that each student is properly completing this in his or her Notebook by walking around the room and visually checking that they are filling it in. Have students keep their Student Notebooks open to today's vocabulary to assist them in their reading.
4. Review what has happened so far in the story. Have students make predictions as to what they believe may be happening in the story.
5. Read the story from where you left off yesterday (Mr. Wilson, “We live very quietly, sir, the three of us; and we keep a roof over our heads and pay our debts, if we do nothing more.”) through the section that ends with Mr. Wilson saying, “However, in the morning I determined to have a look at it anyhow, so I bought a penny bottle of ink, and with a quill-pen, and seven sheets of foolscap paper, I started off for Pope's Court.” This will leave you set for tomorrow's reading about his work at the League.
6. Call on students to read filling in the Appendix E, Chart for Oral Reading as they read.
7. Have the students verbally summarize the story thus far, correcting errors in comprehension as needed.
8. Let students know that they must be reviewing the vocabulary from the first three lessons, as they will be quizzed over the terms in Lesson Four.
9. Have students discuss and write down their observations on Sherlock Holmes, Dr. Watson, and Jabez Wilson in the Notes on the Characters section of their Student Notebooks.

E. *Assessment/Evaluation*

1. The Appendix E, Chart for Oral Reading, is the main assessment for today's lesson.
2. The teacher's visual check on each student's Notebook is also an assessment to make sure that students are completing the necessary work.

3. The summarizing activity at the end of the lesson will also be considered an assessment as it helps the teacher know if students understand the story thus far. Follow up on the part of the teacher is required for those students who appear to be struggling with comprehension. This can be done one on one or with a small group who all may be confused by meeting with them to discover where they got confused and answer any questions they may not wish to ask as a part of the whole group.

Lesson Four: Trying to Discover a Crime (45-60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
 - b. Students will understand how to read and understand a variety of materials.
2. Lesson Content
 - a. Tales from Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
3. Skill Objective(s)
 - a. Students will increase learning and reading vocabulary.
 - b. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - c. Students will be able to predict events in the story.
 - d. Students will be able to match vocabulary terms and definitions.
 - e. Students will begin analyzing different characters in the story to better understand them and their choices.

B. *Materials*

1. Each student will need his or her Student Notebook
2. A copy of “The Red-Headed League” for each student
3. Copies of Appendix E, Chart for Oral Reading, as needed
4. A copy of Vocabulary Lessons One-Three Quiz for each student

C. *Key Vocabulary*

1. To be *curt* is to be rude and abrupt.
2. *Rueful* means showing sadness.
3. A *solicitor* is another word for a lawyer.
4. *Premises* are buildings or parts of a building.
5. If we say that something is grave or *graver*, we mean that it is serious, or more serious.
6. A *grievance* is a reason for complaining, or a complaint.
7. To *endeavor* to try hard at something.
8. *Pounds* in this story refer to units of money in England like dollars and cents in America.
9. To be *introspective* is to be quiet and thoughtful; looking inside yourself and your mind for the answer to a problem.

D. *Procedures/Activities*

1. Pass out Vocabulary Lessons One-Three Quiz to each student. Have them complete the quiz and turn it in according to your standard procedures.
2. Complete together the activity for Lesson Four Vocabulary in the Student Notebooks. Go over the words together and give the students time to copy down the definitions.

3. Remind students know that as they are reading aloud today that you will be taking notes on their reading. This is not to make them nervous, but to prepare them for the fact that you will be writing as they read. You may want to suggest that they try to read clearly and with expression.
4. Begin the reading where you left off yesterday. (“However, in the morning I determined to have a look at it anyhow, so I bought a penny bottle of ink, and with a quill-pen, and seven sheets of foolscap paper, I started off for Pope’s Court.”) Today’s reading will be about Mr. Jabez Wilson’s first day working for the Red-Headed League. He will explain what happens from there. Work on the Oral Reading Chart as you call on students to read aloud.
5. Stop reading at the end of the paragraph where Sherlock is talking about the German music programme and says, “It is introspective, and I want to introspect. Come along!” Clarify any necessary parts of the story so far to the students through a time of class discussion.
6. Have students discuss and write down their observations on Sherlock Holmes, Dr. Watson, and Jabez Wilson, as well as adding notes on Duncan Ross and Vincent Spaulding in the Notes on the Characters section of their Student Notebooks. Let students know that you will be checking their Notebooks throughout the unit and at the end, so that they know they must stay up on everything.

E. *Assessment/Evaluation*

1. The Appendix E, Chart for Oral Reading, is one assessment for today’s lesson.
2. The quiz over Lessons One-Three Vocabulary is another assessment.
3. The Notes on the Characters section of the Student Notebooks is an additional assessment.

Lesson Five: Developing a Plan (45-60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
 - b. Students will understand how to read and understand a variety of materials.
2. Lesson Content
 - a. Tales from Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
3. Skill Objective(s)
 - a. Students will increase learning and reading vocabulary.
 - b. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - c. Students will be able to predict events in the story.
 - d. Students will be able to retell key events in their own words as a character from the novel.
 - e. Students will begin analyzing different characters in the story to better understand them and their choices.

B. *Materials*

1. Each student will need his or her Student Notebook
2. A copy of “The Red-Headed League” for each student
3. Copies of Appendix E, Chart for Oral Reading, as needed

C. *Key Vocabulary*

1. When somewhere is described as *shabby-genteel*, it means that it once was a rather nice, respectable place that has become run-down and worn.
2. *Uncongenial* means unfriendly, or unwelcoming.
3. *The Underground* is an English subway, or underground train.
4. *Arteries* are major streets that are part of a network of smaller streets.
5. *Commerce* means business; a place of buying and selling.
6. To *vex* someone is to upset or annoy them; to disturb or trouble them.
7. *Conundrums* are puzzles, or mystery.
8. *Languid* and *languor* both mean weak, or uninterested; to appear listless or without much spirit.
9. *Keen-witted* means to be very smart and a quick thinker.
10. *Intuition* is a sense of something, an impression; an instinctive knowing of something.
11. To look *askance* at someone to look at them with suspicion.
12. A *revolver* is a handgun.
13. To be *dense* is to be slow to understand what is going on around you.
14. If something is *ominous*, it is threatening.
15. A *nocturnal expedition* is an outing at night.

D. *Procedures/Activities*

1. Due to the extensive number of vocabulary words in today's lesson, the terms are listed with their definitions already together. Introduce them to the students before beginning the reading for today. Let them know that the vocabulary section of the Final Exam will contain words from all seven lessons so they can continue to study.
2. If you still need to complete the Oral Reading Chart for the class, try to finish it during today's lesson. This will of course depend on your number of students, as well as how much you chose to have each student read. If you are assessing the oral readings, remind students that you are doing so and that they should do their best to read clearly and with expression.
3. Read from Dr. Watson saying, "We traveled by the Underground as far as Aldersgate; and a short walk took us to Saxe-Coburg Square, the scene of the singular story which we had listened to in the morning." filling out the Oral Reading Chart as needed.
4. Stop when you get to where he says, "I tried to puzzle it out, but gave it up in despair and set the matter aside until night should bring an explanation." Review and summarize the story thus far answering questions as needed.
5. Have students discuss and write down their additional observations on characters already introduced in the Notes on the Characters section of their Student Notebooks.
6. When they are done with that, they may begin the Journal Entry Activity for Lesson Five in their Student Notebooks. You may make this activity something to complete in class, or at home depending on time.

E. *Assessment/Evaluation*

1. The Appendix E, Chart for Oral Reading, is one assessment for today's lesson.
2. The Notes on the Characters section of the Student Notebooks is another assessment.
3. The Journal Entry Activity for Lesson 5 in their Student Notebooks is an additional assessment.

Lesson Six: There are Games Afoot! (The Crime is Revealed) (45-60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
 - b. Students will understand how to read and understand a variety of materials.
2. Lesson Content
 - a. Tales from Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
3. Skill Objective(s)
 - a. Students will increase learning and reading vocabulary.
 - b. Students will read for knowledge and pleasure.
 - c. Students will begin analyzing different characters in the story to better understand them and their choices.

B. *Materials*

1. Each student will need his or her Student Notebook
2. A copy of “The Red-Headed League” for each student

C. *Key Vocabulary*

1. A *hansom* is a two-wheeled carriage pulled by a horse.
2. A *rubber* was a gambling game played in the time period of this story.
3. To be *tenacious* is to hold firmly to something.
4. A *thoroughfare* is a street.
5. A *formidable* opponent is someone who is hard to beat.
6. To be *imperiled* is to be in danger.
7. To be *sufficed* is to be sufficient, or to meet the needs of something.
8. *Glass* as used in this story is a magnifying glass with which Sherlock will look closer at evidence to see smaller details that might otherwise be overlooked because they might be too small to see with just one’s eyes.
9. *Misgivings* are doubts.
10. *Partie carrée* is small, secretive gathering.
11. *Compunction* means a strong uneasiness caused by a sense of guilt; to be unsure because you think something is wrong.
12. *Acute* in this story is used to mean sensitive; ready to react quickly.
13. *Lurid* means glowing or shining like fire.
14. *Writhing* is moving with some difficulty, like squeezing through a tight spot.
15. If something *protruded*, it means it stuck out; your nose protrudes from your face.
16. An *aperture* is an opening.
17. *Skirts* are used in this part of the story to mean the coattails, or fabric that hangs at the end of a man’s coat.
18. A *hunting crop* is a small whip.
19. *Blandly* means that something is uninteresting or dull.
20. *Derbies* and *bracelets* are handcuffs.

D. *Procedures/Activities*

1. Due to the extensive number of vocabulary words in today’s lesson, the terms are listed with their definitions already together. Introduce them to the students before beginning the reading for today. Remind them that the vocabulary section of the Final Exam will contain words from all seven lessons so they can continue to study.

2. Begin today's lesson by asking for questions and predictions from the students. Discuss their thoughts and ideas. Let them know that they will discover the mystery in today's reading.
 3. Next, share with the students that the police station at this time in the London area is referred to as Scotland Yard. Today it is called the New Scotland Yard because it has moved into a new location. The name comes from the street where the police station was originally located.
 4. Read together from, "It was a quarter-past nine when I started from home and made my way across the Park, and so through Oxford Street to Baker Street." Dr. Watson has arrived at Holmes' home as requested for that evening. We are about to discover what the mystery is all about.
 5. Stop reading after Sherlock says, "I have had one or two little scores of my own to settle with Mr. John Clay," said Holmes. "I have been at some small expense over this matter, which I shall expect the bank to refund, but beyond that I am amply repaid by having had an experience which is in many ways unique, and by hearing the very remarkable narrative of the Red-headed League." Tomorrow's reading will conclude the story with the explanation for how Sherlock put all the clues together and solved the mystery.
 6. Finally, have students discuss and write down their additional observations on Sherlock Holmes, Dr. Watson, Jabez Wilson, Duncan Ross and Vincent Spaulding as well as adding notes on Mr. Jones and Mr. Merryweather in the Notes on the Characters section of their Student Notebooks.
- E. *Assessment/Evaluation*
1. The Notes on the Characters section of the Student Notebooks is another assessment.

Lesson Seven: It's Elementary, My Dear Watson! (Sherlock Explains How He Solved the Mystery) (45-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will recognize a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
 - b. Students will understand how to read and understand a variety of materials.
 2. Lesson Content
 - a. Tales from Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)
 3. Skill Objective(s)
 - a. Students will read for knowledge and pleasure.
 - b. Students will increase learning and reading vocabulary.
 - c. Students will begin analyzing different characters in the story to better understand them and their choices
- B. *Materials*
1. Each student will need his or her Student Notebook
 2. A copy of "The Red-Headed League" for each student
- C. *Key Vocabulary*
1. To be *ingenious* is to be brilliant or a genius.
 2. A *rogue* is a scoundrel or a trickster; one who doesn't care about right and wrong.
 3. Expenditure is an expense, or money spent.
 4. *Abutted* means to touch at an end or side.

5. *Unfeigned* means genuine or real.
 6. *Ennui* is boredom.
- D. *Procedures/Activities*
1. You will conclude the story today with Sherlock’s explanation of how he solved the mystery.
 2. First, have students review the last vocabulary activity, Lesson Seven Vocabulary, in their Student Notebooks. Practice pronunciation of each word. Remind students they can leave the vocabulary section open during the reading to help them understand the words in context. Remind them also that the vocabulary section of the Final Exam will contain words from all seven lessons so they can continue to study.
 3. Finish reading the story as per your desired procedure.
 4. Share with the students, *Sherlock’s last comment in the story is, “L’homme c’est rien-loeuvre c’est tout.” This French phrase, originally used between two well-known European authors means, “The man is nothing-the work is all.” In other words, Sherlock is somewhat belittling his accomplishment in solving the mystery of “The Red-Headed League” by saying that all that matters is that the crime is solved; it doesn’t matter who solved it. What do you think of that statement? How would this story be different if someone else were trying to solve the mystery? Does Sherlock himself matter, or is it just about the crime?* Encourage the students to share their thoughts. There is no right or wrong answer to this.
 5. Follow up by having the students summarize the conclusion of the story. Correct any errors as needed. Encourage the students to ask questions about parts they may not have understood. Continue until you feel the students have a good understanding of the story.
 6. Review as a class the Notes from Lesson One in the Student Notebooks. Discuss how this story measured up to the Six Rules of a Good Detective Story. Not everyone needs to agree that this is a good detective story. Tell the students that on the Final Exam they will need to explain their viewpoint and justify it. There is not a right or wrong answer to this, as long as they can logically support their view.
 7. Have them finish filling in any additional observations on the characters in their Notebooks.
- E. *Assessment/Evaluation*
1. The Final Exam will be the assessment for this lesson.

VI. CULMINATING ACTIVITY

- A. The culminating activity for this unit is the Final Exam. Be sure to have one copy for each student ready. Go over the items on the test to make sure they are clear to the students. Test according to your normal procedures.
- B. When finished you may wish to watch a video of a Sherlock Holmes story, if one is available to you.
- C. You may enjoy playing a mystery game like “Clue” as a class as a fun ending to the unit. Simply divide the class into equal groups for the number of characters (Colonel Mustard’s Group, for example) in the game. Each group will play according to the regular rules, but must work with their group to try to solve the mystery. They must agree as a group before they can share their guesses.
- D. Otherwise, you may wish to encourage students to continue to read other Sherlock Holmes mysteries like “The Speckled Band” or “The Blue Carbuncle,” whatever may appear in your anthology.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Information on Sherlock Holmes for Teachers
- B. Appendix B: Background Information on Detective Stories for Teachers
- C. Appendix C: Master Vocabulary List for Teachers
- D. Appendix D: Assessment for Lesson One's Vocabulary
- E. Appendix E: Chart for Oral Reading
- F. Appendix F: Vocabulary Assessment for Lessons One-Three
- G. Appendix G: Final Exam (three pages)
- H. Appendix H: Answer Keys for Teachers (two pages)
- I. Appendix I: Student Notebook (ten pages)

VIII. BIBLIOGRAPHY

- A. Background Information on Characteristics of a Detective Story: *“Teacher’s Guide to The Core Classics Edition of Sir Arthur Conan Doyle’s Selected Adventures of Sherlock Holmes”* by Judy Gardner, available at www.coreknowledge.org.
- B. Background Information on the History of Sir Arthur Conan Doyle and Sherlock Holmes: available at <http://www.oneact.org/holmes/holmesinfopg.html>.
- C. Core Knowledge Foundation. *Core Knowledge Sequence*. Core Knowledge Foundation: Charlottesville, 1999. 1-890517-20-8
- D. Doyle, Sir Arthur Conan. *The Best of Sherlock Holmes*. London: Orion Publishing Group, 1996, ISBN 0-460-87368-7.

Appendix A

Background Information on Sherlock Holmes for Teachers

"By a man's finger-nails, by his coat-sleeve, by his boots, by his trouser-knees, by the callosities of his forefinger and thumb, by his expression, by his shirt-cuffs -- by each of these things a man's calling is plainly revealed. That all united should fail to enlighten the competent inquirer in any case is almost inconceivable."

- From *A Study In Scarlet*

This description from Sherlock Holmes about the details he uses to figure out crimes is a window into his mind. He seems surprised that not everyone notices and applies reason to the observable details of peoples' lives. He is able to do what he does not just out of sheer genius, but by paying attention. It is his belief that others could do what he does if they would decide to pay attention more and draw the right conclusions about what they observe.

From- <http://www.oneact.org/holmes/holmesinfopg.html>

A Brief History of Sherlock Holmes and Sir Arthur Conan Doyle

Without question one of the most recognized and beloved characters ever created is Sir Arthur Conan Doyle's Sherlock Holmes.

It is no surprise then that a fair number of people to this day believe that Holmes is not a fictional character at all, but a once living and breathing thinker of the first order, quick to assist clients ranging from a scandal-prone European aristocracy to Scotland Yard's often baffled detectives. And let us not forget the many and varied commoners from all walks of English life who found their most perplexing puzzles swiftly pieced together by Holmes, and who today give us a wonderful peek into Edwardian England.

As great as his popularity might be, and as long-lasting as his legend has proven, Holmes is a fictional construct. It is known through Doyle's own comments that Holmes is based on Dr. Joseph Bell. Dr. Bell amazed medical students, including a young Doyle in 1876, with his "miraculous" diagnostic abilities, often deducing a patient's ailment "as soon as they walked through the door, sometimes before they had opened their mouths ... He would tell them their symptoms and even give them details of their past life, and very seldom was he in error." Sound like someone we know?

In 1887 the first Holmes story, *A Study in Scarlet*, appeared in a small paperback, *The Beeton's Christmas Annual*, for which Doyle received £25 (\$60) and tepid reviews. Holmes' existence very nearly ended right there, but in February 1890 *The Sign of the Four* appeared as the lead story in *Lippincott's Monthly Magazine* and was better received.

The *Strand* published the Holmes adventures throughout 1891, 1892 and 1893, making Doyle the most popular writer of short stories in England, but the work was all-consuming, and he soon grew tired of the character. He wanted to branch out from the detective genre to write historical novels and even science fiction, and so in the twenty-sixth Holmes story penned by Doyle, *The Final Problem*, the author did the unthinkable: He KILLED Sherlock Holmes.

"That's that," Doyle remarked with finality, but the dismissal would prove more difficult than the author anticipated -- the public it seemed was not yet ready for such an end. Doyle was assailed from all sides to resurrect the great detective, but he held out for nearly ten years. Then in 1902, the year of his knighthood, Doyle relented and *The Hound of the Baskervilles* was published, quickly devoured by a reading public ravenous for Holmes' brilliant deductions and Watson's faithful assistance.

Hound was followed in 1903 by the next series of adventures, *The Return of Sherlock Holmes*, then came *The Adventure of the Empty House*, and next was *His Last Bow* (another vain attempt at ending his character's career). Finally, in 1927, Doyle concluded the Holmes canon, forty years after he began it, with *The Casebook of Sherlock Holmes*.

Appendix B

Background Information on Detective Stories for Teachers

(for use with Lesson One)

From “Teacher’s Guide to The Core Classics Edition of Sir Arthur Conan Doyle’s Selected Adventures of Sherlock Holmes” by Judy Gardner

Characteristics of a Detective Story

Six Rules of a Good Detective Story

The six standards most good detective stories follow are:

1. The crime must be significant.
2. The detective must be memorable.
3. The criminal must be a worthy opponent.
4. The clues must be made available to the reader.
5. The suspects must appear early in the story.
6. The solution must be reasonable and possible.

C. Hugh Holman’s *A Handbook to Literature* defines a detective story as “a novel or short story in which a crime, usually a murder – the identity of the perpetrator unknown – is solved by a detective through a logical assembling and interpretation of palpable evidence, known as clues.”

² The first detective stories were written by Edgar Allan Poe, and Conan Doyle acknowledged their influence on his writing. A good detective story generally follows six “unwritten rules.”

First, the crime must be significant, worthy of the attention it receives. Most stories involve murder, though Conan Doyle tied the majority of his crimes to greed and theft.

Second, the detective must be in some way a memorable character. He or she must be very intelligent, of course, unusually clever and observant, but also quirky, possessing perhaps some odd idiosyncrasies that distinguish him or her. Kojak’s lollipop, Columbo’s crumpled raincoat, James Bond’s unruffled cool and high-tech gadgets, all of these things make the hero somehow distinct.

Third, along with an exceptional detective, there must be an outstanding opponent, a criminal clever enough to be a match for the hero. Solving the crime can’t be too easy.

Fourth, because a large part of the attraction of a detective story is the opportunity for the reader to try to figure out the solution along with the detective, all suspects of the crime must be introduced early in the story, and

Fifth, all clues the detective discovers must be made available to the reader also.

Finally, at the end of the story, the solution must seem obvious, logical, and possible. The crime must not have resulted from accident or supernatural intervention, and the detective must be able to explain all aspects of the case in a reasonable way. A fine detective story should meet each one of these standards.

Appendix C

Master Vocabulary List for Teachers

(in order of appearance)

Lesson One

Deductive reasoning is the use of observation (seeing) and logic to make decisions about the world around you. To **deduce** is the verb form of this phrase.

Stout, portly and **obese** are all words used in this story to describe someone who is very overweight.

Florid-faced describes someone whose face is red.

To **embellish** something is to add to it. For example, if you embellish a story you may make it seem more interesting than it truly is.

To **recommence** means to start over.

Frayed is used to describe fabric that is worn out, or threadbare.

Chagrin is annoyance or embarrassment because of a failure or disappointment.

Snuff is tobacco that is sniffed through the nose rather than smoked.

Lesson Two

A **league** is a group of people who get together for a common interest, or purpose.

A **Freemason** is a man who belongs to the Masons, a group with secret ceremonies and signs.

A **bequest** is money left behind for a specific purpose after someone has died.

Nominal means small; a nominal amount of something is a small or minimal amount.

Ejaculated means to shout out or exclaim loudly.

Pawnbrokers are people who loan money to others for a fee. The person who wants the money leaves something of value with the pawnbroker. He or she has a chance to buy his or her item back for the amount of money the pawnbroker gave them, plus more money for interest. If the person does not come in the time given to buy back his or her item, then the pawnbroker gets to keep it and sell it to someone else for more money.

A **widower** is a man whose wife has died

A **vice** is a bad habit.

Lesson Three

Vacancies are openings, or empty spaces.

Trustees are members in charge of a group or organization.

A **berth** is a job.

To be **dejected** is to be depressed, or have very low spirits.

To **perceive** is to be aware of, or to understand something.

To be **deceived** is to be tricked or fooled.

Cobbler's wax is another term for shoe polish. In this story they mention it because they claim that some people have tried to change their hair color by putting red shoe polish on it so that they could join The Red-Headed League.

Pensioners are people who get a pension or a set amount of money from a person or fund.

A **benefactor** is a person who helps others, usually by giving them money.

Propagation means to reproduce or make more of something.

Avail means to help.

A **billet** is a short letter or note.

Both **hoax** and **fraud** mean a trick, or an attempt to fool a person.

Sovereigns are British gold coins.

Foolsap paper is inexpensive writing paper

Lesson Four

To be **curt** is to be rude and abrupt.

Rueful means showing sadness.

A **solicitor** is another word for a lawyer.

Premises are buildings or parts of a building.

If we say that something is grave or **graver**, we mean that it is serious, or more serious.

A **grievance** is a reason for complaining, or a complaint.

To **endeavor** to try hard at something.

Pounds in this story refer to units of money in England like dollars and cents in America.

To be **introspective** is to be quiet and thoughtful; looking inside yourself and your mind for the answer to a problem.

Lesson Five

When somewhere is described as **shabby-genteel**, it means that it once was a rather nice, respectable place that has become run-down and worn.

Uncongenial means unfriendly, or unwelcoming.

The **Underground** is an English subway, or underground train.

Arteries are major streets that are part of a network of smaller streets.

Commerce means business; a place of buying and selling.

To **vex** someone is to upset or annoy them; to disturb or trouble them.

Conundrums are puzzles, or mystery.

Languid and **languor** both mean weak, or uninterested; to appear listless or without much spirit.

Keen-witted means to be very smart and a quick thinker.

Intuition is a sense of something, an impression; an instinctive knowing of something.

To look **askance** at someone to look at them with suspicion.

A **revolver** is a handgun.

To be **dense** is to be slow to understand what is going on around you.

If something is **ominous**, it is threatening.

A **nocturnal expedition** is an outing at night.

Lesson Six

A **hansom** is a two-wheeled carriage pulled by a horse.

A **rubber** was a gambling game played in the time period of this story.

To be **tenacious** is to hold firmly to something.

A **thoroughfare** is a street.

A **formidable** opponent is someone who is hard to beat.

To be **imperiled** is to be in danger.

To be **sufficed** is to be sufficient, or to meet the needs of something.

Glass as used in this story is a magnifying glass with which Sherlock will look closer at evidence to see smaller details that might otherwise be overlooked because they might be too small to see with just one's eyes.

Misgivings are doubts.

Partie carree is small, secretive gathering.

Compunction means a strong uneasiness caused by a sense of guilt; to be unsure because you think something is wrong.

Acute in this story is used to mean sensitive; ready to react quickly.

Lurid means glowing or shining like fire.

Writhing is moving with some difficulty, like squeezing through a tight spot.

If something **protruded**, it means it stuck out; your nose protrudes from your face.

An **aperture** is an opening.

Skirts are used in this part of the story to mean the coattails, or fabric that hangs at the end of a man's coat.

A **hunting crop** is a small whip.

Blandly means that something is uninteresting or dull.

Derbies and **bracelets** are handcuffs.

Lesson Seven

To be **ingenious** is to be brilliant or a genius.

A **rogue** is a scoundrel or a trickster; one who doesn't care about right and wrong.

Expenditure is an expense, or money spent.

Abutted means to touch at an end or side.

Unfeigned means genuine or real.

Ennui is boredom

Appendix D
Assessment for Lesson One's Vocabulary

Name: _____

Directions: Fill in the blank with the correct vocabulary word.

deductive reasoning stout, portly and obese florid-faced
embellish recommence frayed chagrin snuff

1. _____ is as bad for your health as smoking tobacco.
2. Mr. Jabez is described as _____ because he is a very large, overweight man.
3. We had to _____ our story from the beginning when someone new came into the room who hadn't heard what we said already.
4. It was time to get a new coat because the edges of the sleeves were all _____.
5. His face was full of _____ when he realized with embarrassment that he had erased the group's entire project on the computer by accident.
6. He was _____ after being outside in the cold without a scarf wrapped around his face.
7. Sherlock uses _____ to try to solve crimes and make decisions by paying attention to the details he sees.
8. They decided to _____ their story to their parents to make it seem more exciting than it truly was.

Appendix F
Vocabulary Quiz for Lessons One-Three

Name: _____

Put the letter of the correct vocabulary term next to its definition.

- A. snuff B. frayed C. deductive reasoning D. vice**
E. pawnbrokers F. sovereigns G. perceive H. cobbler's wax
I. widower J. florid-faced K. league

1. _____ is the use of observation (seeing) and logic to make decisions about the world around you.
2. _____ describes someone whose face is red.
3. _____ is tobacco that is sniffed through the nose rather than smoked.
4. _____ is used to describe fabric that is worn out, or threadbare.
5. A _____ is a group of people who get together for a common interest, or purpose.
6. _____ are people who loan money to others for a fee in exchange for something of value.
7. A _____ is a bad habit.
8. A _____ is a man whose wife has died
9. _____ is another term for shoe polish.
10. To _____ is to be aware of, or to understand something.
11. _____ are British gold coins.

Final Exam

Name: _____

I. *Matching (Knowledge Questions)*

Match the name to the description of the character. **You will use some names several times.**
You may write the full name, or just the last name.

Sherlock Holmes	Dr. Watson	Mr. Jabez Wilson	Vincent Spaulding
Mr. Jones	Mr. Merryweather	John Clay	

1. _____ is a police officer.
2. _____ is a sleuth/detective.
3. _____ is a pawnbroker.
4. _____ enjoys music concerts a lot.
5. _____ spends a lot of time developing pictures.
6. _____ used the alias Vincent Spaulding.
7. _____ asks Dr. Watson to bring his revolver/gun to the bank.
8. _____ led them down into the bank cellar.
9. _____ works for Scotland Yard.
10. _____ has been to China.
11. _____ considers himself to be a gentleman and tells the police to be nice to him.
12. _____ works an important job at the bank.
13. _____ is the narrator of this story.
14. _____ works for the pawnbroker.

II. *Short answer-(Knowledge and Comprehension Questions)*

15. What clue let Sherlock know Jabez Wilson had done manual labor?
16. What clue let him know that Jabez Wilson had spent time in China?
17. After Jabez Wilson left Sherlock Holmes' house, Sherlock and Dr. Watson went to pawnshop. Why did they go there?

Appendix G, page 2
Final Exam

18. What was the significance of Sherlock tapping his cane on the ground outside the pawnshop?

19. What did the advertisement say was the purpose of the Red-Headed League?

20. What was the *real* purpose of the Red-Headed League?

21. Who had really set up the League?

22. What was Jabez Wilson's job for the Red-Headed League?

23. Why did the League dissolve?

24. Why was Vincent Spaulding willing to work for only half the normal pay?

III. Evaluative Questions:

25. Did Jabez Wilson do anything wrong, or criminal, in the story?

26. Do you think "The Red-Headed League" meets the requirements of being a good detective story? Why or why not?

Appendix G, page 3
Final Exam

IV. Fill in the blanks with the correct vocabulary term.

vice avail uncongenial embellish curt hansom
grievance commerce league ingenious benefactor vex
ennui tenacious conundrums deductive reasoning

1. _____ is the use of observation (seeing) and logic to make decisions about the world around you.
2. To _____ something is to add to it.
3. A(n) _____ is a group of people who get together for a common interest, or purpose.
4. A(n) _____ is a bad habit.
5. A(n) _____ is a person who helps others, usually by giving them money.
6. _____ means to help.
7. To be _____ is to be rude and abrupt.
8. A(n) _____ is a reason for complaining, or a complaint.
9. _____ means unfriendly, or unwelcoming.
10. _____ means business; a place of buying and selling.
11. To _____ someone is to upset or annoy them; to disturb or trouble them.
12. _____ are puzzles, or mystery.
13. A(n) _____ is a two-wheeled carriage pulled by a horse.
14. To be _____ is to hold firmly to something.
15. To be _____ is to be brilliant or a genius.
16. _____ is boredom.

Appendix H, page 1
Answer Keys for Teachers

Appendix I, Student Notebook Lesson One Notes

- | | |
|----------------|-----------------------------|
| 1. significant | 4. clues |
| 2. detective | 5. suspects |
| 3. criminal | 6. reasonable and possible. |

Appendix D, Assessment for Lesson One's Vocabulary

- | | |
|-------------------------|------------------------|
| 1. snuff | 5. chagrin |
| 2. stout, portly, obese | 6. florid-faced |
| 3. recommence | 7. deductive reasoning |
| 4. frayed | 8. embellish |

Appendix F, Vocabulary Assessment for Lesson One-Three

1. C
2. J
3. A
4. B
5. K
6. E
7. D
8. I
9. H
10. G
11. F

Appendix G, Final Exam

Fill in the Blanks:

1. Mr. Jones
2. Sherlock Homes
3. Mr. Jabez Wilson
4. Sherlock Holmes
5. Vincent Spaulding
6. John Clay
7. Sherlock Holmes
8. Mr. Merryweather
9. Mr. Jones
10. Mr. Jabez Wilson
11. John Clay or Vincent Spaulding

Appendix H, page 2
Answer Keys for Teachers

Fill in the Blanks:

12. Mr. Merryweather
13. Dr. Watson
14. Vincent Spaulding or John Clay

Short Answers:

15. one of his hands was larger than the other
16. his fish tattoo and/or the Chinese coin on his watch chain
17. so Sherlock could see Vincent Spaulding and/or to see what else was around the pawnshop
18. he wanted to see if the ground was hollow, to see where the cellar went to
19. to help out men with red hair
20. to get Jabez Wilson out of the way so they could dig the tunnel
21. Vincent Spaulding or John Clay or William Morris or Duncan Ross or Archie (all are true)
22. he was supposed to copy out the encyclopedia
23. because the tunnel was finished
24. he really wanted to be the person to get the job and/or he didn't care how much money he made because he was going to rob the bank
25. no
26. Answers will vary. Be sure that students can justify their response.

Vocabulary:

1. deductive reasoning
2. embellish
3. league
4. vice
5. benefactor
6. avail
7. curt
8. grievance
9. uncongenial
10. commerce
11. vex
12. conundrums
13. hansom
14. tenacious
15. ingenious
16. ennui

Appendix I, page 1
Student Notebook



“The Red- Headed League”
By Sir Arthur Conan Doyle

Featuring: Sherlock Holmes

This Student Notebook Belongs to:

Appendix I, page 2
Student Notebook

Notes on Classic Detective/Mystery Stories:

The six standards (guidelines) most good detective stories follow are:

1. The crime must be _____, or important.

2. The _____ must be memorable. He or she usually has several distinct characteristics that make a reader want to know and read more about him or her.

3. The _____ must be a worthy opponent. Detective stories are more satisfying when they involve both an interesting criminal and crime solver. Catching someone because he or she made a careless, unthinking action is not as interesting as it would be if the criminal has a well thought out plan that you are able to unravel.

4. The _____, or pieces of the puzzle must be made available to the reader. To find out later that important information has been left out for the reader on purpose just to keep them from figuring out the mystery is unsatisfying.

5. The _____ must appear early in the story. Even if they are not obviously mentioned as a suspicious person, they must be presented as a character in the story. It is not good to have the culprit be some random stranger that no one reading the story has even heard of.

6. The solution must be _____ and _____. Having a solution that could not possibly occur leaved a reader dissatisfied.

Appendix I, page 3
Student Notebook

Vocabulary for Lesson One

1. **Deductive reasoning** _____

2. **Stout, portly or obese** _____

3. **Florid-faced** _____

4. To **embellish** something is to add to it. For example, if you embellish a story you may make it seem more interesting than it truly is.

5. _____ **recommence** _____

6. **Frayed** _____

7. **Chagrin** _____

8. **Snuff** _____

Vocabulary for Lesson Two

1. _____ **league** _____

2. _____ **Freemason** _____

3. _____ **bequest** _____

Appendix I, page 4
Student Notebook

4. **Nominal** _____

5. **Ejaculated** _____

6. **Pawnbrokers** are people who loan money to others for a fee. The person who wants the money leaves something of value with the pawnbroker. He or she has a chance to buy his or her item back for the amount of money the pawnbroker gave them, plus more money for interest. If the person does not come in the time given to buy back his or her item, then the pawnbroker gets to keep it and sell it to someone else for more money.

7. _____ **vice** _____

8. _____ **widower** _____

Vocabulary for Lesson Three

1. **Vacancies** _____

2. **Trustees** _____

3. _____ **berth** _____

4. _____ **dejected** _____

5. _____ **perceive** _____

6. _____ **deceived** _____

7. **Cobbler's wax** is another term for shoe polish. In this story they mention it because they claim that some people have tried to change their hair color by putting red shoe polish on it so that they could join The Red-Headed League.

8. **Pensioners** _____

Appendix I, page 5
Student Notebook

9. _____ **benefactor** _____
10. **Propagation** _____
11. **Avail** _____
12. _____ **billet** _____
13. Both **hoax** and **fraud** mean a trick, or an attempt to fool a person.
14. **Sovereigns** _____
15. **Foolscap paper** _____

Vocabulary for Lesson Four

1. _____ **curt** _____
2. **Rueful** _____
3. _____ **solicitor** _____
4. **Premises** _____
5. If we say that something is grave or **graver**, we mean that it is serious, or more serious.
6. _____ **grievance** _____
7. _____ **endeavor** _____
8. **Pounds** _____
9. _____ **introspective** _____
-

Appendix I, page 6
Student Notebook

Notes on the Characters

Write your observations about each person as you read the story. Add material as requested by your teacher as needed. Use these notes to help you study for the Final Exam.

Sherlock Holmes

Dr. Watson

Jabez Wilson

Appendix I, page 7
Student Notebook

Vincent Spaulding

Duncan Ross

Mr. Jones

Mr. Merryweather

Appendix I, page 9
Student Notebook

*Be sure that you understand all the words and what they mean!
If not, the story will not make any sense.*

Vocabulary for Lesson Five

1. When somewhere is described as **shabby-genteel**, it means that it once was a rather nice, respectable place that has become run-down and worn.
2. **Uncongenial** means unfriendly, or unwelcoming.
3. The **Underground** is an English subway, or underground train.
4. **Arteries** are major streets that are part of a network of smaller streets.
5. **Commerce** means business; a place of buying and selling.
6. To **vex** someone is to upset or annoy them; to disturb or trouble them.
7. **Conundrums** are puzzles, or mystery.
8. **Languid** and **languor** both mean weak, or uninterested; to appear listless or without much spirit.
9. **Keen-witted** means to be very smart and a quick thinker.
10. **Intuition** is a sense of something, an impression; an instinctive knowing of something.
11. To look **askance** at someone to look at them with suspicion.
12. A **revolver** is a handgun.
13. To be **dense** is to be slow to understand what is going on around you.
14. If something is **ominous**, it is threatening.
15. A **nocturnal expedition** is an outing at night.

Vocabulary for Lesson Six

1. A **hansom** is a two-wheeled carriage pulled by a horse.
2. A **rubber** was a gambling game played in the time period of this story.
3. To be **tenacious** is to hold firmly to something.
4. A **thoroughfare** is a street.
5. A **formidable** opponent is someone who is hard to beat.
6. To be **imperiled** is to be in danger.
7. To be **sufficed** is to be sufficient, or to meet the needs of something.
8. **Glass** as used in this story is a magnifying glass with which Sherlock will look closer at evidence to see smaller details that might otherwise be overlooked because they might be too small to see with just one's eyes.

(Keep on going!)

Student Notebook

9. **Misgivings** are doubts.
10. **Partie carrée** is small, secretive gathering.
11. **Compunction** means a strong uneasiness caused by a sense of guilt; to be unsure because you think something is wrong.
12. **Acute** in this story is used to mean sensitive; ready to react quickly.
13. **Lurid** means glowing or shining like fire.
14. **Writhing** is moving with some difficulty, like squeezing through a tight spot.
15. If something is **protruded**, it means it stuck out; your nose protrudes from your face.
16. An **aperture** is an opening.
17. **Skirts** are used in this part of the story to mean the coattails, or fabric that hangs at the end of a man's coat.
18. A **hunting crop** is a small whip.
19. **Blandly** means that something is uninteresting or dull.
20. **Derbies** and **bracelets** are handcuffs.

Vocabulary for Lesson Seven

1. _____ **ingenious** _____
2. _____ **rogue** _____
3. _____ **expenditure** _____
4. **Abutted** _____
5. **Unfeigned** _____
6. **Ennui** _____