



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	ENGLISH LITERATURE
Class/ Section	YEAR 8
Week	4
Work sent to students by	Google classroom
Total number of lessons per week	4
Unit/Topic	PROSE: THE RED – HEADED LEAGUE (Lessons 1 to 4)
Key Vocabulary	THE RED – HEADED LEAGUE florid-faced chronicle humdrum embellish proposition singular dissolved advertisement relish conundrum
Lesson 1	<u>Specific Learning objectives</u> <ul style="list-style-type: none">➤ Identify the main event➤ Close reading of the text to understand interaction between Sherlock Holmes and Dr. Watson➤ Explore characterisation of Sherlock Holmes as an investigator➤ Explore the text to understand the difference between Holmes' and Dr Watson's skills at deduction➤ Understand plot development through events and characters➤ Read closely and with understanding Mr. Wilson's narration of the story: new job and its requirements➤ Explore character and plot development

Success Criteria

- infer and deduce information about Mr. Wilson
- express understanding of interaction between Sherlock Holmes and Dr. Watson
- Understand the nature of Mr Wilson’s new job

Specific Intended Learning Outcomes

- *Have a clear understanding of the story opening which focuses on introduction to Mr. Wilson, Sherlock Holmes and Dr Watson, the narrator*
- *Deduce and interpret information about key events, characters’ behaviour and interaction*
- *Express my feelings and views about the key characters: Holmes, Wilson and Dr. Watson*

Tasks

**Assessment Criteria/
Essential questions**

Resources

**SOFT COPY OF THE
TEXT IS PROVIDED.**

Lesson 1

REFER TO pages 1 - 6 of the Text.

GROUP WORK: Answer the following questions by including relevant textual evidence.

Group 1

- Q1. Find details about Mr. Wilson.
- Q2. Why is Holmes interested in Mr. Wilson’s case?
- Q3. How would you describe the relationship between Dr. Watson and Sherlock Holmes?
- Q4. What have you understood about Holmes’ approach to investigation?

Group 2

- Q5. What do Sherlock Holmes and Dr Watson deduce about Mr. Wilson?
- Q6. How does Sherlock Holmes explain his deductions about Mr. Wilson?
- Q7. List the details of the Advertisement.
- Q8. Who is Vincent Spaulding? Describe him.

Group 3

- Q9. Why does Mr. Wilson hire Vincent Spaulding? What does this tell us about Mr. Wilson?
- Q10. Who is Mr. Duncan Ross?
- Q11. Why does he try to pull Mr. Wilson’s hair?
- Q12. What is the nature of the job offered to Mr. Wilson?

Group 4

- Q13. Why did Mr. Wilson have doubts about the job offered to him? How does he resolve them?
- Q14. Explain the significance of this date: *October 9, 1890.*
- Q15. Why was Mr Wilson upset?
- Q16. Why does Sherlock Holmes go to Saxe – Coburg

Square?

Each group presents its answers. Teacher gives feedback. Responses are shared in GC as reference points for students.

HOMEWORK:

1. Read pages 7 – 11

Match the parts to make complete sentences. Rewrite the sentences in the space provided. One example has been done for you.

Part 1	Part 2	Complete sentence
Jabez Wilson, a London <u>pawn broker</u> ,	both Holmes and Watson notice his <u>red hair</u> , which has a distinct flame-like hue.	Jabez Wilson, a London <u>pawnbroker</u> , comes to consult Sherlock Holmes and Doctor Watson.
While studying this prospective client,	comes to consult Sherlock Holmes and Doctor Watson.	
Wilson tells them that some weeks before, his young assistant, Vincent Spaulding,	struggling.	
The next morning, Wilson had waited in a long line of fellow red-headed men, was interviewed and was the only applicant hired,	because none of the other applicants qualified; their red hair was either too dark or too bright, and did not match Wilson's unique flame colour.	
Wilson tells Holmes that his business has been	whereupon he was made to copy the <u>Encyclopædia Britannica</u> .	
The work was obviously useless clerical work in a bare office, only performed for	urged him to respond to a newspaper want-ad offering highly-paid work to only	

	nominal compliance with a <u>will</u> ,	red-headed male applicants.	
	Wilson learned much about the subjects starting with the "A" section and	he was able to vacate his shop for short periods in the afternoon, receiving £4 a week for several weeks (equal to £440/week today).	
	Since his pawn shop did most of its business in the evenings,	looked forward to getting into the "B" section.	
	One morning,	a sign on the locked office door inexplicably announced that "THE RED-HEADED LEAGUE IS DISSOLVED" —Oct. 9, 1890."	

2.

<p>Lesson 2</p>	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> • Read, infer and deduce key events • Discuss the structure of the story • Interpret significance of characters, events and setting <p><u>Success Criteria</u></p> <p><u>I can</u></p> <ul style="list-style-type: none"> - Select relevant textual evidence to support answers <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Understand the rising action, climax and resolution of the story. <p>GROUP WORK:</p> <p>Group 1</p>
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Tasks

Assessment Criteria for Homework

Resource: Soft copy of text provided.

Q1. Why does Dr. Watson say that Holmes had a ‘dual nature’?

Q2. Select a quote from the text that support the views shared in the following short extract:

I had the hint from Holmes that this smooth-faced pawnbroker’s assistant was a formidable man—a man who might play a deep game. I tried to puzzle it out, but gave it up in despair and set the matter aside until night should bring an explanation.

Q3. Holmes reveals the true identity of Vincent Spaulding. What is his real name and why is he so infamous?

Q4. Where does Mr. Merryweather take the team of investigators?

Q5. What is the French Gold?

Group 2:

Q1. Create a story mountain of the structure of the story with reference to the whole story.

INTRODUCTION:

RISING ACTION:

CLIMAX:

FALLING ACTION:

RESOLUTION:

Q2. Read the characteristics below and write the name of the corresponding character in the line.

1. Friendly, good listener and supportive:
2. Good observer, tall and slim, very clever:
3. Red – headed, fat, naïve:
4. Clever, small and moved quickly, pierced ears:
5. Red – haired, small, a pensioner of the the Red – Headed League:
6. Interested in photography, a white splash of acid upon the forehead, no hair on the face:
7. A long, thin, sad – faced man:
8. A murderer, thief, forger:

Q3. How is John clay captured? Provide details.

Q4. In the end, Holmes explains how he was able to solve the case. Make a flowchart on what he did to unravel the case.

EACH GROUP SHARES ITS RESPONSES.

Plenary: Whole class discussion of responses and recap of key points.

HOMEWORK: READ the story well to be prepared for a Class Work Assignment in the next Lesson.

Lesson 3

Specific Learning objective

Understand the theme of fraudulence as presented in the story The Red – Headed League

Success Criteria

I can express my views and support them with relevant textual details, **incomplete**

Specific Intended Learning Outcome

- Maintain a critical style and develop an informed personal response to **theme, events, character’s interactions**
- Use textual references, including quotations, to support and illustrate interpretations **of theme**

Teacher’s copy

CLASSWORK: (20 minutes)

Name: _____ Class/Section: Yr.8 _____

INSTRUCTION:

- **Write your name, class and section.**
- **Write the answer on A4 paper. Camscan and upload as PDF.**

Q. Explore how the theme of fraudulence is presented in the story “The Red – Headed League”.

In your response, you should consider

- **what fraudulence means**
- **the motive**
- **characters involved : what they do and say**
- **key events**

Total for question 1 = 20 marks (includes 4 marks for the range of appropriate vocabulary and sentences structures, and accurate use of spelling and punctuation.)

Marking Criteria: AO1

- **Sustained use of critical style**
- **Interpretation of ideas, events and characters**
- **Expressing informed personal responses supported by textual references/quotations**

Tasks

**Assessment Criteria/
Essential questions**

A01

- Read, understand and respond to texts.
- Maintain a critical style and develop an informed personal response.

Use textual references, including quotations, to support and illustrate interpretations

Resources

Soft copy of Text provided.

Lesson 4

Specific Learning Objective

- **Recount a specific event, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea within a story.**

Success Criteria

- **To stay in role and speak from character’s point of view**

Specific Intended Learning Outcome:

To understand character motives, background, feeling, personality, and relationship to others.

To speak with confidence in class, ask and respond suitably to questions .

Tasks

**Assessment Criteria/
Essential questions**

- **AO8: Listen and respond appropriately to questions**

Resources

Soft copy of Text provided.

HOT SEAT A CHARACTER

Activity:

- **Students are put in 3 groups.**
- **Each group will represent one of the three stories. For example:
Group 1 – The Speckled Band
Group 2 – A Scandal in Bohemia
Group 3 – The Red – Headed League**
- **10 minutes given to each group to be prepared with the details of characters specific to the story assigned to them.**
- **Each group can ask three questions at a time to the character in the HOT SEAT.**
- **At the end of the questioning, the next Group gets the turn to be in the Hot Seat.**
- **This will continue till all students have got a chance to be a HOT – SEAT character**

Students share opinions about the activity.

WWW (What Went Well)	
EBI (Even Better If)	