The Hound of the Baskervilles

Signet Classics including a new afterword by Anne Perry Edition

Unit Plan and Unpacked Standards

For Ninth Grade

Literary Text: The Hound of the Baskervilles by Sir Arthur Conan Doyle

Day 1: Observation Skills Strategy and Background on Sir Arthur Conan Doyle and Sherlock Holmes mysteries (England, detective stories, etc.)

Day 2: Herber Readiness Strategy and begin reading the text to students. Hopefully through Chapter 1.

Day 3: Read Chapter 2, Children’s Story Reading Strategy

Day 4: Vocabulary Strategy, Chapter 3 and read chapter 4

Day 5: Chapters 5, 6 and 7 (We will stage between my reading, students reading and listening to an audio book for the entire book.)

Day 6: Character Analysis Strategy, read if time left

Day 7: Chapters 8, 9, 10

Day 8: Vocab Quiz, Chapter 11, Friendship Discussion

Day 9: Chapters 12, 13, and 14

Day 10: Discussion of murder and actions, Chapter 15,

Day 11: Herber Readiness Strategy post activity, Final Discussion on Motivation wrap-up

Day 12: Watch Movie of The Hound of the Baskervilles 1988 version

Day 13: Continue Movie

Day 14: Catch up day

Day 15: Final Exam

Unpacked Standards

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Mysteries-knowing how to make observations and then how to make determinations from them.
**RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Character analysis activity, friendship discussion both help students to see characters and character in their own lives. It will help them know what they are supposed to do.

**RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Students must recognize what tone and word choice is and be able to make some meaning out of them. It will help to have vocabulary lists and class discussions.

**RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students will simply add this text to others throughout the semester to make this standard fulfilled. It will take many texts to complete it, but will make their learning experience more exciting for them and you as the teacher.
Plot Summary:

**Chapters 1**: Dr. Watson starts the tale with a prime example of Sherlock Holmes methods by discovering what kind of client they have from a walking stick that the client had accidentally left behind. The client, Dr. Mortimer, is a young country doctor who is concerned about his home area due to the death of the Lord of Baskerville Hall, Sir Charles, in very dubious circumstances. As a friend of Sir Charles he was privy to the fears of Sir Charles that added to questionable fate in which he met his end and could not be brought to the police.

**Chapter 2**: Dr. Mortimer brings with him a family legend or story of “The Curse of the Baskervilles.” It is the tale of the horrific behavior of one Lord of Baskerville Hall, Hugo Baskerville, hundreds of years ago towards a young woman of the moor. She escaped and as he chased after her, he traded his soul to have this woman that night. As Sir Hugo chased the girl he was chased and eventually killed for his many indiscretions on the moor by a “Hell Hound.” And it is said that if any unrighteous Baskerville is found on the moor as night, he too will be stricken by the Hound. Sir Charles, who was very kind and well loved, was found dead from a heart-attack. He was found on the moor at night with paw prints not far away.

**Chapters 3-4**: Dr. Mortimer has presented this to Sherlock Holmes with the desire for help as to what to do with the next heir of Baskerville Hall, Sir Henry, who arrives that day from America, since besides the print, several people had stated that they had seen a ghost hound on the moor before that night. The next morning when Sherlock Holmes meets Sir Henry they go over the tale and discuss the odd incidents of a stolen boot that morning and an anonymous warning of danger. As they leave Sherlock follows Sir
Henry and Dr. Mortimer, he discovers that they are being followed by a cunning man who got away from Mr. Holmes.

**Chapters 5-6:** The next morning Holmes and Watson visit Sir Henry in the hotel and find the pursuer is not staying in the same hotel, another boot stolen, and then a final decision is made that Sir Henry will go down to Baskerville Hall with Dr. Mortimer and Dr. Watson as company and to help solve this queer mystery. To try and discover who was following Sir Henry, Holmes sends a telegram to check that it was not the servants, the Barrymores (It wasn’t.), another to the cab company to speak to the driver of the man who was following Sir Henry (He had no useful information, and thinks he drove Sherlock Holmes himself.), and sends a lad to try and find the newspaper from which the warning message was clipped. The trip to Baskerville Hall is uneventful. There is however an escaped convict in Dartmoor and the house itself is gloomy and adds to the unwelcome atmosphere of the situation, and there was a weeping woman in the night.

**Chapter 7:** Watson discovers the weeping came from Mrs. Barrymore, even though her husband denied it, and that Sherlock Holmes sent did not prove anything. On his way home from this excursion, Watson meets the neighbors, the Stapletons. Mr. Stapleton is a naturalist who lives with his sister and is very friendly and introduces the Great Grimpen Mire and its dangers for anyone besides himself. His sister assumes Watson is Sir Henry and warns him to leave for he is in danger and then hides this behavior from her brother.

**Chapters 8-9:** Watson’s reports to Sherlock Holmes: Concern hovers about the escaped convict. A relationship begins to develop between Sir Henry and Ms. Stapleton. A neighbor, Mr. Frankland, is introduced as obsessed with lawsuits. Barrymore is confronted about the telegram and makes light of it, but is spied at a window with a candle in the middle of the night. Sir Henry proposes to Ms. Stapleton and is surprised by an explosive reaction by Mr. Stapleton, that he semi-explains as being in shock. Sir Henry and Watson follow Barrymore to the window and realize that he is signaling the escaped convict who is Mrs. Barrymore’s brother. They go after him on the moor and see him, but do not catch him.

**Chapters 10-11:** Barrymore explains how convict will be gone soon and tells of a letter Sir Charles received after his death from one L.L. in Coombe Tracey that spoke of a meeting at the gate at 10 o’clock on the night Sir Charles died. Watson discovers L.L. is Laura Lyons who is Franklin’s daughter and all on her own due to an unwise marriage, and that there is another man out on the moor besides the convict. Watson meets with Laura Lyons learns that she received financial help from Sir Charles at times, and meets the man on the moor: the one and only Sherlock Holmes.

**Chapters 12-13:** Holmes has been staying on the moor doing his own investigations, and receiving Watson’s reports. They hear the hound and the screams of terror from a man. They come across a spectral dog and a dead body they think is Sir Henry, but turns out to be the convict. Stapleton is there, but they have no proof that he is responsible. Holmes sees family portraits of Baskervilles. Holmes tell Sir Henry to go to dinner at Stapleton’s alone and walk home across the moor and calls upon Laura Lyons and finds she got Sir Charles out on the night of his death for Stapleton. Stapletons are actually a married couple pretending otherwise for devious purposes.
**Chapters 14-15:** Scotland Yard Detective LeStrade comes down from London, and he, Holmes, and Watson stake out the walk home from the Stapleton’s house to Baskerville Hall on the moor. They kill the hound that is chasing Sir Henry as he returns home. Stapleton disappears over the moor and is never heard from again. Stapleton’s real name was Vandeleur and he was a descendent of Baskerville and would have inherited if Sir Charles and Sir Henry died. He used a real hound and trained it to be vicious and kept it on the moor to hide it. To recover from the adventure, Sir Henry and Dr. Mortimer are going to take a trip around Europe, but all is well.

**Organizational Patterns:**

*The Hound of the Baskervilles* is divided into fifteen chapters ranging from ten to twenty-four pages with the average length being fourteen and a half. Although the main character is Sherlock Holmes, the entire story is presented from Dr. Watson’s perspective and allows the audience a little separation from the workings of the detective and gives them time to try and solve it themselves.

**Enduring Question: Motivation**

Why do we do what we do?

Sir Arthur Conan Doyle’s *The Hound of the Baskervilles* is a mystery being solved by a detective plain and simple, except it also deals with the supernatural and our belief systems. It solves the murder of two men and the poor treatment of multiple women in such a way that we must examine why everyone acts in the way that they do.

For example, why would anyone want to murder Sir Charles in the first place? Why would they want to cause harm to Sir Henry when he arrives? Why do the Barrymores behave so strangely in the night? Why is Ms. Stapleton so anxious to have Sir Henry leave Dartmoor? And why does Mr. Stapleton so horrified by the idea of his “sister” with Sir Henry? All of these people’s behaviors do not seem to fall in the normal range of behavior and it makes one wonder if there are shady things going on and in the end there are. Mr. Stapleton is actually Ms. Stapleton’s husband but wants to use her to aid his scheme in inheriting Baskerville Hall, which is why he killed Sir Charles and tried to kill Sir Henry. Ms. Stapleton does not want Sir Henry to die, so she tries to warn him away. And Mrs. Barrymore is helping her younger brother who has escaped from prison.

As we look at all these people and the way they behave we realize that our actions say a great deal about ourselves and that not everyone would act the same in the same situation. It makes us question why we do certain things and if our motives are pure or manipulative. Therefore the enduring question is “Why do we do what we do?”

**Background Knowledge:**

It could be very difficult for students to understand *The Hound of the Baskervilles* if they did not know anything about British social class and the way in which title are passed down as an inheritance. The main mystery of this novel is wrapped around the inheritance of just such a title and the behavior and
perspectives of characters is often based on their social standing and decorum expected in their place in society. Mr. Stapleton is manipulating people and even willing to kill to receive this inheritance. Sir Henry returns to his home despite the danger and proposes to Ms. Stapleton because that is what he feels is proper and honorable behavior. And the charitable actions of Sir Charles towards Laura Lyons are not seen as inappropriate, but must still be conducted with decorum.

If students can understand this format of society and class and behavior, they will find it much easier to relate to the characters of the book and to gain a deeper understanding of the themes of this novel.

Themes and Issues:

Natural and supernatural; truth and fantasy

This book begins with the question of how Sir Charles died and whether it be from a natural cause or as he himself would have believed from a spectral hound brought on by a supernatural curse on his family. Sherlock Holmes himself is very skeptical of the possibility of a supernatural answer, but believes that someone is playing of the superstitions and fears of those in Dartmoor to his benefit. He therefore sends Watson off to investigate. The superstition seems catching though as Watson hears weeping in the night and odd cries on the moor multiple times, but it becomes clear with the help of Sherlock Holmes, Miss Stapleton, and Laura Lyons that all the events could be explained in a natural and logical fashion if a little imaginative on the part of Mr. Stapleton to have come up with all of this.

This question of natural causes and supernatural causes, however, leads the reader to examine a larger question in the form of truth. What is truth and how do we determine what it is? There are multiple times we wonder about truth. For example when Barrymore is spied at the window with a candle, readers wonder if it is possible that he could be the mastermind behind all of this, or when Miss Stapleton warns Dr. Watson to leave at once readers are prompted to wonder what she could know that would give her such motivation to speak, but such restraint as to not explain herself. And finally we must wonder about the truth of any of Mr. Stapleton’s actions as we discover that is a false name; he is actually married to the woman he calls sister; and that he is courting a woman who is unable to get a divorce to use her. Was there anything he did that was not a lie? Readers must grapple with these questions and then look at the same questions in their own lives and see where they too and learn to be better understanding of what is truth and what is fantasy.

Classism and hierarchy

These characters entire lives are dictated due to social class and where they fall in the hierarchy. It is unthinkable that Mr. Stapleton could object to Sir Henry marrying his sister since Sir Henry has a title, wealth, and behaves appropriately, which is why his reaction seems so odd. It is common for a wealthy man, like Sir Charles, to give aid to a single woman in need, like Laura Lyons, without anyone thinking that there is an anterior motive behind his actions, but it would be questionable still to be alone with her at night on the moor. It would get the Barrymores fired if they were to take advantage of their situation in the Baskerville Hall as they do to help out Mrs. Barrymore’s brother. And finally it is seen that those of the upper classes like Sir Henry are able to take it easy and do almost as they please and
for example go on holiday when things become too hard for them to handle as he does at the very end
take a trip on the continent to revive his spirits after the events of this tale.

**The Destructive Power of Greed**

It is impossible not to realize the tragedy when one hears of the death of Sir Charles as he was such a
good man trying to do so many great things, and as you get to know Sir Henry, thought that he too may be
killed is horrendous all for the sake of money. The greed of Stapleton leads to the death of several,
two women being scorned and in the end his own demise. It is not profitable to try and gain what is not
rightfully yours through trickery and deceit.

**Setting:**

*The Hound of the Baskervilles* is set in two different places during this tale. It begins in London and then
moves to the country, an area called Dartmoor. These are two very different locations and have to very
different purposes and ways to understand them with the story.

- **London:** The story begins in London and must is a perfect place to begin the confusion of a
  mystery. As London is a very large and constantly moving full of so many people and
  possibilities it is the mirroring the possibilities of what could be the answer to the mystery. It
  also makes it quite the challenge to find one person in millions, the man following Sir Henry and
  Dr. Mortimer. Students must recognize that a big city provides a wonderful place to hide and
  add confusion.

- **Dartmoor/Devonshire:** We then move to Dartmoor, the country home of the Baskerville family
  that immediately makes the landscape part of the mystery and mood of the whole tale. It is a
  desolate land with very few people, limiting who could be the culprit, but at the same time the
  land is so lonely and dangerous that one does not know what could be possible, even the
  supernatural. The land of the moor that looks quaint and intriguing but where one wrong step
  can be your death as one wild pony discovers in the tale. This fact of the terrain translates to
  the solution of the mystery; one wrong step in the investigation will lead to the failure of the
  task and the tragic death of another good man. Students must realize that this land is full of
dangers as well as beauties that can trap someone.

**Point of View/Narrative Voice:**

*The Hound of the Baskervilles* is written in first person narration, but not by the detective, by his right-
hand companion, Dr. Watson. Even though he changes from his memories to copying letters he wrote
at the time, he is the only perspective that is presented to the reader. This gives readers the
opportunity to try and solve the mystery on their own, but also limits their knowledge as Sherlock
Holmes has greater observation skills and connections.
Characterizations:

**Sherlock Holmes**: The eccentric detective who works on facts and makes deeper and more correct conclusions than any other of his day. He switches between an almost comatose state of laziness when not working on a case to an almost unhealthy overactive energy when he is on an intriguing case.

“Sherlock Holmes waved our strange visitor into a chair. ‘You are an enthusiast in your line of thought, I perceive, sir, as I am in mine,’ said he. ‘I observe from your forefinger that you make your own cigarettes. Have no hesitation in lighting one.’” (p. 17)

**Dr. Watson**: The faithful physician who has gained an interest in mystery through is roommate, Sherlock Holmes. He is intelligent, but limited in connectivity of his observations, but he is always willing to act and aid Holmes in his work and is the unofficial biographer and writer of all of the mysteries that Holmes solves.

Holmes stated, “If my friend would undertake it there is no man who is better worth having at your side when you are in a tight place.” (p. 70)

**Sir Henry Baskerville**: The heir to Baskerville Hall and nephew of Sir Charles, he grew up in America and gained a fortune. He is brave, stubborn, and honorable. He is looking for the good in many but has little patience with what he perceives as wrong or ridiculous, but by the end he too is worn out and downtrodden by all that has happened.

“I feel that the money should go with the title and estate. That was my poor uncle’s idea. How is the owner going to restore the glories of the Baskervilles if he has not money enough to keep up the property? House, land, and dollars must go together.” (p. 69)

**Sir Charles Baskerville**: The head of Baskerville Hall at the beginning of our story. Superstitious and truly believing in the family curse, he is scared to death because of his weak health. A philanthropist who has great plans for the area that cannot occur is Sir Henry does not move to the hall and continue it.

“He was a strong-minded man, sir, shrewd, practical, and as unimaginative as I am myself. Yet he took this document very seriously, and his mind was prepared for just such an end as did eventually overtake him.” (p. 20)

**Sir Hugo Baskerville**: The cause of the curse of the Baskervilles. He is the sinful man who traded his soul to have a woman who did not want him. He is the first victim of the Hound.

“...he was a most wild, profane, and godless man.” (p. 21)

**Dr. Mortimer**: The local physician and friend of both Sir Charles and later Sir Henry. He discovers the connection of the death and the curse and brings it to Sherlock Holmes attention.

“A young fellow under thirty, amiable, unambitious, absent-minded, and the possessor of a favorite dog.” (p. 13)
Mr. Jack Stapleton: The scheming and conniving neighbor who appears all friendliness, but is the lost ancestor of Baskerville Hall who will inherit after Sir Henry. He creates a live version of the Hound of the Baskervilles to scare to death or kill the baronets and pretends to be bachelor living with his sister enjoying his naturalist lifestyle. Very clever to even challenge Sherlock Holmes great mind.

“I tell you, Watson, this time we have a foeman who is worthy of our steel. I’ve been checkmated in London. I can only wish you better luck in Devonshire. But I’m not easy in my mind about it.” (p. 77)

Miss Stapleon: The supposed sister of Mr. Stapleton, but actually his wife. She is truly in love with him and will do almost anything to help him, short of murder. She is the one who gives all the warnings of danger to Dr. Watson and Sir Henry.

“‘I cannot explain.’ She spoke in a low, eager voice with a curious lisp in her utterance. ‘But for God’s sake do what I ask you. Go back and never set foot upon the moor again.” (p. 104)

Mr. John Barrymore and Mrs. Eliza Barrymore: The servants of Baskerville Hall and their family has been for a great deal of time. They are good workers, but also have the unfortunate problem of the wife’s brother being an escaped convict in the area and trying to help him get to a different continent gets them into some difficulty with the new lord, Sir Henry.

“‘They have looked after the Hall for four generations now. So far as I know, he and his wife are as respectable a couple as any in the county.’” (p. 68)

“His passion is for the British law, and he has spent a large fortune in litigation. He fights for the mere pleasure of fighting and is equally ready to take up either side of a question, so that it is no wonder that he has found it a costly amusement.” (p. 116)

Laura Lyons: The disowned daughter of Mr. Frankland due to an imprudent marriage. She is alone and unable to get a divorce and a recipient of Sir Charles charity. She is courted by Mr. Stapleton and used to get Sir Charles at an opportune place for his death.

“There was something subtly wrong with the face, some coarseness of expression, some hardness, perhaps, of the eye, some looseness of lip which marred its perfect beauty.” (p. 161)

The Convict: The little brother of Mrs. Barrymore who hides on the moor and is one more mystery to solve, until he is killed by the hound because he is wearing Sir Henry’s clothes.

“I remembered the case well, ... on account of the peculiar ferocity of the crime and the wanton brutality which marked all the actions of the assassin.” (p. 84)

Mr. Frankland: A neighbor of Baskerville Hall who spends all his time suing people and trying to find way to win court cases that he feels are opportune. He is nosy enough to discover there is a man on the moor and tells Dr. Watson.
Literary Terms

There are several literary terms that can be taught with this book:

- **Dialogue**: Speech between two or more characters. As a great deal of the plot is seen through conversations between so many characters, students must know how to read and infer important information from those conversations. And the entire story is somewhat a conversation between Dr. Watson and the reader and Dr. Watson and Holmes.

- **Denouement**: The tying up of loose ends. After the peak of action, when the convict is killed by the hound and then Sir Henry is actually attacked we learn a the missing pieces of the puzzle—the truth of Stapleton’s past and heritage, the role Laura Lyons played in Sir Charles death, and the poor treatment of Miss Stapleton by her husband that finally allowed her to break free of his behavior. This gives us closure and a feeling of normalcy before the final seen.

- **Motivation**: The reason behind doing something. Many motivations are seen in this book from the good, like Dr. Mortimer trying to help a friend or Miss Stapleton trying to protect Sir Henry from danger, to the bad, like Mr. Franklin being problematic just for the fun of it and most especially Mr. Stapleton killing two innocent men and attempting to kill another in order to gain money and land. These give students the opportunity to explore and recognize that good people can do not so good things for good reasons and that bad people can do good things for the wrong reasons.

- **Narration**: How the story is told. This story is told in first person by a character that does not know everything leaving the reader wondering some things until the very end of the story, but also allows the reader to gain a strong connection with the narrator as he expresses his joys, frustrations, and epiphanies.

Affective Issues Related to The Hound of the Baskervilles:

Although students may find this book interesting very quickly due to the mystery element, it may seem a little more difficult for them to connect on a deeper level and gain more from it than an imaginative story to enjoy, but even though it is set in England in the late 1800s there are many truths that stretch beyond time and are easily transferable to our students today. They will see:

**Friendship**: Dr. Watson and Sherlock Holmes have been friends so long that they know almost how each other thinks and as Holmes states, he can always trust Watson to be there when he needs him and Watson is writing a great deal about Holmes practices as a great form of flattery and admiration. Also one can see the friendship between Dr. Mortimer and Sir Charles that leads Dr. Mortimer to do all he can to help the heir to the estate, Sir Henry, be safe and well. Students will see just what true friendship means and be able to put some of those practices into their own lives.

**Identity**: Almost all teenagers go through a period of questioning who they are and what they want to be. They try to find where they fit in themselves and society and that is the same thing that Sir Henry must do when he inherits Baskerville Hall. He has grown up in America where society is different
without a title or the great deal of responsibility and money that comes with it. Him sticking to his
beliefs and trying to do what is right helps him find a place in his new home.

**Love and relationships:** From Mr. Stapleton and his sister/wife Miss Stapleton, Mr. Stapleton and Laura
Lyons, and Sir Henry and Miss Stapleton there are many examples of love and relationships. Some of
them portray good relationships and uses of love and others show how tragic it can be if love is
unreturned or manipulated. It will help students be aware of just how they behave towards those they
love and that love them.

**Making difficult choices:** Students will quickly relate to the difficult decisions that must be made by Dr.
Mortimer, what he will do with Sir Henry, and Sir Henry, whether he will go to Baskerville Hall, and even
more to Watson and Holmes, how they will protect Sir Henry from trouble and find the solution to the
problem as well. They too are making important decisions in their lives as they decide where their lives
are to lead them.

**Vocabulary Issues:**

*The Hound of the Baskervilles* is written a very conversational tone, but with a style and vocabulary that
will be unfamiliar to students in their everyday discussions with classmates. There are items that are no
longer in use that they may not recognize and terms of society and behavior and profession that are
very different from today. Over all students should be able to understand the plot and basic characters
that they are dealing with, but at the same time may have difficulty recognizing the deeper enounces of
the story that may allow them to see the foreshadowing and other literary techniques that are being
employed. As a teacher a key is to choose a few important and useful vocabulary terms that will
enhance learning and to check students understanding periodically to make sure they are aware of what
is happening. This style will also allow students to gain a personal view into the everyday lives of the
upper classes of England at that time.

**Implications for Students of Diversity:**

As diversity is a reality in all classrooms one must be wise in choosing literature that will not cause
problems for them more than is necessary and ones that will help them continue to find life congenial.
In this book there is one situation that is to be noted. Sir Henry is a man from America, thrown into the
extremely organized society of England, where he is expected to behave in a certain way and do certain
things due to his position and money. In the beginning, Sir Henry admits himself unaware of the ways
things are regularly done in England and his accent is not as sophisticated as might be preferred, and
more than anything when he is frustrated he reacts more rashly and with words and temper that are
seen as more American. These differences, however, do not him from having a fine disposition and a
generous nature towards those that are around him. He finds himself to be a good Baron and wins the
respect of his servants and neighbors. For example after having been there a time, Mr. Barrymore tells
him of the letter the Sir Charles received from a lady on the day of his death that seemed important
information. This can translate to the students seeing that it is not their background that matters but
what they do and how they behave towards others. If they are honest and generous, they will be able to find their place regardless of where they started.

Gender Issues:

Gender issues may not seem at first to matter a great deal in this novel as there are only three women even mentioned and in truth they do not have the largest parts. It is quite different however that seems on first appearance for the women in this play have a significant part and demonstrates some of the restrictions on women at the time. The first woman we see is Miss Stapleton who feels strongly the need to protect Sir Henry and gives warnings, but she at the same time cannot bring herself to betray her husband in his evil behavior. She is unable to leave him and in the end when she is unwilling to help him with his plan she is tied up in the bedroom and left there until rescued. The next woman we meet is Mrs. Barrymore and she demonstrates the second position that women hold in this society. When there is a question of who was crying they ask the man. Whenever anything happens in regards to that couple or any other it is for the man to decide and speak. The third woman is Laura Lyons, who has been disowned by her father because she married someone he did not approve of and then when it proved that he was undesirable she could not even get a divorce, but was always at her husband’s control if he chose to take it. This is why she had to rely on the charity of Sir Charles and others, even though they did help her gain some income, it was never the place of women to work. With all of these examples of differences between the roles of men and women, students will be able to recognize that times have changed and that sometimes a character falls short and proves to have limitations due to the society in which they live that would not be relevant now. It can increase their understanding and connection to the text if they try and find ways that our society may fall into the same problems.

Research Issues and Project Ideas:

Research Ideas:

• Legends and superstitions specific to the English moors
• Legends that cross societies
• Detective techniques and how they have changed
• The role of women in late 1800s England
• Mystery/Detective stories as entertainment
• Sir Arthur Conan Doyle’s life and reflection in literature
• Laws of inheritance over time

Project Ideas:

• Story from another character’s perspective: Rewrite a scene or chapter from the view of a character besides Watson. This could solve the mystery sooner or later and could help one master what actually happens in the story.
• Compare and contrast the brilliance of the good and the bad. Students could realize that anyone can choose to do good things or bad regardless of their skills or situation.
• Write a newspaper article that tells what happened as it would have appeared in the papers of that day. What would you include and what would be too personal or uninteresting to the public? Students could gain a deeper understanding of the language of that day and the key points of the story.
• Rewrite the text as a graphic novel or screen play or picture book: This will reinforce students’ understanding of the novel and recognize the differences in genres and how they relate to different audiences.
• Book Trailer: Students could create a trailer to help others become interested in the book using quotes from the text and visuals. It will be important for them to recognize what to reveal and what would give away the story to the audience.

Text Sets and Enrichment Sources:

**YA literature** is a great way to help students connect to stories that may be a little deeper and for *the Hound of the Baskervilles* and fun mysteries would be a nice gateway from Encyclopedia Brown to Nancy Drew, and these are both series that would allow students the opportunity to continue reading for fun.

**Picture Books** can teach us a great deal about thought and style and can be read in one sitting. They can also help students to question different mysteries resolutions and give them the imagination to come up with multiple possibilities to end a story they are reading or writing.
**Film Adaptations** can help students visualize the story and give them a bit of a reward as to finishing the story. There are several to choose from:

![Film Posters](image1.png)

- 1939
- 1959
- 1988
- 2002

**Images and Pictures** from the setting in England would do a great deal to help students create a mental picture of what they are reading and give them a more realistic view of which to write from. One interesting idea could be to search it on Google Earth and let students do a virtual tour of the area they are reading about to make it more real. It could also help them be inspired to write.

![Google Earth Screenshot](image2.png)
Pre-Reading Strategy

*The Hound of the Baskervilles*

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Observation Skills Activity

**Context:** The story we will be reading is a detective story, and as with most detectives, Sherlock Holmes, solves the mysteries with his powers of observation and deduction. To help students feel like they too are detectives in this story, I will read them a children’s “Who Dun-It?” and see how they do at solving the mystery. This will help students become more a part of the story and will be best done with the background introduction of Sir Arthur Conan Doyle and the Sherlock Holmes mysteries he writes.

**Statement of Purpose:** Finding a personal application for a text can be difficult, but this strategy does just that. It helps students put themselves in the place of any detective in any story and would allow them to realize that the only thing they need to succeed is in themselves. It will help build self confidence in students and make them pay closer attention to details in the text as they read, so they too can solve the mystery.

**Directions:** Ask students who they think is the most observant person they know. What do they do with those observation skills? Are they observant people? Could they be detectives in their own small mysteries?

**Materials needed:** Who Dun-It book, White boards/papers for students answers

**Time:** 15-20 minutes

**Step 1:** Read out the Who Dun-It with facial and vocal expression. Show pictures if any are included.

**Step 2:** Have students write down what they think the solution is on their personal white boards or a sheet of printer paper and then put pencils away.

**Step 3:** Read out the solution in the back of the book while students hold up their own answers for you to see.

**Step 4:** See how many students got it right and have them explain how they figured it out. Congratulate all students on a job well done.

**Step 5:** Can be repeated with other stories if one feels it is appropriate.
Assessment: Listen to students explain how they came to their conclusions. Have them put together as a class the steps that should be followed as a good detective and what they should pay close attention too. Did they follow logic? Did they feel like detectives? What mysteries do they have in their own lives that might use these strategies?
Pre-Reading Strategy

*The Hound of the Baskervilles*

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Herber Readiness Activity

**Context:** This instructional routine directs students’ attention to concepts and themes throughout the novel, but would be greatly beneficial for them to make the decisions beforehand so that they can see where they stand on issues they must face in the book. After reading the novel they will complete the activity again to see if their opinions have changed.

**Statement of Purpose:** The Herber Readiness Routine is a pre-reading strategy that allows students to connect to prior experiences they have had with issues that will come up in the text giving them a greater connection and framework for the text in their own lives. It also incorporates five independent elements that help students with more abstract concepts.

1. Motivation (our Essential Question topic)
2. A review of prior knowledge
3. A reading purpose and anticipation of this
4. Direction as to what students are to do
5. Language development

**Directions:**

Students make difficult decisions every day in their ordinary lives and there are consequences to each and every one.

Materials needed: handout

Time: 20 minutes

**Step 1:** Have students think about difficult decisions they have made, why they did what they did, and what the consequences of those decisions were.

**Step 2:** After thinking about their own actions have them fill out the worksheet on these same questions and explain in the area next to it.

**Step 3:** Read out each statement on the opinion worksheet and have students spread out from one side of the room to the other depending on what they said (Agree on the left and Disagree on the right).
Step 4: For each statement have the groups discuss why they chose that and then have one or two students speak out loud to the class about their opinions.

Step 5: Allow students to move after hearing the discussion if they change their minds, but have them explain why their opinion changed.

Step 6: Once you have finished the list, have students return to their seats and then begin with the story by introducing the problem of what to do with the new heir to the hall if he is in danger of a family curse or malicious person.

**Assessment:** Listen to the students’ opinions and their reasoning behind why they made that decision. Ask them questions to make them clarify if needed. Did they have a reason? Was this based on personal experience? Did they take laws and morals of right and wrong of different people into consideration? What about extenuating circumstances?
Herber Readiness

Directions: Read the following statements and as a group decide whether you agree or disagree with the statement. Notice that there is no “Sometimes.” You have to come to a consensus. If you need to establish “ifs” there is a space provided.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
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Reading Strategy

The Hound of the Baskervilles

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Character Analysis Activity

Context: This instructional routine will help students look at characters deeper than the surface. It will be very helpful to have them analyze the characters after they have read a few chapters. After Chapter 7 or 8.

Statement of Purpose: Character Development is key in every story and will be extremely key in any story of detection where one must look beyond the surface to see the truth. This strategy allows students to compare and contrast characters visually as well as literarily.

Directions: Dr. Watson has been discussing meeting different characters in London and in the country and it is something to look at them for themselves.

Materials needed: paper, text

Time: 30-35 minutes

Step 1: Hand out a clean sheet of paper, have students fold it like a hot dog and then a hamburger and then unfold to open sheet.

Step 2: Put a name of a character in each of the four squares front and back: Mr. Stapleton, Miss Stapleton, Mr. and Mrs. Barrymore, Mr. Franklin, the Convict, Sir Henry, Dr. Mortimer, Sir Charles.

Step 3: Then have them list what they think each character’s main personality traits are and the key actions and meaning of those actions for each character.

Step 4: Have students get into groups of 4 or 5 and add to the list, with explicit reference to the text.

Step 5: Discuss a few key points as a class. Who do they think is the most likely to be the culprit and why.

Assessment: Walk around as students do this and listen in. General check for understanding can do a great deal and keep students on task. Let students turn in their papers at the end and then see which of them came close to the actual ending. Do students feel a connection with
any particular character? Have they done anything beyond what you asked? Did they see more than the straightforward actions of the characters?
Reading Strategy

*The Hound of the Baskervilles*

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Children’s Book Activity

**Context:** This strategy will be a good way for students to have some variety in what they are doing and feel that they can understand things on a deeper level without as much of a struggle. This particular book will be

**Statement of Purpose:** Children’s Books have a warm place in many hearts. They have been read to us a great deal as young people and even as we get older they make us happy. We read them with less strain or struggle than we might have mentally with longer or more “adult” texts. In this instance, the instructional routine is designed to help students look at the mysteries and legends that invade our stories.

**Directions:** The Curse of the Baskervilles is just been presented and is a legend that is at the center of this tale. Without understanding it, students will find it difficult to understand this text.

**Materials needed:** *The Wolf Girls*, paper

**Time:** 50 minutes

**Step 1:** Have students do a journal write/anticipatory set in their journals about legends and what they are, any that they know.

**Step 2:** Read the book *The Wolf Girls* to students.

**Step 3:** What solution do they think is most probably and why—discuss in groups of 2 or 3.

**Step 4:** Are legends to be believed or are they all superstition? What do people beliefs have to do with their motivations and actions?

**Step 5:** Compare to the legend of the Hound of the Baskervilles.

**Assessment:** Do students see more in the legend than just story? Can they see any kernel of truth? Do they see how such a belief system can influence people’s behavior and motivation? Would it affect their own actions?
Post Reading Strategy

_The Hound of the Baskervilles_

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Herber Readiness Activity

Context: This instructional routine directs students’ attention to concepts and themes throughout the novel, but would be greatly beneficial for them to make the decisions beforehand so that they can see where they stand on issues they must face in the book, but also for them to see if they actually thought about these issues in the book so comparing how they feel once they have read the book. After reading the novel they will complete the activity again to see if their opinions have changed.

Statement of Purpose: The Herber Readiness Rountine is a pre-reading strategy (and now a post-reading strategy) that allows students to connect to prior experiences they have had with issues that will come up in the text giving them a greater connection and framework for the text in their own lives. It also incorporates five independent elements that help students with more abstract concepts.

1. Motivation (our Essential Question topic)
2. A review of prior knowledge
3. A reading purpose and anticipation of this
4. Direction as to what students are to do
5. Language development

Directions: Students make difficult decisions every day in their ordinary lives and there are consequences to each and every one.

Materials needed: New copy of handout and old copy of handout

Time: 25 minutes

Step 1: Have students think about difficult decisions they have made, why they did what they did, and what the consequences of those decisions were.

Step 2: After thinking about their own actions have them fill out the worksheet on these same questions and explain in the area next to it.
Step 3: Hand out their original sheets that you collected and let students see if any of their opinions have changed from before they read this text.

Step 4: Read out each statement on the opinion worksheet and have students spread out from one side of the room to the other depending on what they said (Agree on the left and Disagree on the right).

Step 5: For each statement have the groups discuss why they chose that and then have one or two students speak out loud to the class about their opinions.

Step 6: Allow students to move after hearing the discussion if they change their minds, but have them explain why their opinion changed.

Step 7: Once you have finished the list, have students return to their seats and then begin write about their experience with this activity in their journals.

Assessment: Listen to the students’ opinions and their reasoning behind why they made that decision. Ask them questions to make them clarify if needed. Did they have a reason? Was this based on personal experience? Did they take laws and morals of right and wrong of different people into consideration? What about extenuating circumstances?
Directions: Read the following statements and as a group decide whether you agree or disagree with the statement. Notice that there is no “Sometimes.” You have to come to a consensus. If you need to establish “ifs” there is a space provided.

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Post Reading Strategy

*The Hound of the Baskervilles*

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Four Corners Activity

Context: Happy Day, these students are getting near the end of this unit, in fact they have only one chapter left in this book and it is time that they show what they have learned. This strategy is to help students think deeply about what they have learned over the course of the last two weeks or so. They will be presented with four or five images and quotes in different corners of the room to comment on.

Statement of Purpose: This routine is set to help students look upon their own thinking, metacognition, and to come up with more than they have before. To put together all they have thought and learned into a more cohesive and organized fashion, but without all the distractions of sound.

Directions: We have read a great deal of this novel and have learned the outcome of it all. We know who is guilty and why. It is time for students to put their own brains to work in the bigger and broader context than just this novel.

Materials: Pictures of the moor (see setting in Concept Analysis), Statements of murder, inheritance, law, and detectives in each corner, post it notes and markers for the whole class (multiple colors)

Time: 20 minutes

Step 1: Put up images of Moor, law, detectives, and inheritance in each corner along with statements on each topic. Private detectives have no place to act alone in cases. One’s inheritance is not in your control at all. The law is always the superior determination in one’s actions. Murder is the last resort of the desperate and crazy and so those who commit it are not fully responsible for their actions.

Step 2: Give each students up to 6 different colored stick notes and markers to write with their thoughts.

Step 3: Have students write their initials on the back of each stick note to make them responsible for what they say.
Step 4: Allow students the next 10 minutes to walk around silently and make comments on the images and statements.

Step 5: Then when finished have students return to their seats and then walk around and read a few of the comments to everyone.

Assessment: Did students comment on each other’s comments? Did they make comments that showed thought? Did they make connections? Did they make at least 3 or 4 comments during silent discussion?
Vocabulary Strategy

_The Hound of the Baskervilles_

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Vocabulary Memory Activity

Context: This routine will help students get more out of their vocabulary list than remembering it for the test and then forgetting it. After a few chapters of reading students will have a feel of the language and use thereof by the author, I will use this to help see what they understand and don’t and then give them their vocabulary list.

Statement of Purpose: This routine is like a game, giving the students more incentive to remember what words mean and help them use these words in their own vocabulary and writing.

Directions: In everything we read there are words that we do not understand. Dr. Watson and Sherlock Holmes live in a time that has different terminology and structure than ours today, it gives the text a feel but might also cause communication problems.

Materials: Vocab list, imaginations

Time: 20-25 minutes

Step 1: Give students their vocabulary list (sample words: piqued, benevolence, corroborate, prosaic, perchance) and have them define them for homework.

Step 2: Go over the definitions as a class, so it is clear that they all have the correct definitions.

Step 3: Put students together in groups of 3 or 4 and have students come up with ways to remember the words and their meaning through chants, rhymes, word association, whatever they can think of.

Step 4: Have students write them down and then make a bulletin board of the best ones and distribute a handout with the rest of them to students. (next day)

Step 5: Vocab Quiz (different day)

Assessment: How do students do on the vocabulary quiz? Do you hear them use the words in their own speech or in their writing? Have any become class jokes?
Discussion Strategy

_The Hound of the Baskervilles_

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Friendship Discussion

Context: We have just been reading about Watson’s reports to Holmes and then discovered that Holmes had been there all the time. They are supposed to be the closest friends and have worked together on many cases by this point and Holmes himself has spoken very highly of him to Sir Henry, and still he keeps him in the dark. Why is this?

Statement of Purpose: This instructional routine is to help students feel connected to the book and the characters that are in the text. It helps that students have many friends and they must know how they are in relation to their friends. It is real and useful thoughts.

Directions: Sherlock Holmes has made Dr. Watson a very intimate companion in all of his investigations. And yet he does not confide in him almost at all in the beginning of this story. How do we do this in our own relationships?

Materials: Voices and opinions of students

Time: 15-20 minutes

Step 1: Friends free write in journal

Step 2: Read a few out loud

Step 3: What is a friend? Why would a friend keep another in the dark? Why would a friend forgive the other? Do you do anything like that with your own friends?

Assessment: How do students respond? Is there anything to do for their friends in the class? Do you see more comradery in your students and classroom community afterward?
Movie Strategy (Free Choice)

The Hound of the Baskervilles

Signet Classics with afterword by Anne Perry, New York, New American Library, July 2001

Multimedia Activity

Context: We have read the entire novel and now our students will have the opportunity to see a visual representation of the tale. It will help them with the details of the story, but also to recognize style and strategic placement of facts as they may be revealed differently in the movie.

Statement of Purpose: This specific routine will do a few things for students. It will help the millennials stay focused on the task at hand of comprehension of the novel. It will also be a bit of a treat and reprieve for them from the everyday. This will help them make connections with all that they have read and see that different mediums bring to a tale that they may not have gotten from the book, but also they will see some things that are different from what was in the book.

Directions: What do you see in a movie that is not in a book? What do you see that enhances or detracts from the tale?

Step 1: Read the book.

Step 2: What differences would they expect to see in a visual representation? Discuss as a class what could and couldn’t work.

Step 3: Watch the movie making lists of differences. How do you like or dislike the differences?

Assessment: Pick up their lists and then read them. See if they have made connections that they hadn’t already with the book and let them be ready for the test.
Reflection

In writing this unit plan/Novelinks portfolio I found it exciting and difficult at the same time. It was great practice but also something to find where you have struggles. These allow one to know what one will do in the everyday of the classroom.

My favorite portion is definitely the thoughts of how students will enjoy certain things and make connections I pray they will. That is what makes teaching worth it to me. I also loved the work we did in class with Professor Wing and the collaboration on a unit. It is always better to have more than one mind in something like this. We all have our different tendencies and so do students, so if we can blend our many tendencies between teachers then we will reach more students than we might by ourselves.

I found the analysis of the text somewhat tedious, but might not be so tedious if it was able to be done over longer periods of time, or in my opinion, if one can use what others have done, such as those will be doing with mine. There have been a lot of these done on things like Spark Notes and by other teachers. Do you really have to reinvent the wheel for yourself. That would speed up the process a great deal for all of us to not do work over and over, but at the same time, I would always supplement the work of others with my own thoughts and additions to make sure they are complete.

The truly useful portion of this was the strategies that one puts together for the understanding of the text on a deeper level. I felt like these would be fantastic for a teacher to think out well before hand, but I also wonder if so many are needed for all books. They are not all of the same difficulty or inclined to the same work. The longer and more complex the text, the more one must front load and work with students throughout and after a text.

In a case of something like *The Hound of the Baskervilles*, I feel that less might be more. I am one to tend to focus more on the book and the words itself—I consider myself a word purist. They have a power and an essence that speak to students, especially if they can get lost in the text, too many interruptions could be difficult for even the most enthusiastic reader. Take a step back when possible and have faith in the intelligence of ones students. Challenge them and enhance them, but don’t overwhelm them.

In my classroom it will be key to use the lessons I have learned in time management, balancing strategies and extra things with reading of the text, and rewarding students for doing their best in a unit.