

Booktrack Lesson Plan

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The Adventures of Sherlock Holmes

Episodic Dramas: Using Sound to Understand Story Structure & Genre

Target Age Group:

- High School Language Arts
- Grades 9-12

Objectives: *Students will...*

- Demonstrate reading comprehension
- Demonstrate understanding of literary structure and tone
- Write a sentence outline
- Use close textual analysis
- Practice digital literacy skills
- Enhance a text using sounds and music
- Practice interpersonal skills
- Practice presentation skills
- Practice verbal communication skills
- Publish writing for an audience
- Use digital tools to enhance writing
- Engage in the writing process

Common Core Standards:

- [CCSS.ELA-LITERACY.RL.9-10.1](#)
- [CCSS.ELA-LITERACY.RL.9-10.2](#)
- [CCSS.ELA-LITERACY.RL.9-10.3](#)
- [CCSS.ELA-LITERACY.RL.9-10.4](#)
- [CCSS.ELA-LITERACY.RL.9-10.5](#)
- [CCSS.ELA-LITERACY.RL.9-10.10](#)
- [CCSS.ELA-LITERACY.RL.11-12.1](#)
- [CCSS.ELA-LITERACY.RL.11-12.3](#)
- [CCSS.ELA-LITERACY.RL.11-12.9](#)
- [CCSS.ELA-LITERACY.RL.11-12.10](#)
- [CCSS.ELA-LITERACY.W.9-10.2](#)
- [CCSS.ELA-LITERACY.W.9-10.4](#)
- [CCSS.ELA-LITERACY.W.9-10.5](#)
- [CCSS.ELA-LITERACY.W.9-10.6](#)
- [CCSS.ELA-LITERACY.W.9-10.9](#)
- [CCSS.ELA-LITERACY.W.9-10.10](#)
- [CCSS.ELA-LITERACY.W.11-12.2](#)
- [CCSS.ELA-LITERACY.W.11-12.4](#)
- [CCSS.ELA-LITERACY.W.11-12.6](#)
- [CCSS.ELA-LITERACY.W.11-12.9](#)
- [CCSS.ELA-LITERACY.W.11-12.10](#)
- [CCSS.ELA-LITERACY.SL.9-10.1](#)

- [CCSS.ELA-LITERACY.SL.9-10.4](#)
- [CCSS.ELA-LITERACY.SL.9-10.5](#)
- [CCSS.ELA-LITERACY.SL.11-12.1](#)
- [CCSS.ELA-LITERACY.SL.11-12.4](#)
- [CCSS.ELA-LITERACY.SL.11-12.5](#)

Timeline:

- 3-6 class periods

Texts:

- *The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle
- Booktrack ID:
<http://booktrackclassroom.com/#/?booktrackId=ac97a782e1b242a587f9520b31f922f0>

Activities:

1. **Anticipatory Set:** Before reading
 - a. Have students make a list of the characteristics of detective stories. What characteristics are particular to this genre of literature as opposed to other genres?
Student responses may include...
 - i. Plot focuses on solving a significant mystery or crime
 - ii. The main character is an intelligent detective
 - iii. Other character types include sidekick, suspects, and villains
 - iv. Suspects presented early in the story
 - v. Villain is a worthy opponent
 - vi. Overt use of foreshadowing, red herrings, and suspense
 - vii. Clues continually presented to the reader
 - viii. Logical solution to the mystery
 - b. Share with students the list of the episodes in *The Adventures of Sherlock Holmes* and, based only on the title, make inferences and predictions about the plot and characters of each episode. What do the students think each episode listed below will focus on? Students should be allowed to look up any words they do not know.
The Booktrack text includes the following episodes:
 - i. Adventure I: A Scandal in Bohemia
 - ii. Adventure II: The Red-Headed League
 - iii. Adventure III: A Case of Identity
 - iv. Adventure IV: The Boscombe Valley Mystery
 - v. Adventure V: The Five Orange Pips
 - vi. Adventure VI: The Man with the Twisted Lip
 - vii. Adventure VII: The Blue Carbuncle

- viii. Adventure VIII: The Speckled Band
 - ix. Adventure IX: The Engineer's Thumb
 - x. Adventure X: The Noble Bachelor
 - xi. Adventure XI: The Beryl Coronet
 - xii. Adventure XII: The Copper Beeches
- c. Discuss the students' inferences and predictions.
2. **Direct Instruction:**
- a. Review the structure of The Adventures of Sherlock Holmes and discuss Doyle's writing style. Students should note that the novel is broken into self-contained episodes that include one story arc and memorable (but archetypal) characters for each episode. Doyle published each story in the *The Strand*, a literary magazine in Victorian England.
 - b. Break the class up into groups of about 2-3 students and assign one of the episodes listed above to each group. Students may also be given the option to choose their groups and episode.
 - c. Students are to read their assigned episode individually in Booktrack (or other provided text) and take notes on the plot, characters, and literary elements. Students should also make a note of important passages in the text. Students may read at home or in class.
3. **Guided Practice: After Reading**
- a. Review the format of a sentence outline.
 - b. Students are to confer with their other group members and compare notes, then create a master outline summarizing the plot, characters, and literary elements of the episode. Students should type up the group outline using Google Docs or Microsoft Word.
The master outline should include the following:
 - i. The title and setting of the episode
 - ii. A list of characters with 2-5 sentences that describe the character and his/her role in the episode
 - iii. An 8-15 sentence paragraph that summarized the plot of the episode
 - iv. Three significant passages from the episode and 3-5 sentence explanation of the significance of the passage.
 - c. Each group uploads the master outline to Booktrack and adds music and sound effects as applicable to solidify understanding of the episode. Students should choose sounds that appropriately reflect the tone and mood of the episode, connect to specific characters and events, and relate to the items identified on the outline.
4. **Assessment:**
- a. Students play their created Booktracks for the class and each group explains the rationale for sounds chosen for the outline. The teacher assesses the students using a scoring rubric (see below).
 - b. After all groups have presented, the class discusses the artistic choices the groups made for their outlines and note any commonalities. It is expected

that students will recognize a pattern to the sounds chosen and that the sounds should align with the elements of detective fiction. The notion of genre can be reinforced using detective fiction as an example.

- c. The students complete self-evaluation reflection (see below).
- d. OPTIONAL: After all groups have presented, students may choose to read the rest of the episodes from The Adventures of Sherlock Holmes.

Sample Outline:

TITLE OF EPISODE	
1. Setting	<ul style="list-style-type: none"> a. Location b. Time
2. Characters	<ul style="list-style-type: none"> a. Name: 2-5 sentences that describe the character and his/her role in the episode b. Name: 2-5 sentences that describe the character and his/her role in the episode c. Name: 2-5 sentences that describe the character and his/her role in the episode d. Name: 2-5 sentences that describe the character and his/her role in the episode e. Name: 2-5 sentences that describe the character and his/her role in the episode
3. Plot:	An 8-15 sentence paragraph that summarized the plot of the episode
4. Important Passages	<ul style="list-style-type: none"> a. Passage #1: 3-5 sentence explanation of the significance of the passage. b. Passage #2: 3-5 sentence explanation of the significance of the passage. c. Passage #3: 3-5 sentence explanation of the significance of the passage.

Scoring Rubric:

Requirements	Needs Improvement	Satisfactory	Outstanding
<i>Outline</i>	<ul style="list-style-type: none"> • Outline does not follow consistent outline format. • Outline lacks information and/or accuracy concerning the content of the episode. 	<ul style="list-style-type: none"> • Outline follows consistent outline format, but may have 1-3 minor errors. • Outline provides sufficient accurate information concerning the 	<ul style="list-style-type: none"> • Outline follows consistent outline format. • Outline provides exceptional information concerning the content of the

	<ul style="list-style-type: none"> • There are numerous spelling and grammar errors. 	<p>content of the episode.</p> <ul style="list-style-type: none"> • There are limited spelling and grammar errors. 	<p>episode.</p> <ul style="list-style-type: none"> • No spelling or grammar errors.
<i>Booktrack enhancements</i>	<ul style="list-style-type: none"> • No Booktrack enhancements. • Booktrack enhancements are inappropriate or do not align with the outline. 	<ul style="list-style-type: none"> • Some Booktrack enhancements present. • Includes ambient music and/or sound effects. • Demonstrates satisfactory use of Booktrack platform. 	<ul style="list-style-type: none"> • Varied Booktrack enhancements. • Includes music and sound effects. • Music and sound effects greatly enhance the outline. • Demonstrates masterful use of Booktrack platform.
<i>Group Presentation</i>	<ul style="list-style-type: none"> • One person speaks for the group. • Presentation lacks specific information. • No rationale given for sounds chosen. 	<ul style="list-style-type: none"> • All group members speak during the presentation. • Sufficient rationale provided for sounds chosen. 	<ul style="list-style-type: none"> • All group members speak in a dynamic manner. • Exceptional rationale provided for sounds chosen.
<i>Completion of tasks</i>	<ul style="list-style-type: none"> • Incomplete tasks. • Tasks are not completed on time. • Distracts other classmates. 	<ul style="list-style-type: none"> • Completes tasks as per directed. • Works okay with others. 	<ul style="list-style-type: none"> • Completes tasks ahead of schedule and/or with advanced proficiency. • Works well with others. • Helps struggling classmates.

Student-Writer(s) Self Reflection

Students are to answer the following questions reflecting on the activity.

5. What did you like best about working with your group?
6. What do you like least about working with your group?
7. What questions do you still have about detective fiction and/or outlining?
8. If you could back in time, what would you have done differently?

9. How do you think you scored on the entire assignment? Why?