

WEEK 9 STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 E

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 9 : 17th May, 2020– 21st 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

Old Text (page 52 – ‘ “ My name,” said he, “ is Mr Duncan Ross, …….’ **To**
page 57 - ‘Today is Saturday, and I hope that by Monday we amy come to a conclusion.’)

New Text (page 34 - ‘ “ My name,” said he, “ is Mr Duncan Ross, …….’ **To**
page 39 - ‘Today is Saturday, and I hope that by Monday we amy come to a conclusion.’)

Zoom 2: Pre – reading: The Red – Headed League

Old Text (page 57 – ‘ ‘ Well, Watson,’ said Holmes, when our visitor had left us, ‘ what do you make of it all?’ **To**
page 61 – ‘ ‘ I tried to puzzle it out, but gave it up in despair, and set the matter aside until night should bring an explanation)

New Text (page 39 - ‘ ‘ Well, Watson,’ said Holmes, when our visitor had left us, ‘ what do you make of it all?’ **To**
page 43 - ‘ ‘ I tried to puzzle it out, but gave it up in despair, and set the matter aside until night should bring an explanation)

Google Classroom: Pre – reading to be done before GC Session

Old Text (page 61– It was a quarter past nine when I started from home and made my way across the Park **To**
page 68 - end of the story)

New Text (page 44 - It was a quarter past nine when I started from home and made my way across the Park **To**
page 51 - end of the story)

Asynchronous: Homework

Date of submission: Next Week : Zoom Lesson 1

DATE	ACTIVITY - CLOSE READING OF 'The Engineer's Thumb' & RESPONSE TO QUESTIONS
WEEK 8	17 th May 2020 – 21 st May, 2020
<p>17th May, 2020</p> <p>8E Sunday 1 lesson (5th Period)</p>	<p><u>Lesson 1 - Zoom lesson 1</u></p> <p>Reading Reference:</p> <p><i>Old Text (page 52 – ‘ “ My name,” said he, “ is Mr Duncan Ross, …….’ To page 57 - ‘Today is Saturday, and I hope that by Monday we may come to a conclusion.’)</i></p> <p><i>New Text (page 34 - ‘ “ My name,” said he, “ is Mr Duncan Ross, …….’ To page 39 - ‘Today is Saturday, and I hope that by Monday we may come to a conclusion.’)</i></p> <p><u>LEARNING OUTCOME:</u> To chart the details of Mr. Wilson’s experience in his new job</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> ➤ Read closely and with understanding Mr. Wilson’s narration of the story: new job and its requirements ➤ Explore character and plot development <p><u>Success Criteria:</u> - I can</p> <ul style="list-style-type: none"> • Deduce and infer information about Mr. Wilson’s experience in his new job • Interpret characters’ actions and thoughts • select evidence from the text to support my inference • Listen and respond to others’ views

- Make notes
- Clarify my doubts

Teaching Activity 1: Teacher explains the sequence of events, introduction to new characters, development of plot

Either Loud Reading by Teacher / Students or a detailed summary by Teacher

Student Activity 1 :

NOTEBOOK WORK: Make notes –

- ✓ Conditions of the new job.
- ✓ Mr. Wilson's apprehensions
- ✓ The key motivating factor that persuades Mr Wilson to take up the job. What does this tell us about him?
- ✓ Character of Duncan Ross
- ✓ Description of Vincent Spaulding
- **Make notes of Teacher's explanation and class discussions in your notebook**
- **[Your notes will help you to answer questions in Google classroom](#)**

PLENARY

- **Teacher summarises the key points of the explanation and class discussion**
- **Suggest ways in which Doyle sustains reader's interest. (Hints: Character / setting / event/ plot/ mystery)**
- **Why did Mr Wilson select Vincent Spaulding? What does this reveal about Mr Wilson?**

	<p>PRE – READING FOR ZOOM LESSON 2</p> <p><i>Old Text (page 57 – ‘ ‘ Well, Watson,’ said Holmes, when our visitor had left us, ‘ what do you make of it all?’ To</i></p> <p><i>page 61 – ‘ ‘ I tried to puzzle it out, but gave it up in despair, and set the matter aside until night should bring an explanation)</i></p> <p><i>New Text (page 39 - ‘ ‘ Well, Watson,’ said Holmes, when our visitor had left us, ‘ what do you make of it all?’ To</i></p> <p><i>page 43 - ‘ ‘ I tried to puzzle it out, but gave it up in despair, and set the matter aside until night should bring an explanation)</i></p>
<p>18th May, 2020,</p> <p>8E Monday 1 lesson (1st Period)</p>	<p>Lesson 2 - Zoom lesson 2</p> <p><u>LEARNING OUTCOMES:</u></p> <p>Understand Holmes’ manner of deduction</p> <p>Understand the contrast in settings brought about by the author</p> <p><u>Learning Objectives:</u></p> <p>Interpret the significance of Holmes’actions</p> <p>Explore the extract to find contrasting descriptions of the settings : Saxe Coburgh Square and the area behind it.</p> <p>Evaluating the differences between Wilson and Holmes and why these differences may have arisen.</p>

Success Criteria: I can

- Infer Holme’s actions
- Find significant details that highlight Holmes’ unique manner of deduction’
- Interpret setting with details about Saxe Coburgh Square and the area behind it
- Explain the stark contrast between the two locations

Reading Reference: *Old Text* (page 57 – ‘ ‘ Well, Watson,’ said Holmes, when our visitor had left us, ‘ what do you make of it all?’ **To**

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page 43 - ‘ ‘ I tried to puzzle it out, but gave it up in despair, and set the matter aside until night should bring an explanation)

Student Task 1 - Revise your notes of the events, characters of zoom Lesson 1 **in your Notebook**

Student Task 2:

- 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*’

 **Explanation and Class discussions**

Areas of Focus:

1. Fill in the table with textual details about the settings

Saxe – Coburgh Square	Urban London

2. Make an investigation trail for what Sherlock does and where he goes. (It is similar to making a flow chart.)

PLENARY:

- Teacher summarises the key points of the explanation and class discussion
- Explain the lines spoken by Holmes:
‘ ‘ As a rule, ‘ said Holmes, ‘ the more bizarre a thing is the less mysterious it proves to be.’
- Summarise Watson’s reflection on the events of the day

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

Pre – reading for Google Classroom 1 –

Old Text (page 61– It was a quarter past nine when I started from home and made my way across the Park **To**
page 68 - end of the story)

New Text (page 44 - It was a quarter past nine when I started from home and made my way across the Park **To**
page 51 - end of the story)

<p>18th May, 2020,</p> <p>8E</p> <p>Monday 1 lesson (2nd Period)</p>	<p>Lesson 3 Google classroom 1</p> <p><u>LEARNING OUTCOME:</u></p> <p>Gain greater confidence in completing the varied Activities related to the story <i>The Red – Headed League</i>.</p> <p>Read the text closely to find the right answers</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Close reading of <i>The Red – Headed League</i> • Infer and deduce key details <p><u>Success Criteria:</u> - I can</p> <ul style="list-style-type: none"> • recall key details regarding characters, events, setting • Interpret character, setting with evidence <p>Pre – reading to be done before GC Session</p> <p><i>Old Text (page 61– It was a quarter past nine when I started from home and made my way across the Park</i> To</p> <p><i>page 68 - end of the story)</i></p>

*New Text (page 44 - It was a quarter past nine when I started from home and made my way across the Park To
page 51 - end of the story)*

A] 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:

B] Match the parts to make complete sentences. Rewrite the sentences in the space provided:

Part 1	Part 2	Complete sentence
Jabez Wilson, a London <u>pawnbroker</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> ,
While studying this prospective client,	comes to consult Sherlock Holmes and Doctor Watson.	
Wilson tells them that some	struggling.	

weeks before, his young assistant, Vincent Spaulding,		
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 <i>Encyclopædia Britannica</i> .	
The work was obviously useless clerical work in a bare office, only performed for nominal compliance with a <u>will</u> ,	urged him to respond to a newspaper want-ad offering highly-paid work to only 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."	

C] Number the events in the correct sequence or order:

Back at Baker Street, Holmes explains to Watson how he solved the case, applauding Clay's creativity and regretting that such a mind has been wasted on crime. _____

Watson and Holmes laugh at Wilson because of the ridiculous situation, but Holmes assures him that by Monday they will solve the case. Wilson leaves after having given the detective a description of Spaulding; Holmes decides to go and see Spaulding, whom Holmes notices has dirty trouser knees. Holmes then taps on the pavement in front of Wilson's shop. With the case solved, he calls Police Inspector Jones and Mr. Merryweather, a director of the bank located next door. _____

The four hide themselves in the bank vault, waiting in the dark for over an hour until two men emerge from a tunnel cut into the vault's floor and are captured. They are John Clay, who has a long history of criminal activity already, and his helper Archie. Under the aliases of Spaulding and Ross, they had contrived the 'Red-Headed League' rigmorale to keep Wilson out of his shop while they dug a tunnel in the basement to reach the vault. Although paying Wilson £4 a week was expensive, it was a pittance compared to the shipment of gold coins they were planning to steal. _____

Wilson went to the landlord, who said that he had never heard of Duncan Ross, the person who managed the league office. The landlord did remember the tenant with scarlet hair and gives him a card which directs Wilson to an artificial knee company. Wilson concludes by expressing his frustration at losing the £4 a week. _____

D] Identify the SPEAKER and Explain in CONTEXT:

1. 'Our friend here is a wonderful man for starting a chase. All he wants is an old dog to help him to do the running down.'

SPEAKER:

CONTEXTUAL EXPLANATION:

2. ' I hope a wild goose chase may not prove to be the end of our chase.'

	<p>SPEAKER:</p> <p>CONTEXTUAL EXPLANATION:</p> <p>3. ‘ He is as brave as a bulldog, and as tenacious as a lobster if he gets his claws upon anyone.’</p> <p>SPEAKER:</p> <p>CONTEXTUAL EXPLANATION:</p> <p>4. ‘I beg that you will not touch me with your filthy hands.’</p> <p>SPEAKER:</p> <p>CONTEXTUAL EXPLANATION:</p>
<p>21st May, 2020,</p> <p>8E Thursday 1 lesson (2nd Period)</p>	<p>LESSON 4 <u>Asynchronous lesson Homework</u></p> <p><u>LEARNING OUTCOME:</u> Express understanding of context: events, characters</p> <p><u>Learning Objectives:</u></p> <p>Infer and deduce key details</p> <p>Support own views with textual evidence</p> <p><u>Success Criteria:</u> - I can use different reading strategies like close reading, skimming and scanning to locate key information for structuring my responses.</p> <p>Task: Read the following extract and answer the questions.</p>

“But how could you guess what the motive was?”

“Had there been women in the house, I should have suspected a mere vulgar intrigue. That, however, was out of the question. The man's business was a small one, and there was nothing in his house which could account for such elaborate preparations, and such an expenditure as they were at. It must then be something out of the house. What could it be? I thought of the assistant's fondness for photography, and his trick of vanishing into the cellar. The cellar! There was the end of this tangled clue. Then I made inquiries as to this mysterious assistant, and found that I had to deal with one of the coolest and most daring criminals in London. He was doing something in the cellar—something which took many hours a day for months on end. What could it be, once more? I could think of nothing save that he was running a tunnel to some other building.

“So far I had got when we went to visit the scene of action. I surprised you by beating upon the pavement with my stick. I was ascertaining whether the cellar stretched out in front or behind. It was not in front. Then I rang the bell, and, as I hoped, the assistant answered it. We have had some skirmishes, but we had never set eyes upon each other before. I hardly looked at his face. His knees were what I wished to see. You must yourself have remarked how worn, wrinkled, and stained they were. They spoke of those hours of burrowing. The only remaining point was what they were burrowing for. I walked round the corner, saw that the City and Suburban Bank abutted on our friend's premises, and felt that I had solved my problem. When you drove home after the concert I called upon Scotland Yard and upon the chairman of the bank directors, with the result that you have seen.”

“And how could you tell that they would make their attempt to-night?” I asked.

“Well, when they closed their League offices that was a sign that they cared no longer about Mr. Jabez Wilson's presence, in other words, that they had completed their tunnel. But it was essential that they should use it soon, as it might be discovered, or the bullion might be removed. Saturday would suit them better than any other day, as it would give them two days for their escape. For all these reasons I expected them to come to-night.”

NOTEBOOK WORK: Your Homework will be discussed in zoom lesson 1 next week

A] Provide detailed answers. Write in complete sentences.

Q1. Explain how the cellar becomes a point of high interest for Holmes.

Q2. How does Holmes discover the crime being planned? Did he make a wild guess or is there a method to his deductions? Explain.

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Lesson 1 - Zoom lesson 1

Reading Reference:

Old Text (page 52 – ‘ “ My name,” said he, “ is Mr Duncan Ross,’ **To**
page 57 - ‘Today is Saturday, and I hope that by Monday we may come to a conclusion.’)

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REFERENCE FOR TEACHER

- The reader is introduced to a new character: Mr. Duncan Ross.
- A common factor between Mr Wilson and Mr. Duncan Ross: blazing red hair
- Mr Ross wants to know if Mr Wilson has a family of his own. He appears to be disappointed when Mr Wilson answers in the negative. Mr Wilson is sure that he is not bound to get the job. However, to his surprise, He is selected because of his red hair!!! (The reader will be confused at this point: the idea that red hair has a value that could not be estimated!!)
- Mr Ross wants to know when Mr Wilson could take up his new duties.
- Mr Wilson informs him of his business.
- Vincent Spaulding interrupts the conversations. He appears to be very accommodating in that he convinces Mr Wilson that he is ready to look after the latter’s business.
- With everything in his favour, Mr Wilson had to agree.
- Job Conditions:
 1. Working Hours: 10:00 a.m. to 02:00 p.m.
 2. A weekly wage of 4 pounds
 3. Service rendered: Copy out the *Encyclopaedia Britannica*
 4. Must remain in the office or building till 2:00 p.m.
 5. Must not give any excuse of sickness, business or anything
 6. Must bring own writing materials: ink, pens, and blotting – paper

- Conflict: Inner conflict - Mr Wilson is doubtful about the job that he has accepted. Unsettling state of mind; perhaps has the intuition that things are not as transparent as they seem to be.
- Technique of foreshadowing: We find the key character reflecting upon his decision. Suggestive of universal human nature which always looks at the pros and cons in everything. Mr Wilson's mind wavers.
- Yet, in the morning, he decides to give it a try.
- Two months pass by.
- The job comes to an abrupt end.
- Sherlock Holmes and Watson are unable to control their laughter at the peculiar manner in which Mr Wilson narrated the entire set of events; his feelings of being exploited, the loss of the money that could have been his had he completed copying out the *Encyclopaedia Britannica*.
- Mr. Wilson goes to the landlord to find out about the fate of the Red – Headed League as well as Duncan Ross.
- He comes to know that there is no one by the name of Duncan Ross. It was, in fact, William Morris, a solicitor.
- Mr Wilson takes Morris' address from the landlord. Goes there to find a manufacturing unit instead of a home. Surprisingly, no one had ever heard of either Mr William Morris, or Mr Duncan Ross.
- Sherlock Holmes questions Mr Wilson about his assistant: Vincent Spaulding
- Holmes promises to conclude the case by Monday, that day being a Saturday.