Sherlock Holmes Goes Steampunk

Yorktown High School, Yorktown, Indiana- Mrs. Barbara Miller
Alexandria Jr / Sr. High School, Alexandria, Indiana- Mrs. Beth Roop, Ms. Jamie Stapleton
Spring 2015

Aim:

- To engage over 150 students in three courses in the Sherlock Holmes mysteries
- To promote students' higher order thinking skills (problem solving, analysis, creativity)
- To showcase elements of the Industrial and Romantic Eras.
- To connect art and literature
- To show students the relevance of Victorian literature to life today
- To promote students' ability to work effectively in groups
- To use Sherlock Holmes stories to meet Common Core Academic Standards

Proposal:

Yorktown High School students will read and analyze Sherlock Holmes stories as a class and in literature circles. They will then research aspects of Victorian London and the art movement called Steampunk. In small groups, these students will design board games that incorporate Steampunk motifs and literary elements of the Sherlock Holmes stories. **(Resource 1)** The designs will be sent to advanced art students at Alexandria High School to execute as game boards and tokens. Underclassmen students at both schools will use the games to prepare for standardized state testing.

Process:

First, we built background knowledge during a digital learning day. The Yorktown students read nonfiction texts about Victorian London, identifying three interesting facts about the era and explaining in a paragraph on a discussion post why each fact caught their attention. Then students commented on others' posts with ideas about how two facts could be integrated into a Sherlock Holmes mystery. **(Resource 2)**

Then, as a class, the Yorktown students began working with the texts. They read, analyzed and tested on "A Scandal in Bohemia." They covered theme, mood, characterization, plot and conflict in the short story. "A Scandal in Bohemia" became our mentor text throughout the project, as we continually referred to literary aspects of the story, as well as elements that would translate well into a board game.

Next, the Yorktown students were divided into five literature circles based on their reading levels, and each group was assigned a story from the book *Six Great Sherlock Holmes Stories*. These stories included " The Red-headed League," "The Adventure of the Empty House," The Final Problem," The Adventure of the Speckled Band," and "The Adventure of the Engineer's Thumb." In their literature circles, the students replicated the analysis we had done as a class.

At this point, we discussed our overall aim, to create board games that would help younger students prepare for their state exams. (Resource 3) We read nonfiction pieces about the value of playing games in school and outside of school. Students wrote essays evaluating the arguments of the writers.

Now they were ready to think about their specific games. They viewed a PowerPoint presentation about Steampunk, a new art movement that combines elements of Romanticism with elements of the Industrial Revolution, and discussed ways they see Steampunk in pop culture today. We used pages from *Creative Haven Steampunk Designs Coloring Book* Dover for a take-home coloring contest to help students interact with Steampunk motifs. Students began to brainstorm connections between the stories, Steampunk, and familiar board games.

At the same time, the Alexandria art students began researching Steampunk using the PowerPoint presentation and the Internet. They began brainstorming motifs to use on the game boards.   Back at Yorktown, each literature circle sketched out full size renderings of their games. (Resource 4) These design plans were sent to Beth Roop, the art teacher at Alexandria, who matched artists to the designs, and they began drawing using resource books related to gears and machinery.

In the meantime, the Yorktown students moved on to cover units on *Romeo and Juliet* and a novel to give the artists time to begin their work.

In early April after spring breaks for both schools, the Alexandria students sent questions to the Yorktown groups via email. The Yorktown crew made and sent videos in response and then began formatting final drafts of questions and answers for each game. In order to write strong directions to the games, the students participated in lessons about process analysis writing and analyzed the rules to The Game of Life. They then crafted their rules pages for each game.

The week before Yorktown final exams, the nearly completed game boards were brought back from Alexandria to show the designers. They were thrilled to see how the Alexandria art students had taken their ideas about Sherlock Holmes stories and translated them into Steampunk themes and colors. The boards were sent back to Alexandria for final touches with the understanding that they would return to Yorktown for the beginning of the 2015-16 school year before returning to Alexandria for the remainder of the year for Ms. Jamie Stapleton to use in test prep with underclassmen.

What We Learned:

Time: Excessive days out of school this year due to snow and cold moved back our timetable and prohibited our testing the games this school year. In August, the games will be tested at Yorktown and then return to Alex for art students to create matching boxes and for underclassmen test prep.

Communication: Having classes at different times of the day prohibited our synchronous chatting as we had hoped. Using email had limitations because teachers were not always included in the exchanges. We resorted to video and hand written instructions and correspondence at times, as well as many emails and texts between the teachers.

Difficulty: Scaffolding was helpful for low level readers; we used two story versions that supported lower level reading, even though the tests were based on the original texts.

In Short: All the students were heavily engaged and invested in this project. The literature students came away both appreciating the Sherlock Holmes stories and knowing their literary terms and how to recognize examples in text. The art student understood the Steampunk movement and the challenges and rewards of working for a "client." This project was a major success. Thank you, Beacon Society!

Results:
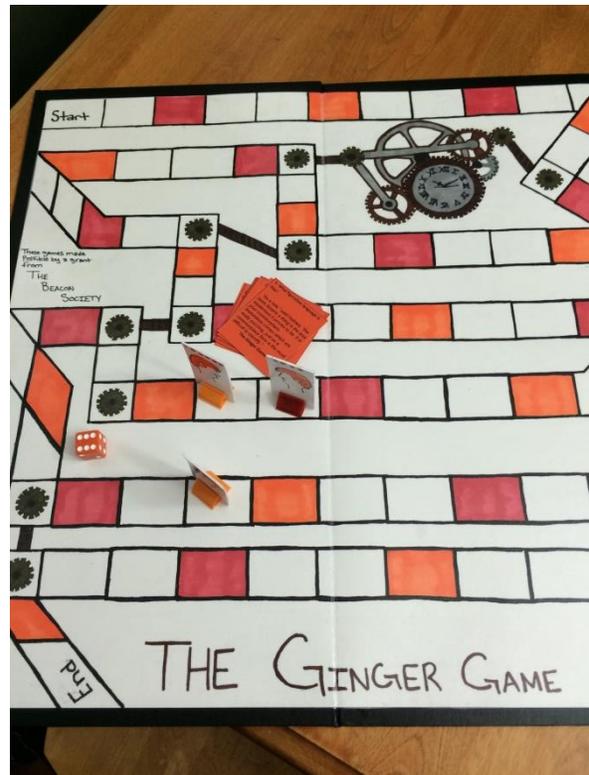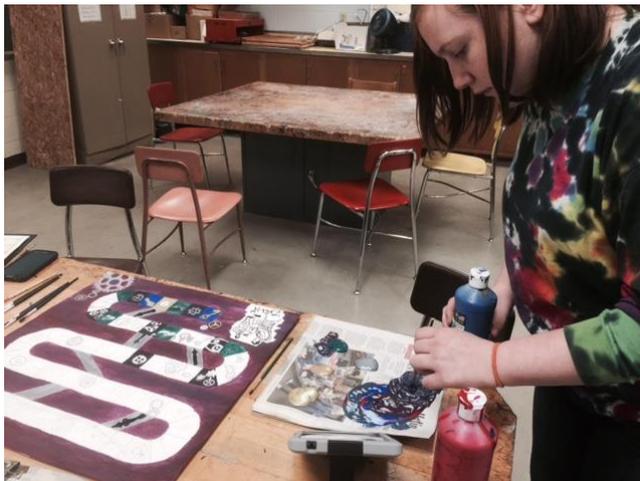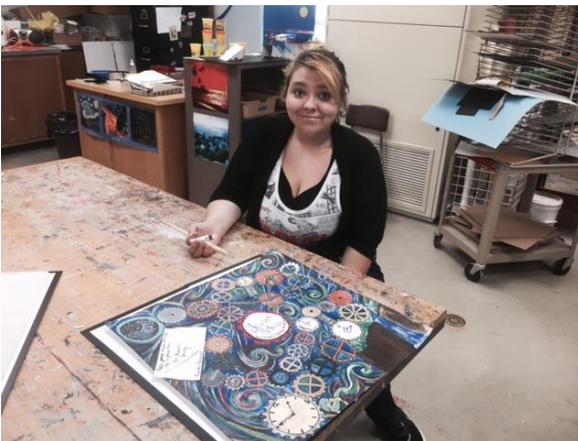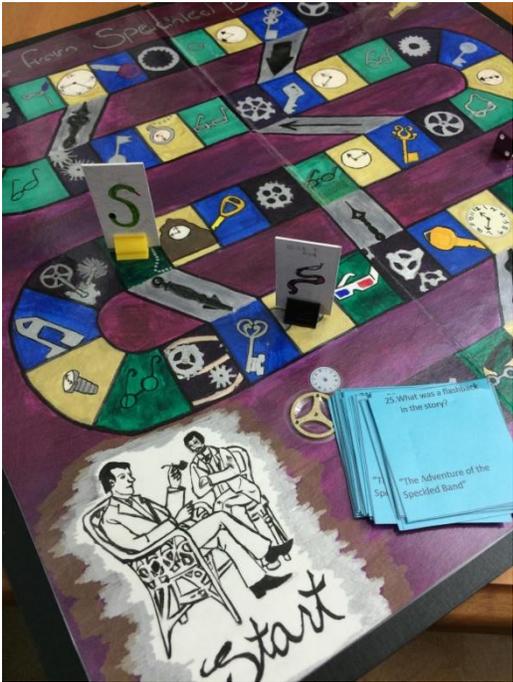
Sherlock Holmes Goes Steampunk

Mrs. Barbara Miller
Yorktown High School

Project Overview

GOALS: To analyze short stories; to problem solve; to compose using pastiche; to work in groups; to help others academically.

IN ACADEMIC STANDARDS: 9-10 RL.1; Rl2.1; rl2.2; RL 3.2; RV.1; RV.3.1; RV.3.3; W.1; W.3.1; W.3.2; W.4; W.6.2; SL.2.1; SL.2.4

PROCESS and TIMELINE:

M, 2-23   Introduction to Steampunk and pastiche- paragraph form.
Review overview sheet and game rubric.

Brainstorm game ideas- submit ideas on exit slip.

T, 2-24 Decide on idea and begin to plan game.

Make task chart and divide responsibilities- exit slip in paragraph form.

Contact Alexandria Monroe advanced art students for design ideas and help as group, writing in correct letter format.

W, 2-25   Work on games in computer lab. Exit ticket about meeting goals for day.

Th, 2-26   Work on games in computer lab. Check facts on games. Exit slip on project status in paragraph form.

F, 2-27   Finish games in computer lab. Contact Alex students using letter form.

M, 2-28   Play games and evaluate in paragraph form.

T, 2-29   Test on project includes terms from games (see rubric), letter to BSU students about our project, and paragraph arguing which is best game and why.

GRADES:

- Daily exit slips/paragraphs - 12 points each in homework/classwork category.
- Communication with Alex art students - 25 points each in writing category.
- Game - 100 points in writing category- shared grade with paragraph about students' contributions to make grade adjustments as necessary.
- Test - 100 points in test category.
- Pop quizzes over elements of a paragraph, steampunk and pastiche- 10 points in quiz category.

Resource 2
Victorian London Lesson- Background Knowledge Setting Context

Today as your E-leaning makeup day lesson, we will be crowd-sourcing interesting information that we find about Victorian London. This is the time when Sherlock Holmes was solving mysteries. Remember, Holmes and Watson were fictional characters, but the times they lived in were very real and a critical aspect of Sir Arthur Conan Doyle's mysteries. Let's explore this time period using Internet sources:

1. Choose one source below:
    a. An interactive walking tour through a Victorian Home: http://www.geffrye-museum.org.uk/learning/walk-through-a-victorian-house/walk-through/
    b. A panoramic picture of a Victorian Parlor: http://www.geffrye-museum.org.uk/period-rooms-and-gardens/panoramas/1870-drawing-room/index.html
    c. Change taking place in the Victorian Era: http://www.bbc.co.uk/history/british/victorians/speed_01.shtml
2. **Open the source and explore** the site.
3. You are looking for **three interesting facts** about Victorian London that you can share on our MBC Groups Discussion Board.
4. Start by **opening a Word Document**.
5. **Rewrite one fact in your own words**– don't just copy and paste because that is plagiarism.
6. **In parentheses after your fact, write the name of the website** you used.
7. Then **in a "plump paragraph," explain why this fact caught your attention**. You might include connections, comments, or questions that you have about the fact.
8. **Repeat two more times** for two more facts that you find.
9. **Save your document on your desktop.**
10. **Open MBC and go to Groups- Discussions- Victorian London.**
11. **Copy and paste your facts and paragraphs onto the MBC Groups Discussion** called "Victorian London.
12. Finally, scroll through the facts that others have found, and **in the comment section beneath two of them brainstorm an idea of how this fact could be used by Arthur Conan Doyle in a Sherlock Holmes mystery and why he might use it**.

Exemplary- 20 points	Proficient- 16 points	Emerging- 14 points	Inadequate 0-13 points
Includes three interesting facts and a plump paragraph for each that fully explains the choice and includes connections, comments and questions about the fact. Also fully comments on two different facts and invents clever possible ways they could be used by Doyle in a Holmes' mystery and how.	Includes three facts and a paragraph for each that explains the choice and includes connections, comments and/or questions about the fact. Also comments on two different facts and invents possible way they could be used by Doyle in a Holmes' mystery and how.	Includes two facts and a paragraph for each that explains the choice and/or includes connections, comments and/or questions about the fact. Also comments on one or two different facts. May invent possible way they could be used by Doyle in a Holmes' mystery and how.	Includes one or no facts or a paragraphs for each that explains the choice and/or includes connections, comments and/or questions about the fact. May comment on one different facts. May invent possible way they could be used by Doyle in a Holmes' mystery and how.

Resource 3

Writing Rubric– Story to Game

Names _____ Block _____

_____ Test Score ___/100

Story _____ Date _____

Contents include all: Plot (exposition, rising action, climax, falling action, resolution); characters (protagonist, antagonist, foil); conflicts (internal and external): setting (time, place, and historical situation); time devices (foreshadowing, flashback; back story); themes; and mood.
Five of the following devices: metaphor, simile, imagery, personification, irony, hyperbole, onomatopoeia, and allusion.

	20 pts	18 pts	16 pts	14 pts	12-0 pts
Design-layout	Purposeful and outstanding organization- Totally steampunk. Clearly supports goals of game. Excellent flow among elements; purposeful placement of headings, captions, and graphics. Effective use of color; effective white space.	Somewhat purposeful organization- important info in center. Mostly steampunk. Good flow among elements; good placement of headings, captions, and graphics. Mostly effective use of color; mostly effective white space.	Average organization- most important info may be scattered. Some steampunk. Average flow between elements; Somewhat purposeful placement of headings, captions, and/or graphics. Ineffective use of color or white space.	Weak organization- most important info scattered. Little steampunk. Weak or unclear flow between elements; weak placement of headings or captions, or graphics. Poor use of color; little effective white space.	Confusing organization; Poor or no flow among elements; no steampunk; non-purposeful placement of headings or captions, or graphics. Confusing use of color; little effective white space.
	50 pts	**45 pts**	**40 pts**	**35 pts**	**30 – 0 pts**
Content	Contains 15-17 general elements above very well developed in accordance with story. Five literary devices. High quality graphics, engaging information.	Contains 13-14 elements above mostly well developed in accordance with story and somewhat engaging. Four literary devices. Moderate quality graphics.	Contains 10-12 elements above somewhat well developed in accordance with story and somewhat engaging. Three literary devices. Moderate graphics.	Contains 8-10 elements above, weakly developed in accordance with story or not engaging. Two literary devices. Weak or inexistent graphics.	Contains 6-8 or fewer elements above not developed or poorly developed in accordance with story. No or one literary device. Weak or inexistent graphics.
	20 pts	**18 pts**	**16 pts**	**14 pts**	**12-0 pts**
Style	All elements professionally finished. Uncluttered, purposeful design. Neat cuts; glued edges; no handwriting. Purposeful tokens and	Some elements professionally finished. Mostly uncluttered, purposeful design. Mostly neat cuts; glued edges; no handwriting. Mostly	Not professionally finished. Somewhat cluttered; may be non-purposeful design, ragged cuts; poorly glued edges; some handwriting. Weakly	Not professionally finished. Mostly cluttered; non-purposeful design, ragged cuts; poorly glued edges; mostly handwritten. Weakly	Poorly finished. Cluttered; non-purposeful design, ragged cuts; poorly glued or taped edges; handwritten. No connected tokens or other

	other elements well connected to story	purposeful tokens and other elements connected to story.	connected tokens and other elements.	connected tokens and other elements.	elements.
	10 – 9 pts	**8 pts**	**7 pts**	**6 pts**	**5 – 0 pts**
Gr/Mechanics	No errors	Few errors in spelling, agreement, punctuation, parallel structure or pronoun use	Some errors in spelling, agreement, verb tense, punctuation, parallel structure, and/or pronoun use.	Many errors in spelling agreement, verb tense, punctuation, pronoun use, parallel structure, or capitalization.	Several errors in agreement, verb tense, punctuation, pronoun use, capitalization, parallel structure, and spelling

Game planning

Name of group members_____

Story Title _____

1. Model for game (Monopoly, Sorry, Chutes and Ladders, etc.)

2. Object of the game (how someone will win)

3. Rules for the game

4. Draw a rough model of your game board below (the actual size is 20" x 20").

5. Describe pieces you will need (check those your game will need) and who is responsible for making them:
   - ☐ Rules

   - ☐ Game board

   - ☐ Cards (how many sets ___)

   - ☐ Tokens

   - ☐ Tracker board (e.g. the egg tree with fluff balls in the video)

   - ☐ Counter (e.g. dice, spinner, egg timer)

   - ☐ Forms or paper (e.g. with Yahtzee)

☐ Other

6. Ways you will include the following literary elements and who is responsible:

    a. Plot

    b. exposition

    c. rising action

    d. climax,

    e. falling action

    f. resolution

    g. characters

    h. protagonist

    i. antagonist

    j. foil

    k. internal conflict

    l. external conflict

    m. setting (time, place, and historical situation)

    n. time devices

    o. foreshadowing

    p. flashback

    q. back story

    r. theme

    s. mood

    t. metaphor

    u. simile

    v. imagery

    w. personification

    x. irony

    y. hyperbole

    z. onomatopoeia

    aa. allusion

Steampunk:

Sci-Fi Meets the Industrial Age through Pastiche

Mrs. Barbara Swander Miller

Pastiche

- A work of art that imitates another, but adds to it in some new way. A mash up.

Pastiche is a tongue-in-cheek imitation or tribute used in literature, art, music, movies, etc.

What is Steampunk?

- Recognized as a literary genre in 1987
  - Fits into Sci-fi/fantasy genre

Steampunk

- Often set in Victorian Era
- Depicts steam-powered technology
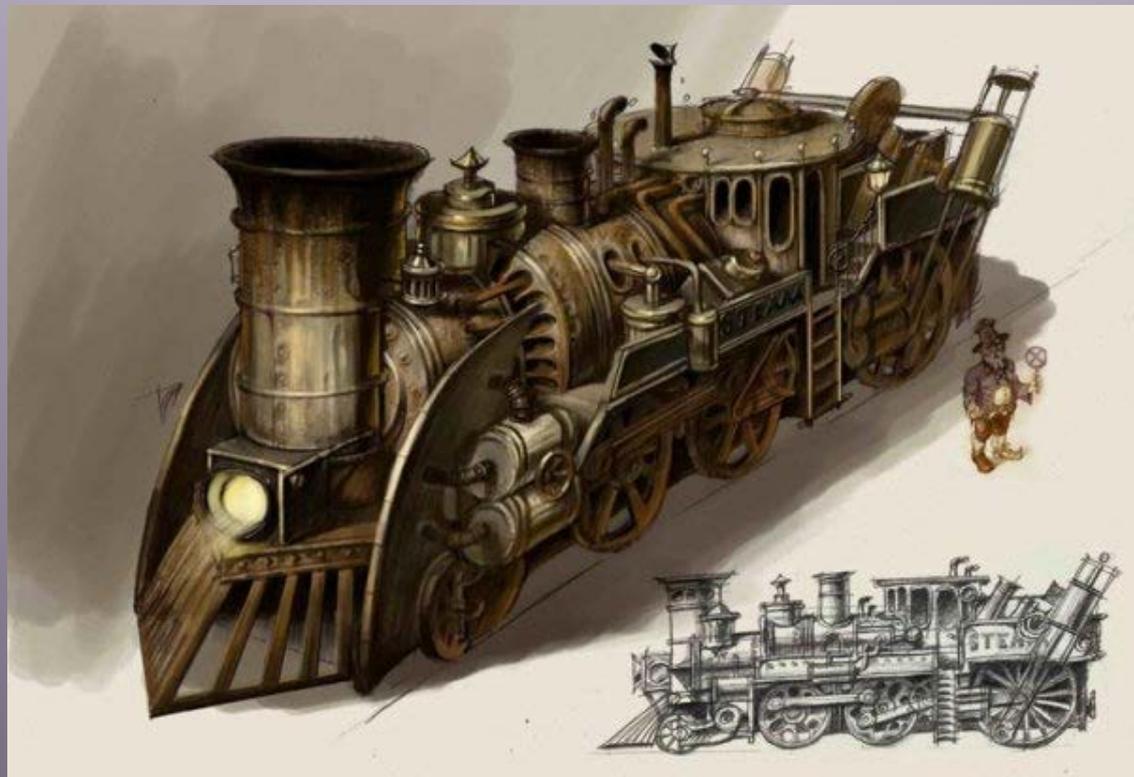
Steampunk

- Suggests romance
- Uses anachronisms (technology out of its era)

Steampunk's Foundations

- Jules Verne's
  - *20,000 Leagues Under the Sea*

Steampunk's Foundations

- H.G. Wells'
  - *The Time Machine*
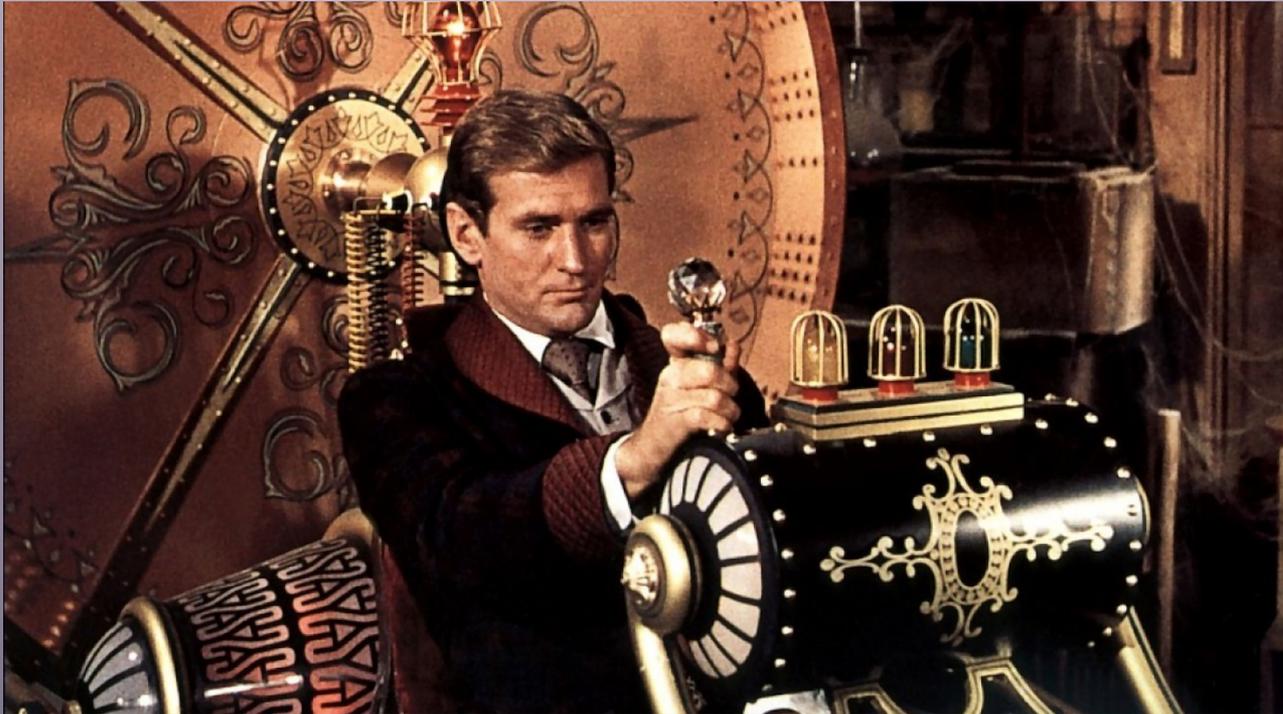
Steampunk's Foundations

- Mary Shelley's
  - *Frankenstein*

More Recently...

- In television and movies- *The Wild Wild West*

Now Moved to Other Arts

Music- Abney Park

Fashion

Jewelry

Visual arts

Toys

Household Items

Home

Lifestyle
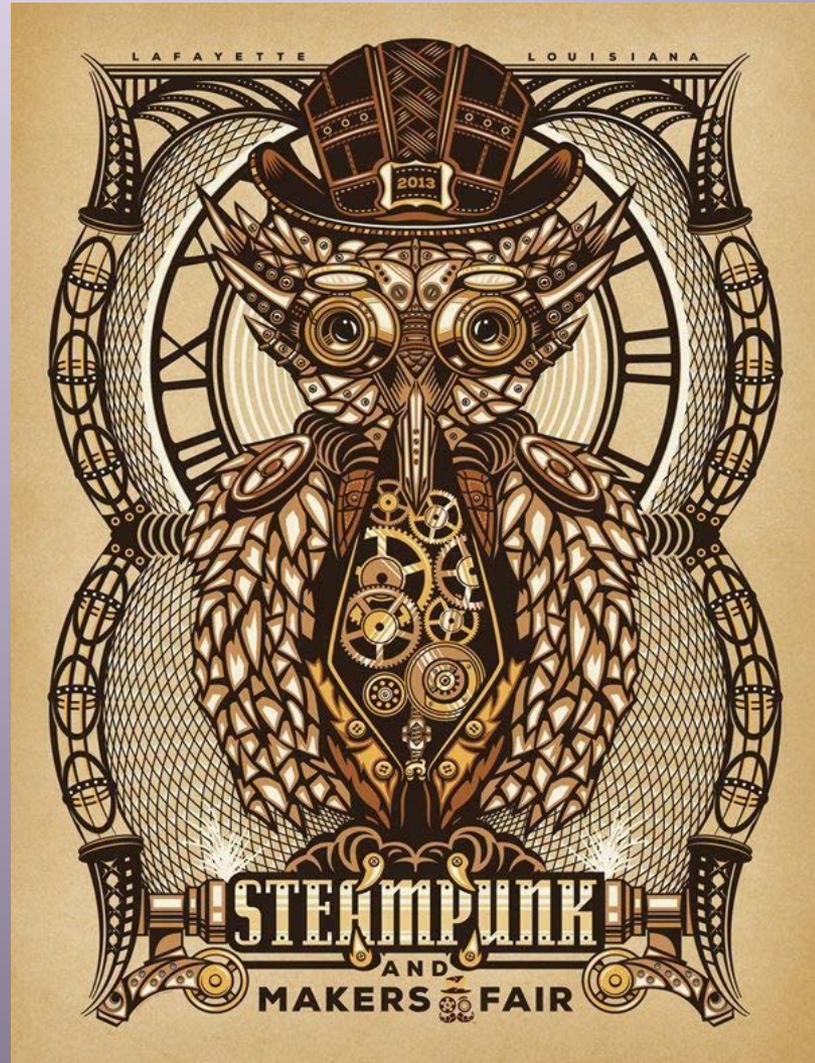
Steampunk

- More than a literary genre….

- Today, a hobby for some; a lifestyle for others who want to embrace the Victorian past.

- A perfect fit for Sherlock Holmes whose methods were ahead of his time.