

**WEEK 8    STUDY PLAN - DISTANCE LEARNING**

**Class and Section: YEAR 8 E**

**Name of Teacher: Merlin Annamma Philip**

**Subject: English Literature**

**Week 8 : 10<sup>th</sup> May, 2020– 14<sup>th</sup> May, 2020    No. of lessons - 4**

**Student's access to Work: Work sent to students through Class Group g mail / Google Classroom**

**Topic: Prose: The Red – Headed League from *The Adventures of Sherlock Holmes* by Arthur Conan Doyle**

**LEARNING OUTCOMES:**

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- The lessons of the week encourage critical thinking. Students learn to explore how writer's of narrative texts use setting, characters, events, literary techniques in a story to engage the readers.
- The discussions, asking and answering questions enable students to expand their own thinking , express personal response in formal language orally.
- The shared reading, text analysis of ideas, events, themes, techniques of language, literary and narrative structure leads students smoothly into the independent analytical writing process. Interpreting and reflecting on characters' experiences develops empathy
- Note-making supports review and reflection of key points, narrative techniques,

**RESOURCE: The Red – Headed League**

Zoom 1: *The Red – Headed League* (pages 45 to 46)

Zoom 2: Pre – reading: *The Red – Headed League* (pages 47 to 52)

Google Classroom: Close reading of the story to find relevant information to complete the given Activities

DATE	ACTIVITY - CLOSE READING OF ‘The Engineer’s Thumb’ & RESPONSE TO QUESTIONS
WEEK 8	10 <sup>th</sup> May 2020 – 14 <sup>th</sup> May, 2020
10 <sup>th</sup> May, 2020  8E Sunday 1 lesson ( 5 <sup>th</sup> Period)	<p><u>Lesson 1 - <a href="#">Zoom lesson 1</a></u></p> <p><b><u>LEARNING OUTCOME:</u></b> <i>To have a clear understanding of the story opening which focuses on introduction to Mr. Wilson, Sherlock Holmes and Dr Watson, the narrator</i></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"><li>➤ Identify the main event</li><li>➤ Close reading of the text to understand interaction between Sherlock Holmes and Dr. Watson</li><li>➤ Explore characterisation of Sherlock Holmes as an investigator</li></ul> <p><b><u>Success Criteria:</u></b> - I can</p> <ul style="list-style-type: none"><li>• infer and deduce information about Mr. Wilson</li><li>• express my understanding of interaction between Sherlock Holmes and Dr. Watson</li><li>• select key textual details</li></ul> <p><b><u>Reading Reference:</u></b> <i><u><a href="#">The Red – Headed League</a></u> (page 45 – first paragraph to “ ‘ Your cases have indeed been of the greatest interest to me,’ I observed.”)</i></p>

**Student Activity 1 :**

- Loud reading of the story *The Red – Headed League* (page 45 first paragraph - “ ‘ *Your cases have indeed been of the greatest interest to me, I observed.*”)
- Make notes of teacher’s explanation and class discussions in your notebook
- Your notes will help you to answer questions in Google classroom

**Teaching Activity 1: Explanation and Class discussion**

- Discuss the title. Gather predictions.
- (Students can make a note of their ideas and assumptions; consider the meaning of the word League; if they have come across this word before)
- Teacher explains the key details / events / characters / interaction presented in the story opening.
- Focus on description of Sherlock Holmes’ visitor – Mr Wilson  
(a very stout, florid – faced, elderly gentleman, with fiery red hair; small, fat encircled eyes)
- The unique manner in which the friendship / comradeship between Sherlock Holmes and Dr Watson is established at the very start of the story  
(a feature common to most stories in *The Adventures of Sherlock Holmes*)
- Discuss the possibility of a connection between the story title and the reference to the fiery red hair of Mr Wilson.

**Teacher clarifies doubts.**

**Teaching Activity 2: Reading Reference: *The Red – Headed League* (page 45 ‘ You will remember that I remarked**

*the other day.... Page 46 ‘ ....to read the indications which might be presented by his dress or appearance.’ )*

- Loud reading by the Teacher
- Detailed explanation of the ideas conveyed through characters, events/incidents, setting and foreshadowing

\*That this was the most singular, strangest and unique case Holmes has come across so far

\* Clues to mysteries are hidden in the everyday ,mundane life of common man

\* It is always the smaller crimes that contain the strangest and most unique events

\*Holmes requests Mr. Wilson to repeat his narrative as Holmes does not want to miss out on any of the details.

\* Holmes admits that the facts are quite unique.

\* Holmes is an ardent believer of the significance of facts in his deductions and the solving of mysteries

\* Writer employs the technique of FORESHADOWING – Refer to points 2 and 3 above; an indication for the inquisitive reader to stay focused on every minute detail or bit of information. Nothing is to be taken lightly.

\* Mr. Wilson is filled with pride and self – importance because Holmes wants him to retell his story remarking that he is ‘*anxious to have every possible detail from your lips*’.

\* Mr. Wilson pulls out a dirty and wrinkled newspaper from the inside pocket of his greatcoat. Probably, with the intention of showing it to Holmes.

**Teaching Activity 3: PLENARY** (pages 45 and 46)

Q1. Find details describing Mr. Wilson. (a very stout, florid – faced, elderly gentleman, with fiery red hair; small, fat encircled eyes, portly)

Q2. Why is Holmes interested in Mr. Wilsons’s case? This was the most singular, strangest and unique case Holmes has

come across so far

\* Clues to mysteries are hidden in the everyday ,mundane life of common man

\* It is always the smaller crimes that contain the strangest and most unique events

\*Holmes requests Mr. Wilson to repeat his narrative as Holmes does not want to miss out on any of the details.

\* Holmes admits that the facts are quite unique.

Q3. How would you describe the relationship between Dr. Watson and Sherlock Holmes?

\*Holmes prefers Watson's presence while solving cases \* With Watson, Holmes is very expressive about his investigation techniques

Q4. What have you understood about Holmes' approach to investigation?

\*Based on facts \* keen observations \* takes into account every minute detail \* pays attention to details

**Teacher summarises the key points of the explanation and class discussion**

**PRE – READING FOR ZOOM LESSON 2**

**The Red – Headed League (pages 46 last paragraph - page 48 The Advertisement.)**

<p>11<sup>th</sup> May, 2020,</p> <p>8E Monday 1 lesson ( 1<sup>st</sup> Period)</p>	<p>Lesson 2 - <a href="#">Zoom lesson 2</a></p> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p>Recognize Mr. Wilson as a key character in the story <i>The Red – Headed League</i></p> <p>Understand how the plot begins to develop in the story <i>The Red – Headed League</i></p> <p>Form a clear idea of how the author brings out the difference in the deduction skills of Holmes and Dr Watson</p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>➤ Explore the text to understand the difference between Holmes’ and Dr Watson’s skills at deduction</li> <li>➤ Understand plot development through events and characters</li> </ul> <p><b><u>Success Criteria:</u></b> - I can</p> <ul style="list-style-type: none"> <li>• deduce information about key events, characters’ behaviour and interaction</li> <li>• express my feelings and views about the key characters: Holmes, Wilson and Dr. Watson</li> </ul> <p><b><u>Reading Reference:</u></b> <i><a href="#">The Red – Headed League (page 46 – last paragraph to page 48 the Advertisement )</a></i></p> <p><b><u>Student Task 1</u></b> - Revise your notes of the events, characters of zoom lesson 1 <b><u>in your Notebook</u></b></p> <p><b><u>Student Task 2:</u></b></p>

- write notes in your NOTEBOOK when the teacher is explaining and clearing the doubts
- [Your notes will help you to answer questions in Google classroom](#)

### **Teaching Activity 1:**

- ☀ Loud reading of the story, ‘*The Red – Headed League*’ (page 46 – last paragraph to page 48 [the Advertisement](#))
- ☀ Explanation and Class discussion

### **Areas of Focus:**

**Information about Mr Wilson from Dr Watson’s perspective** (Our visitor bore every mark of being an average commonplace British tradesman, obese, pompous, and slow. He wore rather baggy grey shepherd’s check trousers, a not over-clean black frock-coat, unbuttoned in the front, and a drab waistcoat with a heavy brassy Albert chain, and a square pierced bit of metal dangling down as an ornament. A frayed top-hat and a faded brown overcoat with a wrinkled velvet collar lay upon a chair beside him. Altogether, look as I would, there was nothing remarkable about the man save his blazing red head, and the expression of extreme chagrin and discontent upon his features.)

### **Information about Mr Wilson from Holmes’ skilfulness in deduction through close observation.**

(“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.”)

### **The Newspaper Advertisement**

(“To the Red-headed League: On account of the bequest of the late Ezekiah Hopkins, of Lebanon, Pennsylvania, U. S. A., there is now another vacancy open which entitles a member of the League to a salary of £4 a week for purely nominal services. All red-headed men who are sound in body and mind and above the age of twenty-one years, are eligible. Apply in person on Monday, at eleven o’clock, to Duncan Ross, at the offices of the League, 7 Pope’s Court, Fleet Street.” )

### **Teaching Activity 2 :**

☀ Loud reading of the story, ‘*The Red – Headed League*’ (page 48 the Advertisement to page 49 ‘...if we do nothing more’.)

☀ Explanation and Class discussion

**PLENARY:**

Oral mind – map of key characteristics of Holmes, Dr Watson and Mr Wilson.

Teacher summarises the key points of the explanation and class discussion

**Teacher will guide students about the work set for GOOGLE CLASSROOM 1**

**Pre – reading for Google Classroom 1 –**

**The Red – Headed League ( Beginning to page 52 – *A groan of disappointment came up from below, and the folk all trooped away in different directions, until there was not a red head to be seen except my own and that of the manager.*)**



<p>11<sup>th</sup> May, 2020,  8E  Monday 1 lesson ( 2<sup>nd</sup> Period</p>	<p><b>Lesson 3</b> <a href="#">Google classroom 1</a></p> <p><b><u>LEARNING OUTCOME:</u> Find relevant information to complete the Activities</b></p> <p><b><u>Learning Objectives:</u></b> Infer and deduce details in <i>The Red Headed League</i> that illustrate the characters using imagery</p> <p><b><u>Success Criteria:</u> - I can</b> infer and deduce key details about characters</p> <p><b><u>Activity 1:</u></b>  <b><u>Pages 45 to 46</u></b></p> <p><b>1.Consider the several descriptions of Mr Wilson. Select suitable vocabulary from the text to match the meanings given below.</b></p> <table border="1" data-bbox="394 998 1934 1404"> <thead> <tr> <th data-bbox="394 998 1215 1036">Meaning</th> <th data-bbox="1215 998 1934 1036">Word</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 1036 1215 1149">grossly fat or overweight</td> <td data-bbox="1215 1036 1934 1149">___ b ___ e</td> </tr> <tr> <td data-bbox="394 1149 1215 1263">Self - important</td> <td data-bbox="1215 1149 1934 1263">___ o ___ p ___</td> </tr> <tr> <td data-bbox="394 1263 1215 1333">rather fat or of heavy build</td> <td data-bbox="1215 1263 1934 1333">___ o ___</td> </tr> <tr> <td data-bbox="394 1333 1215 1404">a flushed complexion</td> <td data-bbox="1215 1333 1934 1404">___ r ___ d - f ___ c ___ e</td> </tr> </tbody> </table>	Meaning	Word	grossly fat or overweight	___ b ___ e	Self - important	___ o ___ p ___	rather fat or of heavy build	___ o ___	a flushed complexion	___ r ___ d - f ___ c ___ e
Meaning	Word										
grossly fat or overweight	___ b ___ e										
Self - important	___ o ___ p ___										
rather fat or of heavy build	___ o ___										
a flushed complexion	___ r ___ d - f ___ c ___ e										

annoyance or distress at having failed or been humiliated.

\_\_\_\_\_ a \_\_\_\_\_ r \_\_\_\_\_ n

**Activity 2:**

**Pages 47 to 48**

What 5 details does Sherlock Holmes discover about Mr Wilson at first sight? List them in the table given below. You should also explain how Holmes arrives at these conclusions.

<b><u>What Holmes finds out about Mr Wilson</u></b>	<b><u>How Holmes arrives at these conclusions</u></b>

**Activity 3:**

**Pages 49 to 52**

**Fill in the blanks:**

1. The salary offered in the Advertisement for red – headed men was \_\_\_\_\_ pounds a week.

2. The Advertisement came in the \_\_\_\_\_ of \_\_\_\_\_ April \_\_\_\_\_.

3. Jabez Wilson had a small \_\_\_\_\_ business at Coburg Square, near the City.

	<p>4. _____ was Wilson’s assistant.</p> <p>5. Wilson’s assistant had a passion for _____.</p> <p>6. A _____ of fourteen also stayed with Wilson.</p> <p>7. The Red- - Headed League was founded by _____ who was an _____.</p> <p>8. Whoever applies for the post should have _____, _____, _____ hair.</p> <p>9. Wilson is selected for the post by _____.</p>
<p>14<sup>th</sup> May, 2020,</p> <p>8E Thursday 1 lesson ( 2nd Period)</p>	<p><b>LESSON 4    <i>Asynchronous lesson</i></b></p> <p><b><u>LEARNING OUTCOME:</u> Express own viewpoints and impressions about the key event/s and characters</b></p> <p><b><u>Learning Objectives:</u> Read the story <i>The Red – Headed League</i> (pages 45 – 52)</b></p> <p><b><u>Success Criteria:</u> - I can</b></p> <ul style="list-style-type: none"> <li>• Interpret information about key events, characters</li> <li>• Justify own views and impressions with relevant textual details</li> </ul> <p><b>Task:</b> Create a PPT / prepare a mind map / write about your impressions of</p> <ol style="list-style-type: none"> <li>1. Mr. Wilson’s appearance</li> <li>2. The Advertisement details and how strange it appeared</li> </ol>

