

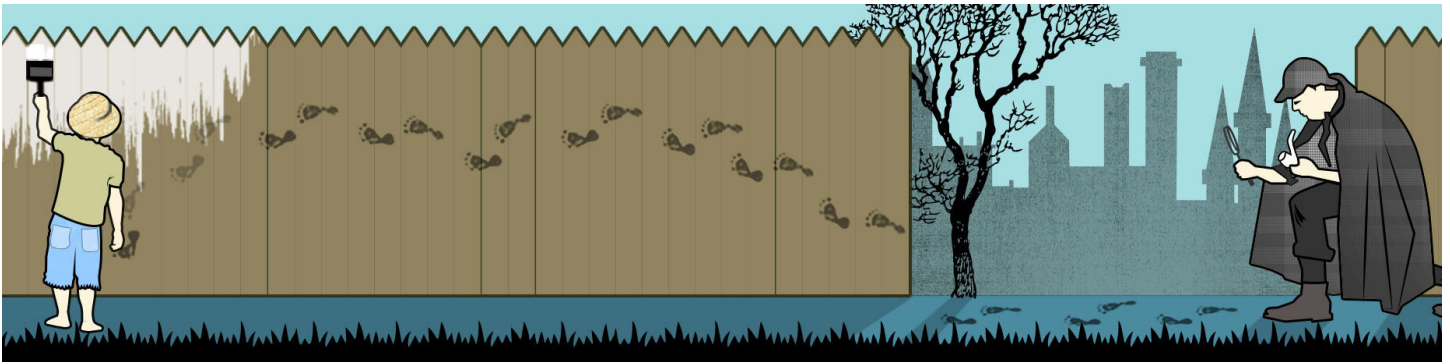
Unit 6B: Tom & Sherlock



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Tom & Sherlock

Here is your chance to look for yourself at some characters you may have heard about. Tom Sawyer and Sherlock Holmes were created 150 years ago and yet have been kept alive in the media and are all over your computers, tablets, and TVs.

The characters are so well known that many movies, shows, video games, and other sorts of entertainment reference them without even naming them. When you finish this unit, you will get all sorts of inside jokes that have been flying right over your head. During this unit, you will spend time reading the stories in which these two extraordinary characters originated—and you will try to figure out what it is about them that has captured people’s attention for so many years.

Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 6 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.



Unit 6B, Sub-Unit 1

The Adventures of Tom Sawyer by Mark Twain



The Adventures of Tom Sawyer was written more than 100 years ago, but Tom feels the same way about adult rules as many kids always have and always will: They are there to be broken. See if you've ever met a better liar than Tom!



Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 1 OVERVIEW

Ever heard the name “Tom Sawyer”? Someone made him up over 150 years ago, and people are still talking about him.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1 “Before Lesson 1” Solo.

LESSON 1 Working with the Text

We are starting a new book today. You may have read things like this before—or you may find this text completely new. It doesn’t matter whether you can understand every word or not because we are going to learn how to read it together.

Reference *The Adventures of Tom Sawyer* Chapter 1, paragraphs 1–47 and 50–110.

Reread Chapter 1, paragraphs 1–23 (the Jam Scene).

1. Find something that Tom says during the Jam Scene that shows you what he is like. Write it here and explain what this quotation leads you to think about Tom.

2. Find something that Aunt Polly says during the Jam Scene that shows you what Tom is like. Write it here and explain what this quotation leads you to think about Tom.

Reread Chapter 1, paragraphs 24–27 (the Swimming Scene).

3. Find a quote from the Swimming Scene that tells you something about Tom. Write it here and explain what it leads you to think about Tom.

LESSON 1 Working with the Text

A **character trait** is a quality that describes what a character is like. This can be based on what the character says and does or what others say about the character.

4. Name some of Tom’s character traits from paragraphs 1–47.

5. Write down the words and phrases in the text that make you think he has those traits.

Reread from paragraph 50 to the end of Chapter 1 (the Fight Scene).

6. How and why does the fight start?

7. Find a quote from the Fight Scene that tells you something about Tom. Write it here and explain what it leads you think about Tom.

8. Rate how much you like Tom on a scale of 1–10. (Choosing 1 means you dislike him a lot, 10 means you like him a lot.)

9. Write a sentence or phrase from the text that shows Tom doing something you like or dislike.

LESSON 1 Working with the Text

* **10.** In Chapter 1, Tom interacts with Aunt Polly, his half-brother Sid, and a new boy whom he fights. Based on his interactions with others, do you like or dislike Tom? Explain.

*** = Suggested Writing Prompt**

LESSON 1 Close Read

Reference *The Adventures of Tom Sawyer* Chapter 1, paragraphs 1–23.

Character Matrix—Jam Scene

Copy 1–2 quotations from the Jam Scene that show Tom’s traits. You may want to use quotations that you wrote about earlier in the lesson. Place each quote high on this matrix if it shows Tom being tricky, or low if it shows him being direct. Place it on the right if it makes Tom likable, or the left if unlikable.

Tricky ↑	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•
Direct ↓										
	Unlikable ←					Likable →				

Jam Scene

LESSON 1 Close Read

Reference *The Adventures of Tom Sawyer* Chapter 1, paragraphs 24–47.

Character Matrix—Swimming Scene

Copy 1–2 quotations from the Swimming Scene that show Tom’s traits. You may want to use quotations that you wrote about earlier in the lesson. Place each quote high on this matrix if it shows Tom being tricky, or low if it shows him being direct. Place it on the right if it makes Tom likable, or the left if unlikable.

The character matrix is a 10x10 grid of dots on a piece of paper. The vertical axis is labeled 'Tricky' at the top and 'Direct' at the bottom. The horizontal axis is labeled 'Unlikable' on the left and 'Likable' on the right. The grid is divided into four quadrants by a vertical line and a horizontal line.

Swimming Scene

LESSON 1 Close Read

Reference *The Adventures of Tom Sawyer* Chapter 1, paragraph 50 to the end of Chapter 1.

Character Matrix—Fight Scene

Copy 1–2 quotations from the Fight Scene that show Tom’s traits. You may want to use quotations that you wrote about earlier in the lesson. Place each quote high on this matrix if it shows Tom being tricky, or low if it shows him being direct. Place it on the right if it makes Tom likable, or the left if unlikable.

Tricky	.	.	.	.	.	.	.	.	.	.

Direct	.	.	.	.	.	.	.	.	.
	Unlikable								Likable	

Fight Scene

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 2 OVERVIEW

Are you having a little trouble understanding some of the words Tom uses? Today, we'll try to puzzle out these "strange" words and also try to figure out why the author, Twain, might be using them.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 1 Solo.

LESSON 2 Working with the Text

What do you call the device you use to select channels on your TV? What about an exercise shoe? Your answers may differ from your classmates.

1. Why would two people who speak the same language call the same thing by two different names?

The style of speaking within the same language particular to one place, group of people, or time in history is called **dialect**.

2. What words do you use that people who live in other places don't use?

3. Why would an author choose to make their characters speak in dialect?

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 2 Working with the Text

Complete the chart below, reading the sentences on the left, writing a question or comment you have about the meaning of the bolded dialect in each sentence, then taking a guess at what the dialect means on the right. (The first row has been completed for you.)

Dialect	Your question	What do you think the dialect means?
<p>Neither boy spoke. If one moved, the other moved—but only sidewise, in a circle; they kept face to face and eye to eye all the time. Finally, Tom said:</p> <p>“I can lick you!” (Chapter 1, 50–51)</p>	<p>What does “lick” mean here?</p> <p>This isn’t licking like ice cream!</p>	<p>Maybe this means “I’ll spit on you” since it’s the fight scene.</p>
<p>“Smarty! You think you’re SOME, now, DON’T you? Oh, what a hat!”</p> <p>“You can lump that hat if you don’t like it.” (Chapter 1, 72–73)</p>		
<p>“Well, you SAID you’d do it—why don’t you do it?”</p> <p>“By jingo! For two cents I WILL do it!” (Chapter 1, 101–102)</p>		

* 4. How old do you think Tom is? Copy down events, details, or dialogue in the text that help you decide. Explain why this text gives you a certain impression of his age.

* = **Suggested Writing Prompt**

LESSON 2 Close Read

Paraphrasing Dialect

To paraphrase is to rewrite text in your own words so that you express the author’s meaning without adding anything new or leaving out any important information.

When we paraphrase, we’re rewording a piece of text to say the same thing in a different way in order to understand what the writer is saying. Whether we know it or not, all of us do some kind of paraphrasing when we read. We take a sentence that puzzles us and our mind tries to make sense of it by restating it in our own words.

In the chart below, write in your own words what you think the bolded text means.

Hint: Some dialect words are shortened in an unusual way. When a word is shortened by dropping some letters (a contraction), the letters are replaced by an apostrophe.

Examples:
 'pears means appears
 'low means allow

ORIGINAL TEXT	PARAPHRASE
Neither boy spoke. If one moved, the other moved—but only sidewise, in a circle; they kept face to face and eye to eye all the time. Finally, Tom said: “I can lick you!” (Chapter 1, 50–51)	
“Smarty! You think you’re SOME, now, DON’T you? Oh, what a hat!” “You can lump that hat if you don’t like it.” (Chapter 1, 72–73)	
“Well, you SAID you’d do it—why don’t you do it?” “By jingo! For two cents I WILL do it!” (Chapter 1, 101–102)	
...Tom appeared, seated astride the new boy, and pounding him with his fists. “Holler ’nuff!” said he. (Chapter 1, 103–104)	
“What’s your name?” “’Tisn’t any of your business, maybe.” (Chapter 1, 62–63)	
“Say—if you give me much more of your sass I’ll take and bounce a rock off’n your head.” (Chapter 1, 78)	

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 3 OVERVIEW

It can be hard to get a grip on the sometimes-slippery Tom Sawyer. Comparing how he behaves with two different characters might help you understand him a little better.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and Response Starters.
3. Complete the Sub-Unit 1, Lesson 2 Solo.

LESSON 3 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 1, paragraphs 25–70.

Reread the Swimming Scene (Chapter 1, paragraphs 25–47).

1. Write two quotations that Aunt Polly says and explain what they reveal about what she thinks about Tom.

2. Does this scene make you like Tom or not? Why?

3. What does the Swimming Scene show you about Aunt Polly's character traits? Write down at least one quotation to support your answer.

LESSON 3 Working with the Text

Reread the Fight Scene (Chapter 1, paragraphs 51–70).

4. How is Tom trying to make the new boy feel? Choose specific lines from the scene to explain your answer.

5. Does this scene make you like Tom or not? Why?

LESSON 3 Writing Prompt

Put a check mark next to the sentence if...

- one of these scenes made you see how tricky Tom can be.
- one of these scenes made you see how direct Tom can be.
- if you can think of a better word or phrase than “tricky” or “direct” to describe Tom.
- if Tom is someone you’d like to spend time with.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Compare the way Tom acts with Aunt Polly to the way Tom acts with the new boy. Use textual evidence to support your comparison.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 4 OVERVIEW

Things look bad, really bad, for Tom. Does he crawl into a hole and disappear? Try to look cute and wait for someone to rescue him? Sit on the couch and play Xbox?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 3 Solo.

LESSON 4 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 2, paragraphs 1–48.

Let's look at the language Twain uses to start this chapter.

Reread Chapter 2, paragraph 1.

1. Write down two sentences or phrases from Chapter 2, paragraph 1 that use sensory language, and identify what sense is being invoked in them.

2. Now write words, phrases, or sentences from Chapter 2, paragraph 1 that show the mood and identify what mood you think Twain is trying to set.

3. What does the idiom “there was a song in every heart” mean?

4. What are young people literally doing in the second part of the sentence?

LESSON 4 Working with the Text

Reread Chapter 2, paragraph 45.

5. Why would Twain refer to Tom as “the retired artist”?

6. What does Twain mean by “planned the slaughter of more innocents”?

7. How does Tom trick other kids into doing his work for him? Write down one passage from the text that supports your answer and explain what it shows about the way Tom is tricky in this scene.

8. How would you compare the reasons Tom is tricky in the Jam Scene and the Swimming Scene with his reasons for being tricky in the Fence Scene? (You may reference the Character Matrix activity you completed in Lesson 1, if you're able to access it.)

9. We've used the word “tricky” to describe Tom a lot in Lessons 1–4. What other words would you use to describe some of Tom's traits? Explain what in the text leads you to use the words you choose.

LESSON 4 Working with the Text

* 10. Is the way Tom tries to trick his aunt different than the way he tries to trick his friends? What does that tell you about Tom?

* = Suggested Writing Prompt

LESSON 4 Close Read

Character Matrix—Fence Scene

Copy one thing Tom says and one thing he does in the Fence Scene that show his traits. Place each quote high on this matrix if it shows Tom being tricky, or low if it shows him being direct. Place it on the right if it makes Tom likable, or the left if unlikable.

Tricky	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
	•	•	•	•	•	•	•	•	•	
Direct	•	•	•	•	•	•	•	•	•	
	Unlikable					Likable				

Fence Scene

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 5 OVERVIEW

Let's look closely and see if we can figure out what it takes to be Tom Sawyer.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Response Starters, Rules for Sharing, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 4 Solo.

LESSON 5 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 2, paragraphs 14–46.

To convince other kids to whitewash a fence for him, Tom had to create a whole story that was believable and exciting and that other kids wanted to be a part of.

Read the following student sample story:

I would ask my little brother to get something upstairs that I don't want to bother getting. I would tell him I'm running tryouts for a neighborhood Olympics. For him to try out, I have to time him running up the stairs to retrieve things. I would say, "I'll time you!" to make getting the stuff into a game.

Think of a chore you don't like to do, and think of a story that you could use to convince other people to do that chore for you.

1. Write notes about clever things you might say and do to convince another person that this is a story they want to be a part of. Think like Tom!

LESSON 5 Working with the Text

2. Now write your own brief story in 4–7 sentences.

3. If possible, share your story with a classmate, peer, or caregiver. Ask them if your details are convincing enough to make them want to do your chore.

LESSON 5 Close Read

Now you're going to compare a passage from Twain to a passage from Roald Dahl's memoir *Boy*. Keep in mind that you're comparing the fictional Tom to the real boy Dahl. You're also comparing two genres: literary fiction and memoir.

Chapter 2

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high.

— *The Adventures of Tom Sawyer* by Mark Twain, paragraphs 14–15

“The Great Mouse Plot”

‘It stinks!’ someone shouted. ‘Throw it out of the window quick!’

‘Hold on a tick,’ I said. ‘Don’t throw it away.’

Thwaites hesitated. They all looked at me. When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.

‘Why don’t we,’ I said, ‘slip it into one of Mrs Pratchett’s jars of sweets? Then when she puts her dirty hand in to grab a handful, she’ll grab a stinky dead mouse instead.’

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom.

— *Boy* by Roald Dahl, paragraphs 3–8

LESSON 5 Close Read

1. Describe Dahl's motivation and compare it to Tom's motivation for the fence trick.

2. Is Dahl friends with the gang of boys who participate in the mouse plot? Explain.

3. Are the boys who whitewash the fence for Tom his friends? Explain.

4. Contrast the relationship between Dahl and the boys in *Boy* to the relationship between Tom and the boys in *The Adventures of Tom Sawyer*.

5. Dahl and Tom are both being tricky. How would you say their trickiness is different?

6. For Tom, what is the best part of getting other boys to do his work for him? Use one quote from the text that shows why Tom is happy with himself and his trick.

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 6 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 1, Lesson 5 Solo.

LESSON 6 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

LESSON 7 OVERVIEW

Is Tom really a different person around his beloved?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 6 Solo.

LESSON 7 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 3, paragraphs 11–14.

1. Write down two phrases or sentences that show what Tom does when he sees Becky for the first time. Explain what these actions show you about the kind of person Tom is.

LESSON 7 Working with the Text

2. Write down a phrase or sentence that shows how Tom feels when he sees Becky for the first time. Explain.

3. Are you surprised by any of these actions or feelings? Why or why not?

4. What does Twain mean by the line, "The fresh-crowned hero fell without firing a shot" (Chapter 3, paragraph 11)? Why is Tom a fresh-crowned hero? (Hint: Look at the paragraph before this one.)

5. Think about how Tom acts when he first sees Becky. Rate how much you like him on a scale of 1–10. (Choosing 1 means you dislike him a lot, 10 means you like him a lot.) Explain your rating.

6. Write down a quote from the text that shows Tom doing something you like or dislike when he is around Becky and explain why you like or dislike Tom in this scene.

LESSON 7 Working with the Text

7. Which tweet do you think Becky would write after seeing Tom? Circle your answer.
- a. Some weird boy tried to show off for me today doing stunts. He's lucky he didn't break his neck! #sonotimpressed!
 - b. Some cute boy was showing off for me in front of the house. It was kind of dorky, but I kind of liked it! #crushingonaboy
 - c. Some boy was showing off his lame stunts in front of my house today. What a noob! Hope he never comes back. #epicflirtfail!
 - d. Some boy was doing stunts by my house today! I tossed a flower over the fence—and he picked it up! Hope he comes back again! #luvatfirstsight

LESSON 7 Close Read

Reread *The Adventures of Tom Sawyer* Chapter 3, paragraphs 11–14.

1. How do Tom's actions in this scene compare to his actions in previous passages, such as the Fight Scene, the Jam Scene, and the Swimming Scene?

2. Why is Tom acting differently in this passage?

3. What do his actions show about his feelings for Becky?

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 7 Writing Prompt

Put a check mark next to the sentence if...

- you can think of at least one thing Tom did to make Becky notice him.
- you think Becky is interested in Tom.
- Tom did something that surprised you in this scene.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Think back to the Chapter 3 quotes you chose at the beginning of this lesson. Do these selections show you something about Tom that you didn't know before? Explain your answer.

Try to move beyond the language of tricky and likable to more nuanced descriptions of Tom.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 8 OVERVIEW

Tom can make anything look fun. Whatta guy!

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 7 Solo.

LESSON 8 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 3, paragraphs 15–28.

1. Why does Aunt Polly suffer in this scene?

2. Why is she “on her knees to him” (22)?

3. What does it mean that Tom “exalted his woes” (22)?

4. What is Twain saying about Tom when he writes that Tom would “hang out no signals, he would take notice of none” (22)?

5. In Chapter 1, Aunt Polly says she struggles to punish Tom. Why does she act so differently in this scene?

LESSON 8 Close Read

Reread *The Adventures of Tom Sawyer* Chapter 3, paragraph 22.

1. Write down two quotes from the text that show how Tom hopes his aunt will perceive him. Why do you think he wants to be perceived in this way?

Reread *The Adventures of Tom Sawyer* Chapter 3, paragraph 24.

2. Write down two quotes from the text that show how Tom hopes Becky will perceive him. Why do you think he wants to be perceived this way?

LESSON 8 Writing Prompt

Put a check mark next to the sentence if...

- you think Tom invents a story in his head after his Aunt hits him because he wants her to feel she treated him unfairly.
- you can think of the specific reaction from Aunt Polly that Tom is hoping for.
- you can picture the way Tom acts to get Becky’s attention.
- you think that Tom is trying to outsmart Becky in some way, OR
- you think his feelings are sincere.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Is Tom still trying to be “tricky” in these scenes with Becky or Aunt Polly, or do his actions and thoughts give you a new idea about his character?

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 9 OVERVIEW

Who is Huckleberry Finn? Find out why he's the envy of all young boys and the curse of all parents.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 8 Solo.

LESSON 9 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 6, paragraphs 42–113.

1. Why do you think Mark Twain describes Huck Finn as the “juvenile pariah of the village” (Chapter 6, paragraph 42)?

2. Write down a sentence or phrase from the text that shows how the mothers in the village feel about Huck. Explain what it shows.

3. Write down a sentence or phrase from the text that shows how the other boys in the village feel about Huck. Explain what it shows.

4. What is most impressive to you about the character Huck Finn?

LESSON 9 Working with the Text

Reread paragraphs 42–43.

5. Write down two examples of words, phrases, or sentences from the text that show Huck’s traits.

6. Write down two examples of words, phrases, or sentences from the text that show Tom’s traits.

- *7. Who would you rather spend time with—Huck or Tom—and why?

*** = Suggested Writing Prompt**

LESSON 9 Close Read

Compare Tom and Huck

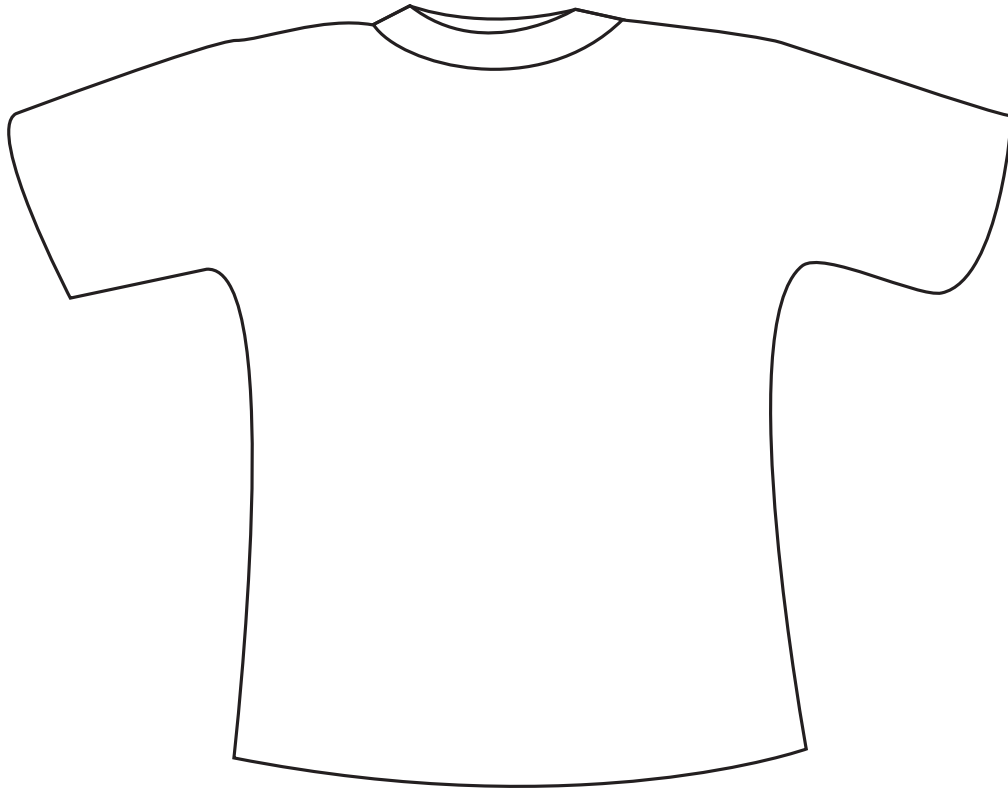
Rate Huck and Tom on a scale of 0–3 in the traits shown on the table. (0 means not at all; 3 means completely)

Trait	Huck	Tom
clean		
respectable		
idle		
lawless		
rule-breaking		
vulgar		
superstitious		

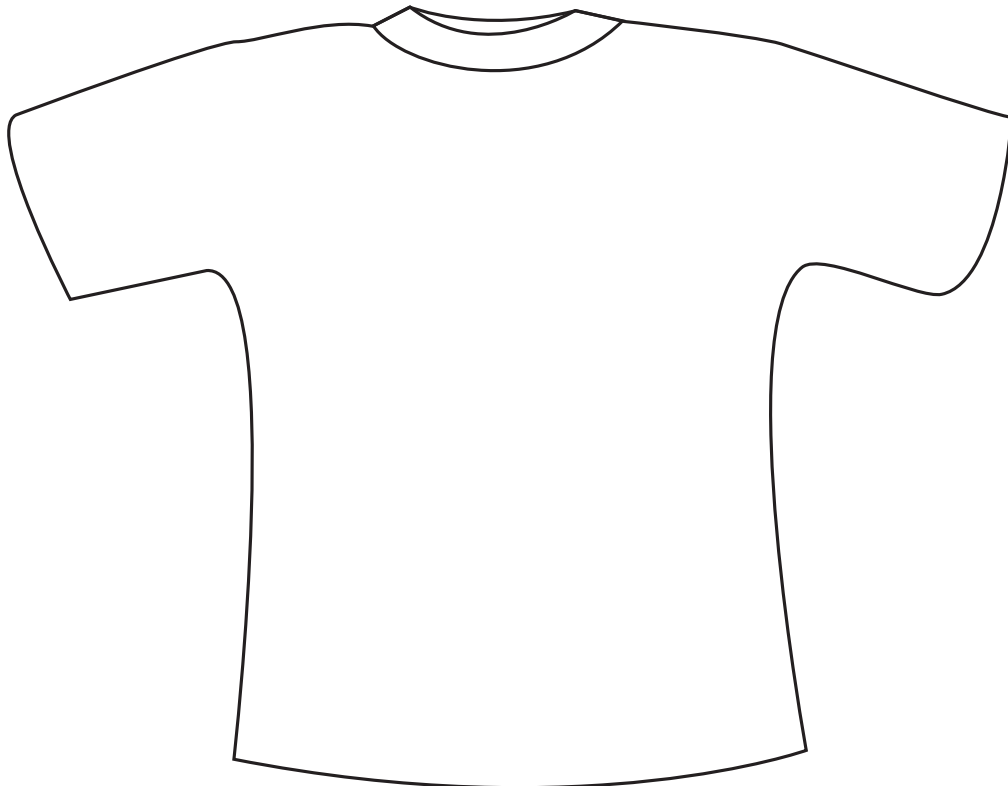
LESSON 9 Close Read

Draw on the shirts to make one look like Tom's and the other like Huck's. Make the shirts different to show what you know about Tom's character and Huck's character.

Tom



Huck



Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 10 OVERVIEW

Romantic love versus treasure. Which makes a better story?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 9 Solo.

LESSON 10 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 6, paragraphs 114–158.

1. Write down two quotes from the text that show how Tom acts with Becky in this scene. Explain what these quotes show about Tom.

2. Why does Tom tell the schoolmaster that he was with Huck Finn?

LESSON 10 Working with the Text

3. How is Tom tricky with Becky?

4. How is Tom direct with Becky?

5. Write down a phrase or sentence from the text that shows Tom doing something you like or dislike. Explain why you like or dislike Tom based on this example.

LESSON 10 Close Read

Character Matrix—Becky Scene

Copy one thing Tom says and one thing he does in the Becky Scene that show his traits. Place each quote high on this matrix if it shows Tom being tricky, or low if it shows him being direct. Place it on the right if it makes Tom likable, or the left if unlikable.

The character matrix is a 10x10 grid of dots on a piece of lined paper. The vertical axis is labeled 'Tricky' at the top and 'Direct' at the bottom. The horizontal axis is labeled 'Unlikable' on the left and 'Likable' on the right. The grid is divided into four quadrants by a vertical line and a horizontal line.

Becky Scene

LESSON 10 Working with the Text

Look at the matrix you just completed the Close Read. If possible, you can also review the matrix you completed in Lesson 4 for the Fence Scene.

- 1. How would you compare the reasons Tom is tricky with his friends in the Fence Scene with his reasons for being tricky with Becky?

Read *The Adventures of Tom Sawyer* Chapter 25, paragraphs 1–24.

- 2. How does Tom plan to find buried treasure?

- 3. Why do you think girls are not included in the first sentence of paragraph 1?

- * 4. Is Tom more likable or unlikable when he is tricky? Explain.

* = Suggested Writing Prompt

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 11 OVERVIEW

Tom is starting a gang, and Huck wants to join. But how can you join a gang if you don't follow any rules?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 10 Solo.

LESSON 11 Working with the Text

Reference *The Adventures of Tom Sawyer* Chapter 35, paragraphs 5–34.

1. What reasons does Huck give to explain why he ran away?

2. How does Tom convince Huck to try respectable living again? Use a quote from the text to support your answer.

3. Write down two quotations from the text that show how Tom acts with Huck.

LESSON 11 Close Read

Character Matrix—Huck Scene

Copy 1–2 things that Tom says in the Huck Scene that show his traits. Place each quote high on this matrix if it shows Tom being tricky, or low if it shows him being direct. Place it on the right if it makes Tom likable, or the left if unlikable.

The character matrix is a 10x10 grid of dots on a piece of paper. The vertical axis is labeled 'Tricky' at the top and 'Direct' at the bottom. The horizontal axis is labeled 'Unlikable' on the left and 'Likable' on the right. The grid is divided into four quadrants by a vertical line and a horizontal line.

Huck Scene

LESSON 11 Writing Prompt

Put a check mark next to the sentence if...

- you think that at least one scene shows that Tom is clever.
- you think at least one scene shows that Tom is very tricky.
- you can think of one way Tom has changed over the course of the story.
- you can think of one way Tom has stayed the same over the course of the story.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Compare the way Tom acts in the Chapter 35 scene with Huck to how he acts with another character in an earlier scene (the Jam Scene, the Swimming Scene, the Fence Scene, or the Becky Scene). Explain whether Tom is showing the same traits in each scene.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6B, Sub-Unit 1: *The Adventures of Tom Sawyer* by Mark Twain

LESSON 12 OVERVIEW

Tom is starting a gang, and Huck wants to join. But how can you join a gang if you don't follow any rules?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 1, Lesson 11 Solo.

LESSON 12 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6B, Sub-Unit 2

“The Speckled Band” by Sir Arthur Conan Doyle



Do you see what Sherlock sees? Probably not—because Sherlock Holmes is the superhero of detectives. Read along as he finds clues that no one else notices and untangles mysteries that no one else can solve. Don't worry if you can't keep up with him. Neither can his best friend and crime-fighting partner, the loyal Dr. Watson!



LESSON 1 OVERVIEW

Strange sounds, odd objects, and temper tantrums. What could these add up to?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 Close Read

1. On the following page, read the list of clues from “**The Speckled Band.**”
2. Based on these clues, what do you think this story/case is about? Write 2–3 sentences that explain what you think the case could be about. Make sure you refer to the clues.

LESSON 1 Close Read

"Suddenly there was the momentary gleam of a light up in the direction of the ventilator, which vanished immediately, but was succeeded by a strong smell of burning oil and heated metal."

CLUE

"...what a fool a builder must be to open a ventilator into another room, when, with the same trouble, he might have communicated with the outside air!"

CLUE

"...in a month or six weeks I shall be married, with the control of my own income..."

CLUE

"It was clamped to the floor. Did you ever see a bed fastened like that before?"

CLUE

"The money which my mother had left was enough for all our wants, and there seemed to be no obstacle to our happiness."

CLUE

"...I suddenly heard in the silence of the night the low whistle which had been the herald of her own death."

CLUE

"...we have every reason to believe that the doctor has an interest in preventing his step-daughter's marriage..."

CLUE

"The lady could not move her bed. It must always be in the same relative position to the ventilator and to the rope..."

CLUE

"We shall spend the night in your room, and we shall investigate the cause of this noise which has disturbed you."

CLUE

"Violence of temper approaching to mania has been hereditary in the men of the family, and in my stepfather's case it had, I believe, been intensified by his long residence in the tropics."

CLUE

"Two days ago some repairs were started in the west wing of the building, and my bedroom wall has been pierced, so that I have had to move into the chamber in which my sister died, and to sleep in the very bed in which she slept."

CLUE

"My stepfather learned of the engagement when my sister returned and offered no objection to the marriage; but within a fortnight of the day which had been fixed for the wedding, the terrible event occurred which has deprived me of my only companion."

CLUE

"...she suddenly shrieked out in a voice which I shall never forget, "Oh, my God! Helen! It was the band! The speckled band!""

CLUE

"Round his brow he had a peculiar yellow band, with brownish speckles, which seemed to bound tightly round his head."

CLUE

LESSON 1 Working with the Text

Reference “The Speckled Band,” paragraph 1.

1. Why does Sherlock Holmes work?

2. What is the relationship between the narrator (Watson) and Sherlock Holmes?

3. What did you already know about Sherlock Holmes and how did you hear about him?

* 4. Now that you have read the first paragraph of this story, you have more clues that tell what this story will be about. Write down two predictions about the story that you can gather from this paragraph.

* = Suggested Writing Prompt

Unit 6B, Sub-Unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

LESSON 2 OVERVIEW

How does Holmes do it? Learn how to think like a detective.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and Response Starters.
3. Complete the Sub-Unit 2, Lesson 1 Solo.

LESSON 2 Working with the Text

Reference “**The Speckled Band**,” paragraphs 1–94.

1. Why has Helen Stoner visited Holmes?

2. What details seem important from Helen Stoner’s story about her sister’s death?

3. How does Holmes react to hearing this story from Helen?

Reread paragraphs 12–17.

4. What unique abilities does Holmes show in this passage and where in the text do you see them?

Unit 6B, Sub-Unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

LESSON 2 Working with the Text

Reread paragraphs 44–45.

5. What is Holmes suspicious about in this passage? Explain how you know.

LESSON 2 Close Read

Reread “The Speckled Band,” paragraphs 29–75.

1. Make a list of all the details that Holmes finds suspicious.

- _____
- _____
- _____
- _____
- _____

2. What is Holmes doing here? What are his “methods”?

LESSON 2 Writing Prompt

Put a check mark next to the sentence if you...

- found text that shows Holmes asking a question.
- think the whistling sound seems suspicious to Holmes.
- found text that shows Holmes thinking about something.
- found an example of Holmes observing something carefully.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

What details about Helen and her story does Holmes think might be suspicious? How do you know he finds them suspicious? Write down any details from the text to use as evidence to support your answer.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6B, Sub-Unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

LESSON 3 OVERVIEW

What clues were left at the scene of the crime? Investigate the murder by recreating the rooms at Stoke Moran.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 2 Solo.

LESSON 3 Working with the Text

Reference “**The Speckled Band,**” paragraphs 95–194.

1. Who arrives after Helen leaves Holmes and Watson and why might he be important to the case?

2. What do Holmes and Watson plan to do to investigate this case?

3. What does Holmes find out after his visit to Doctors’ Commons?

4. Why is Helen now sleeping in her sister’s room?

Reread paragraphs 141–172, noticing the objects and furniture that Holmes observes in the rooms at Stoke Moran.

LESSON 3 Working with the Text

- 5. List all of the furniture or objects that are described as being in the room where Helen is now sleeping (her sister’s old room).

- 6. List all of the furniture or objects that are described as being in Dr. Roylott’s room.

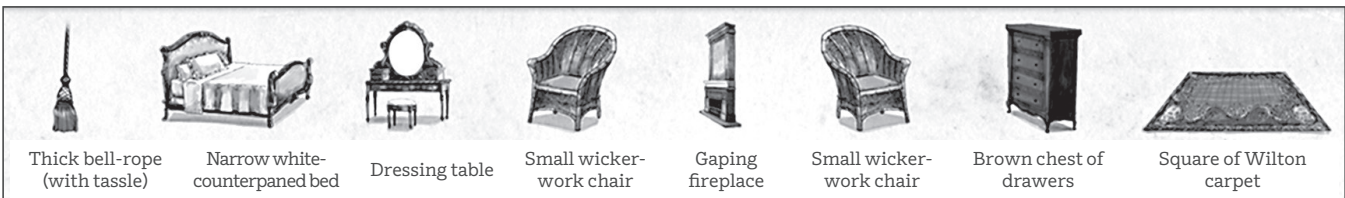
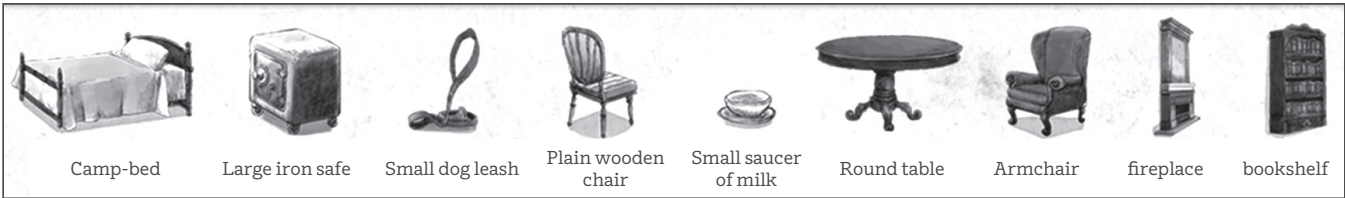
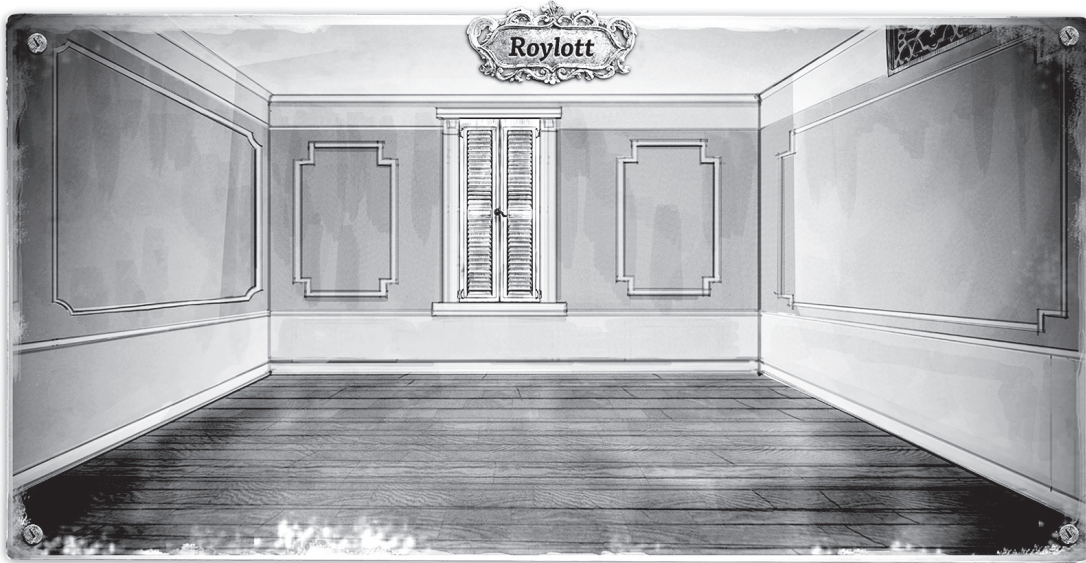
- *7. What objects or pieces of furniture do you notice as suspicious or unusual in the room? What makes you think they are suspicious or unusual? Use evidence from the text to support your answer.

Unit 6B, Sub-Unit 2: "The Speckled Band" by Sir Arthur Conan Doyle

LESSON 3 Close Read

Scene of the Crime

Draw the furniture or objects as they appear in Dr. Roylott's room and the room that Helen is now sleeping in. You will need to use the text to make sure that you have the right objects and pieces of furniture in the right room and that they are in the right location (if their location is specified in the text).



Unit 6B, Sub-Unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

LESSON 4 OVERVIEW

“What can it mean?” Answer Watson’s question as you add details to each clue in your storyboard.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 3 Solo.

LESSON 4 Working with the Text

Reference “**The Speckled Band,**” paragraphs 196–251.

1. What does Holmes discover in Helen’s sister’s room?

2. What does Holmes mean when he says he had “deduced a ventilator” (208)?

3. How does Holmes make a deduction about the ventilator before he even sees the room?

Reread paragraphs 248–251.

- * 4. What is the “speckled band”? Describe how two items (objects or furniture) in the rooms helped Dr. Roylott use the speckled band to murder Julia.

LESSON 4 Working with the Text

LESSON 4 Close Read

If you can access them, look at the pictures of the rooms you created last lesson. (If you do not have access to them, try to picture the rooms you drew.)

1. Which objects or pieces of furniture are important clues that Holmes uses to solve the case?

Unit 6B, Sub-Unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

LESSON 4 Close Read

2. Complete the chart below, writing the objects you listed in question 1 beside the quotes that refer to them. (Note: You will not need to complete a row for each quote—only those that relate to an item that you listed as an important clue.)

Quote	Object/piece of furniture
<p>“‘Did you observe anything very peculiar about that bed?’</p> <p>‘No.’</p> <p>‘It was clamped to the floor. Did you ever see a bed fastened like that before?’” (212–214)</p>	
<p>“a thick bell-rope which hung down beside the bed, the tassel actually lying upon the pillow” (142)</p>	
<p>“an armchair beside the bed” (158)</p>	
<p>“A brown chest of drawers stood in one corner, narrow white-counterpaned bed in another” (141)</p>	
<p>“a plain wooden chair against the wall...He squatted down in front of the wooden chair and examined the seat of it with the greatest attention” (158 and 167)</p>	
<p>“a square of Wilton carpet in the centre” (141)</p>	
<p>“and a large iron safe...He took up a small saucer of milk which stood on top of it...” (158 and 165)</p>	
<p>“a dressing-table on the left-hand side of the window” (141)</p>	
<p>“The object which had caught his eye was a small dog lash hung on one corner of the bed.” (169)</p>	

LESSON 4 Close Read

Close reading is fun even when it leads to the wrong answers. Reading Sherlock Holmes is an exercise in looking closely, trying to figure it out, and then going back and seeing what you missed. Sherlock will always observe things that you miss—that’s how the stories work.

3. *Before* you found out how the crime was committed, what did you think the speckled band referred to? Circle your answer.
- a. a bracelet
 - b. a snake
 - c. the band of gypsies
 - d. something to use to strangle someone
 - e. something else

Unit 6B, Sub-Unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

LESSON 5 OVERVIEW

Did you catch the clues Holmes used to solve the case? Compare notes with Holmes to see if you made the same deductions.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and the Response Starters.
3. Complete the Sub-Unit 2, Lesson 4 Solo.

LESSON 5 Working with the Text

Reference “**The Speckled Band,**” paragraphs 248–251.

1. What clues did Holmes use to solve the case? Write down clues from the passage that Holmes used to solve the case and explain how he used them.

2. What does Holmes mean when he says that he had initially come to an “erroneous conclusion” (248)?

3. Why does Holmes say that he is “indirectly responsible for Dr. Grimesby Roylott’s death, and I cannot say that it is likely to weigh very heavily upon my conscience” (251)?

LESSON 5 Working with the Text

Think back to your response to the Lesson 2 Writing Prompt: What details about Helen and her story does Holmes think might be suspicious? How do you know he finds them suspicious? (Read and review your Lesson 2 Writing Prompt response if you’re able to access it.)

- 4. What clues did you write about when you read the beginning of the story that Holmes actually does use to solve the case?

- 5. What details did you write about that Holmes did not use to solve the case?

LESSON 5 Writing Prompt

Put a check mark next to the sentence if you think the...

- low whistle is a useful clue.
- metal banging sound is a useful clue.
- baboon and cheetah are useful clues.
- ventilator and bell-pull are useful clues.
- wooden chair in Dr. Roylott’s room is a useful clue.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about two details:

1. Pick one detail and describe how it turned out to be a useful clue for Sherlock Holmes.
2. Pick another detail in the story that you or someone else thought might be important, but turned out not to be, and explain why.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6B, Sub-Unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

LESSON 6 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 6 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6B, Sub-Unit 3

“The Red-Headed League” by Sir Arthur Conan Doyle



Now that you have experience reading a real Sherlock Holmes story and know how Sir Arthur Conan Doyle sets up his mysteries, see if you can figure out what is really going on with “The Red-Headed League.”



LESSON 1 OVERVIEW

Why is Wilson seeing red? Sherlock Holmes needs your help with a new case.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 Working with the Text

Reference “**The Red-Headed League,**” paragraphs 1–215.

Holmes and Watson are in every Sherlock Holmes story. There are a lot of repeating elements in these stories, which is partly why it is fun to read more than one.

There are 60 Sherlock Holmes stories—we are just reading 2 of them—but you can find many others in the Amplify Library.

1. Who are you more like: Holmes or Watson?

Read “**The Red-Headed League,**” paragraphs 27–88.

2. What kind of crimes might a red-headed league be involved in?

3. Why might the color of hair have to be “bright, blazing, fiery red” (55)?

4. Why would someone shut down the Red-Headed League when it was working so well for Wilson?

LESSON 1 Working with the Text

5. Why would someone pay another person to copy an encyclopedia?

* 6. Now that you've read one Sherlock Holmes story, and the beginning of another, what kind of similarities do you see in the stories? What kind of similarities do you expect to see? Use evidence from the text to support your response.

LESSON 1 Close Read

Detective’s Notebook—Story of the Red-Headed League

- 1. Copy details that seem suspicious from Wilson’s story into the Detective’s Notebook table.
- 2. For each detail, write 1–2 sentences explaining what is suspicious.

Suspicious Details	Why They Are Suspicious

Unit 6B, Sub-Unit 3: “The Red-Headed League” by Sir Arthur Conan Doyle

LESSON 2 OVERVIEW

Wilson’s story about the Red-Headed League seems extraordinary. But how can you use the ordinary details to figure it out?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 2 Solo.

LESSON 2 Working with the Text

Reference “**The Red-Headed League,**” paragraphs 89–162.

1. What does Wilson do when he finds the card on the office door reading “THE RED-HEADED LEAGUE IS DISSOLVED” (93), and why does he do this?

2. What are some things that Holmes learns about Mr. Wilson’s assistant?

3. What does Holmes mean when he says, “From what you have told me I think that it is possible that graver issues hang from it than might at first sight appear” (107)?

4. Why does Holmes ask Mr. Wilson’s assistant for directions?

5. Why does Holmes want to go to the concert?

LESSON 2 Close Read

Detective’s Notebook—Saxe-Coburg Square

1. Copy details that seem suspicious from this section of the story into your Detective’s Notebook table.
2. For each detail, write 1–2 sentences explaining what is suspicious.

Suspicious Details	Why They Are Suspicious

LESSON 2 Writing Prompt

Put a check mark next to the sentence if you think...

- the assistant is a little suspicious but you don't know why.
- the assistant is suspicious and you have an idea why.
- the Red-Headed League seems suspicious and you have an idea why.
- the Red-Headed League is suspicious but you don't know why.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

What details from the text seem ordinary but actually might be suspicious? Using textual evidence, explain why. (Refer to your Detective’s Notebook if needed.)

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6B, Sub-Unit 3: “The Red-Headed League” by Sir Arthur Conan Doyle

LESSON 3 OVERVIEW

What is the real case here? Connect all the dots to the real crime.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 2 Solo.

LESSON 3 Working with the Text

Reference “**The Red-Headed League**,” paragraphs 163–215.

1. After the concert, Holmes asks Watson to meet him at Baker Street at 10 PM. Where are they going?

2. Who goes with them?

3. What do they do when they get there?

4. Who really created the Red-Headed League and why did they start it?

5. What was the real crime that Holmes uncovered when he learned about the Red-Headed League?

6. Which clues does Holmes use to solve the case?

Unit 6B, Sub-Unit 3: “The Red-Headed League” by Sir Arthur Conan Doyle

LESSON 3 Close Read

Clues That Holmes Uses

Read each clue on the left column and, in the right column, explain what Holmes figured out about the real crime Clay and his partner were committing.

Suspicious Details (Clues) That Holmes Uses From Wilson’s Story	What the Clue Means to Holmes
The very talented assistant works for half salary.	
The assistant finds the ad and knows a lot about the Red-Headed League.	
The assistant spends hours in the cellar developing photos.	
The street is full of red heads, but Mr. Wilson is led to the front and chosen for the league.	
Wilson must be in the Red-Headed League office from 10–2 every day or he loses his salary.	

Suspicious Details (Clues) That Holmes Uses From Saxe-Coburg Square	What the Clue Means to Holmes
Sherlock looks at the knees of the assistant’s trousers.	
Sherlock thumps the ground outside Wilson’s pawnshop.	
There is a bank branch near the pawnshop.	

Unit 6B, Sub-Unit 3: “The Red-Headed League” by Sir Arthur Conan Doyle

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 3, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6B, Sub-Unit 4

Write an Essay



The pieces of writing you do over the next few classes will build on each other to create an essay that is longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all of the skill and thought you usually bring to your writing, plus extra attention to careful organization.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

<p>Lesson 1</p>	<p>Step 1: Review the Essay Prompt and Elements of Your Essay.</p> <p>Step 2: Gather evidence: Identify red herrings used in “The Red-Headed League.”</p> <p>Step 3: Write the first body paragraph: Write about a red herring and how it misled you.</p> <p>Step 4: Write a page to a friend about what you like about this story. (Solo)</p>
<p>Lesson 2</p>	<p>Step 5: Revise the first body paragraph: Add new evidence or describe your evidence further.</p>
<p>Lesson 3</p>	<p>Step 6: Write the second body paragraph: Write about the truth behind the red herring.</p> <p>Step 7: Write an introduction: Review the Elements of an Introduction, then choose 2–3 sentences from your Solo writing from Day 1 (step 4) to help you write your introduction.</p>
<p>Solo</p>	<p>Step 8: Reread and rewrite sentences to make your paragraphs flow.</p> <p>Step 9: Edit your essay: Include correct citation and punctuation of direct quotes.</p> <p>Step 10: Write final copy: Rewrite your essay to create a final copy.</p>

Essay Prompt:

In his stories, Sir Arthur Conan Doyle includes false clues (or “red herrings”) that are either not important or that point you in the wrong direction. Write an essay in which you identify one of the false clues or red herrings Doyle uses in “The Red-Headed League” and do the following:

1. Explain why this detail seemed important and what it led you to predict.
2. Explain what in fact was true about this detail.

Unit 6B, Sub-Unit 4: Write an Essay

LESSON 1 OVERVIEW

Did you notice that some suspicious details in the Sherlock Holmes stories turned out to be nothing? You'll get a chance to write an essay about those "clues" and how they misled you.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Review Essay Prompt

Step 1. Review the Essay Prompt and the Elements of Your Essay.

Essay Prompt

In his stories, Sir Arthur Conan Doyle includes false clues (or "red herrings") that are either not important or that point you in the wrong direction. Write an essay in which you identify one of the false clues or red herrings Doyle uses in "The Red-Headed League" and:

1. Explain why this detail seemed important and what it led you to predict.
2. Explain what in fact is true about this detail.

Elements of Your Essay

An introduction to the essay and claim. It includes:

- A lead
- The name of the text(s) and its author(s)
- Relevant background or context of the topic and the texts
- Claim statement where you state your idea about a red herring that is used in "The Red-Headed League"

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports your claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports your claim

LESSON 1 Gather Evidence

Step 2: Gather evidence

Now that we know which details helped solve the mystery, we can reread and see which details were red herrings —details that were talked about and seemed like they might be important in solving the case, but really weren't.

Reread "The Red-Headed League," paragraphs 27–88.

In the chart below, copy the details in Wilson's story that could be considered red herrings.

Red Herrings in "The Red-Headed League"

LESSON 1 Write First Body Paragraph

Step 3: Write the first body paragraph

In your first body paragraph, you’re going to write about a red herring and how it misled you.

- 1. Write about one of the red herrings you found, explaining why this detail seemed important and what it led you to predict. Title it “Body Paragraph #1.”

Unit 6B, Sub-Unit 4: Write an Essay

LESSON 2 OVERVIEW

Today you will revisit the story to add more detail or explanation to your body paragraph.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 4, Lesson 1 Solo (which includes Step 4).

LESSON 2 Revise Body Paragraph

Step 5: Revise the first body paragraph

1. Reread the essay paragraph you wrote in the previous step in Lesson 1. Underline a sentence(s) where you used details or a direct quote from the story to develop your idea.
2. Reread that part of the book and identify one or two more related details that connect to your idea.
3. Go to the next clean page. Title it “Revised Body Paragraph.” Rewrite your body paragraph, adding 3–5 more sentences that use those details to explain your idea.
4. Reread your body paragraphs with the new sentences and revise them so they connect clearly with each other.

Unit 6B, Sub-Unit 4: Write an Essay

LESSON 3 OVERVIEW

Almost done! Today you'll write your second body paragraph and introduction.

Prep

Before you begin this lesson:

- 1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos
- 2. Review the Rules for Sharing and Response Starters.
- 3. Complete the Sub-Unit 4, Lesson 2 Solo.

LESSON 3 Write Second Body Paragraph

Step 6: Write the second body paragraph

Now you're going to write about the truth behind the red herring.

Write your second body paragraph below. In this paragraph, explain what in fact is true about the red herring you've written about. Label it "Body Paragraph #2."

LESSON 3 Write Introduction

Step 7: Write an introduction

1. Review the Elements of an Introduction.

Elements of an Introduction

- A lead: 1–2 sentences that grab the reader’s attention
- The name of the book and author you are writing about
- Your claim: 1–2 sentences that make your claim clear

2. Begin writing your introduction below. Label it “Introduction.”
3. Use as your lead whatever you like from what you wrote before.
4. Keep writing to complete your introduction, making sure to include the other two parts:
 - Details about the text: The name of the story and author you are writing about
 - Your claim about the red herring: 1–2 sentences that explain your idea

LESSON 3 Solo

Step 8: Reread and rewrite sentences to make your paragraphs flow

Read your entire essay and adjust any sentences to make all of the pieces flow together.

Step 9: Edit your essay

Use the Editing Checklist and Guidelines for Citing and Punctuating a Direct Quote to correct any technical errors in your essay and make sure you've cited and punctuated your quotes correctly.

Editing Checklist

1. Indent the first sentence of each paragraph.
2. Capitalize the first letter of every sentence.
3. Make sure every sentence ends with a period, a question mark, or an exclamation point.
4. Review your spelling, particularly commonly misspelled words.
5. Check that direct quotes are cited according to the Guidelines for Citing and Punctuating a Direct Quote.

Guidelines for Citing and Punctuating a Direct Quote

1. Use double quotation marks to show where the quote begins and ends.
2. Cite the chapter title and paragraph number in parentheses at the end of the sentence.
3. Add a comma to separate your introduction to the quote and the direct quote itself.
4. Use single quotation marks around any dialogue within the direct quote.
5. Only include the end punctuation of your quote if it is a question mark or exclamation point.

Examples:

- As readers, we can sympathize with Watson when he says, "I was always oppressed with a sense of my own stupidity in my dealings with Sherlock Holmes" ("The Red-Headed League," 162).
- "What's gone with that boy, I wonder? You TOM!" (Chapter I, 5).

LESSON 3 Solo

Step 10: Write final copy

In the following pages, rewrite your draft to create a final copy. Label it “Final Draft.” Make sure your essay is in the right order and that you’ve incorporated your Revision Assignment and any edits you made to the rough draft.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.
