The Hound of the Baskervilles – Historical background, analysis and creative work

Barbara Pelikan

Die Figur Sherlock Holmes ist bis heute noch, über 130 Jahre nach ihrer Erfindung durch Sir Arthur Conan Doyle, omnipräsent. Durch verschiedenste Verfilmungen und Serien ist der Detektiv auch jüngeren Generationen bekannt. Doch wie wurde Sherlock Holmes eigentlich in den Originalgeschichten von Doyle dargestellt? Was war besonders an Holmes? Was zeichnete die viktorianische Zeit aus? Und warum erfreut sich die Figur nach wie vor so großer Beliebtheit? Mit diesen und weiteren Fragen setzen sich die Lernenden in dieser Einheit miteinander. Anhand des Romans *The Hound of the Baskervilles* lernen die Schülerinnen und Schüler die Original-Romanfigur kennen. Die Erarbeitung der Geschichte und Figuren erfolgt hierbei zum einen anhand klassischer Texterschließungsaufgaben und zum anderen durch das Herstellen kreativer Lernprodukte.

The Hound of the Baskervilles – Historical background, analysis and creative work

Barbara Pelikan

Competences and skills:

Working closely with the novel, *The Hound of the Baskervilles*, students first and foremost train their **reading**, **writing** and **analytic skills**. In more open formats, they also enhance their **creative writing** and **presentation competences**. Using digital tools and dealing with videos and podcasts furthermore adds to students' **media competences** as well as **listening** and **viewing skills**.

Overview:

List of abbreviations:

A	Analysis	**C**	Comment
CT	Creative task	**D**	Discussion/Debate
LVC	Listening/Viewing comprehension	**P**	Working with a picture/cartoon
R	Research	**S**	Summary
T	Working with a text	**VI**	Working with the video
W	(Creative) Writing		

Topic	Material	Methods/Skills
1: Victorian times – An introduction	M1–M3	C, LVC, P, T, VI
2: Sir Arthur Conan Doyle: *The Hound of the Baskervilles*	M4–M8	A, C, CT, D, P, R, S, T, VI, W
Exam: Listening comprehension and composition		C, LVC, P

Topic 2: Sir Arthur Conan Doyle: *The Hound of the Baskervilles*

M4 Worksheet – Sherlock Holmes and other detectives: General knowledge

1. Who is Sherlock Holmes and what do you already know about him?
2. What do detectives do and what makes for a good detective?
3. Look up the following words: inference, physical evidence, circumstantial evidence, clue and sleuth. Give examples for the kind of evidence detectives use to create inferences and explain how they help to solve problems. What are the benefits and drawbacks of inference-making?

M5 Info sheet – Working with literature

Here are some useful tips for when you are asked to read or reread passages:

- Underline important lines, for example questions or ideas, in our case also possible evidence.
- Draw a squiggly line under or highlight strong images or vivid words. Think about the writing process – why does the author use them?
- Mark the text in margins with simple metacognitive symbols that show what you are thinking (*: interesting, !: surprising/important, ?: question raised).
- Make marginal notes so you can refer to them when writing reflections and use them for review later.
- Make sure you grasp the main ideas of the excerpt.
  – What is happening in this chapter?
  – What is the most important thing we learn about these characters?
  – What changes have occurred?
  – Why is this passage significant and what new understandings do we get?
- If you have problems understanding the text: circle challenging words/concepts – but only when they are important to understand ideas or the story behind. Determine whether there is enough context to derive a gist of the meaning or if you must look them up. Deduce meaning from context or word parts such as familiar roots or prefixes as often as possible because it interrupts the flow if you have to look things up. If the author used an unusual word: why did the author choose this word and not a synonym? Why is this word used in this instance?

Worksheet – *The Hound of the Baskervilles*: Chapter by chapter   M6

Chapter 1

1. Read chapter 1 and describe Sherlock Holmes and Dr Watson. What can you say about their relationship?
2. Explain why Dr Mortimer seeks help.

Chapter 2

3. Find the reason why Holmes gets involved in this case.
4. Explain why Dr Mortimer withheld information.
5. Describe Sir Charles's state of mind in the weeks before his death.
6. Give a summary of Hugo's crime and how it brought about the curse for every male Baskerville.
7. You will be investigating the crime along with Holmes and Watson, so consider every character a potential suspect. Start your table of suspects (see below). Include all the people involved and their possible motives. List anything that could be used as clue or evidence in this case. Include what the clue might signify. Continue to add new information. You can also do this in digital form, e. g. using *TaskCards*.

Person	Details	Motive	Extra information/ verdict
Dr Mortimer	Sir Charles's doctor …	So far: none	Asks Sherlock for help – probably not what a murderer would do because Sherlock is smart …
Barrymore	The butler …	…	…
…	…	…	…

Worksheet – *The Hound of the Baskervilles*: Creative tasks   M7

All chapters

1. In the BBC series *Sherlock*, Watson blogs about their cases and Sherlock's strokes of genius. Imagine you are Watson and create your own blog. Inform your followers about new developments in the Baskerville case. You can use https://zeoob.com to share details on social media.
2. Create an e-book or journal (online or offline e. g. as a wall newspaper – a collection of newspaper pages on the wall of your classroom) that you keep throughout your reading of the novel and in which you make notes. Update the e-book or journal after each chapter and include your table of suspects, pictures etc.

Chapter 1

3. Be a journalist and write about the sudden death of Sir Charles. You can either write a short article or inform the public in the "breaking news section". Use your own design or get templates on one of the following websites:
   ▶ https://breakyourownnews.com
   ▶ https://www.fodey.com/generators/newspaper/snippet.asp
   ▶ https://newspaper.jaguarpaw.co.uk
   ▶ https://paulnewsman.com [last accessed: 27/03/2023]

Chapter 2 and 3

4. Draw a sketch of the crime scene. Include all the details given in Chapter 2 and 3 regarding e. g. position of the body, clues, surroundings etc. Add as much information as possible and if it is not possible to draw something, e. g. "exit through a summerhouse at the far end", then just include a small note.

Chapter 3

Choose one of the following tasks:

5. Research what Dartmoor looked like in 1902 and what it looks like today (also include information on the flora and fauna). Present your findings, including images/photographs. What might it be like to live on/close to the moor?
6. Imagine you visit Dartmoor as a tourist back in those times and write a postcard home. Take the information given in Chapter 2 and 3 and write 6–8 sentences. You can also use the Internet for extra information. Remember we are talking about a

Info sheet – Creating and recording a podcast M8

A: Creating the content for a podcast

This is a guide for producing podcasts, but you can also follow these steps if you want to create a radio show. Podcasts are produced to attract an audience, share a message and entertain people. As this is a school project, you do not have to think about generating followers or likes but still ask yourself: What would people be interested in? What would they like to hear about?

Step 1: Create a concept determining your field of interest and decide on a format.

Do you want to host guests, or are you more comfortable on our own? Is it about current events, a review, an obituary because someone has died or will you be dealing with problems? Most podcasts are scripted podcasts – that means even though for example two people bantering in the studio might sound like a spontaneous chat, the setup has been planned. And there is a difference between fictional (e. g. sci-fi and fantasy) and non-fictional podcasts with the most common formats being interviews, news recaps, educational podcasts or talk shows.

Step 2: Pick a theme or topic.

If you are excited about the content of your podcast, it is easier to bring that spark across and entertain your audience or inform people in a catchy way. You can also listen to podcasts focusing on similar topics and get inspiration for presenting your ideas. You can also decide that you want to do something different and focus on a unique angle or perspective.

Tip: Write down your concept in one or two sentences and see if you yourself would like to listen to it.

Step 3: Find a catchy title that is specific enough for people to know what you will be talking about.

Be specific but say enough because often generic podcasts are not recommended as often as special interest podcasts. So, for example, do not just talk about drones but about drone racing in competitions or do not talk about the Royal Family in Britain but about finding the right birthday present or boarding school for a royal offspring. Sometimes it is easier to do this as the last step because then you know for sure what your podcast is about.

Tip: Remember to choose something memorable (e. g. with puns, alliterations).