

# Case

## The Red-Headed League

### Threads of a Consulting Detective

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Nashville Scholars of the Three Pipe Problem

The Fresh Rashers



*Sherlock Holmes.*

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Consulting Detective  
221b Baker Street  
London

The portrait of Sherlock Holmes by Sidney Paget that never appeared with any of the stories.

# Sherlock Holmes Reading a Book



*"The Veiled Lodger"*  
Drawing by Frank Wiles  
*The Strand Magazine*, February 1927

# Message

**It is not *what* the lesson does to the learner, but what the learner does *with* the lesson.**

**It is the *combination* of the lesson and what the learner does with the lesson that makes this case study interesting and meaningful.**

- Gowin and Alvarez, 2005.

# Menu Guide



Takes you to the Menu



Takes you to the previous presentation



Moves you to the next related viewing

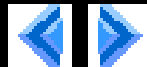


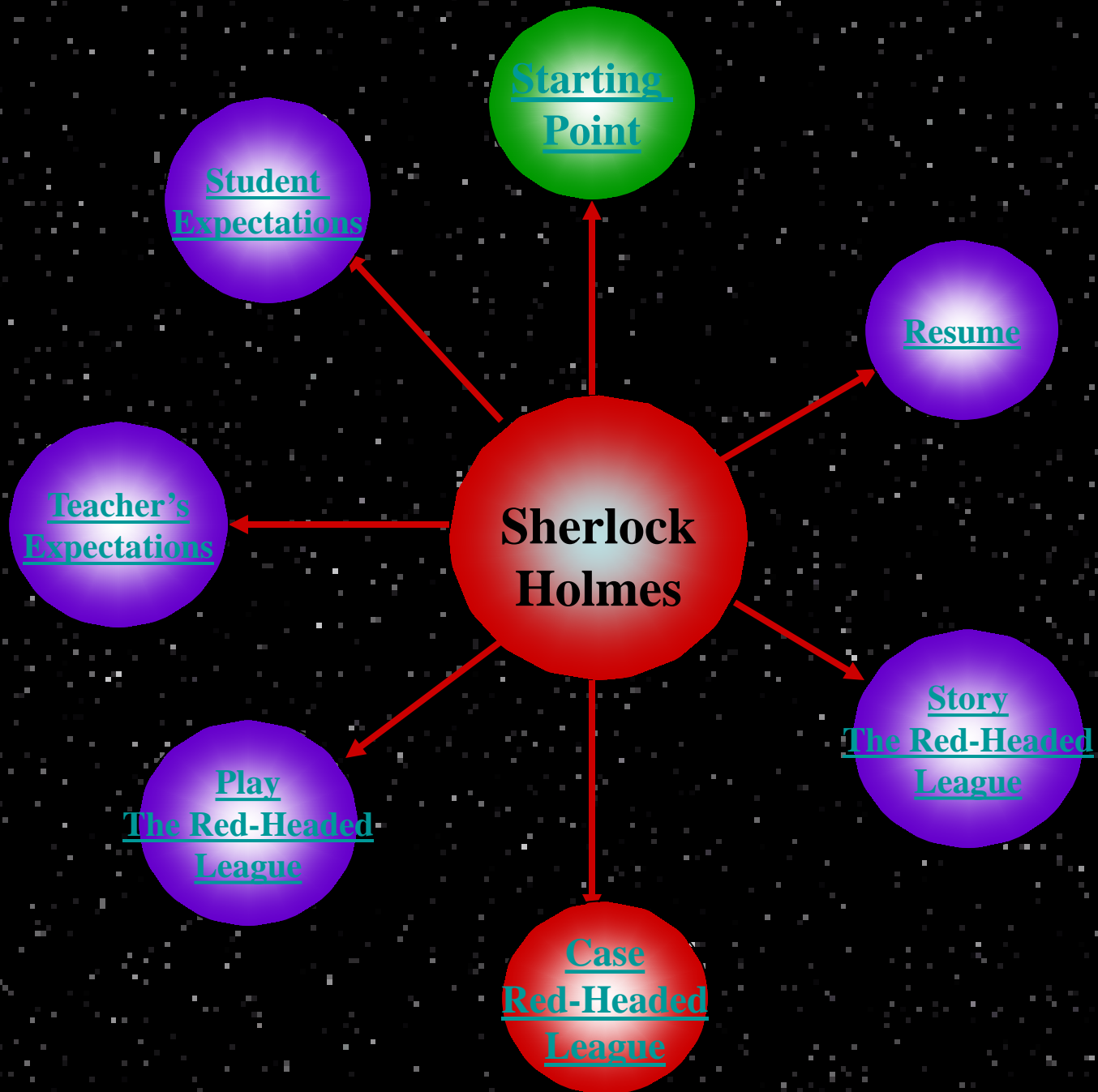
Takes you to the Sub-Directory

<http://>

Takes you to the web site. You must be connected to the Internet for this to occur.

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# Starting Point

You are about to engage in a case study with a Sherlock Holmes Adventure – The Red-Headed League, written by Arthur Conan Doyle.

Your goal is to make this case research interesting for you. The questions you ask will guide you in a learning adventure that you design for yourself.

Look at the headings: *Problem/Situation, Thematic Organizer, Background, Requirements, References, Case Guide, and Case Report.*

- 📖 **Problem/Situation** provides a general direction for this case.
- 📖 **Thematic Organizer** is designed to stimulate your thinking with the target concept - *inquiry*. Be sure to enter your thoughts and feelings when asked in the *Electronic Notebook*.
- 📖 **Background** provides you with additional information that will aid your understanding of the events in which the story takes place and also with the consulting detective, Sherlock Holmes.
- 📖 **Requirements** section states what must be complied with during the course of your research investigation.
- 📖 **References** provide additional information given in books, journal articles, and on web sites.
- 📖 **Case Guide** gives the format that your case will take, and
- 📖 **Case Report** outlines the procedures needed to complete your case research.
- 📖 **Student Checklist** guides you through the phases of your case research.

After reading the Case components review the links surrounding the Introductory page of this CD. Be sure to carefully read and answer the questions in the Action Research Strategy as your case progresses.



# Student Expectations

Upon completion of your case report you should be able to:

- Differentiate between a scientist and a detective.
- Compare and contrast deductive and inductive reasoning.
- Make connections and discuss different and critical perspectives among the mystery genre.
- Describe the economic and social conditions of the time period in which the story took place.
- Imagine what future possibilities or circumstances could be derived from the events depicted in this story.
- Describe ways that mathematics, art, music, science, social studies, language arts, drama, business education, industrial technology, and other subject areas could be incorporated into this story.
- Use metacognitive tools (e.g., concept maps and V diagrams) to plan and carry out research projects.
- Use and learn with technology to promote your ideas.





# Teacher Expectations








As your teacher I will evaluate the degree to which you demonstrate your knowledge of this case by considering the items described under Student Expectations. The extent to which you accomplish these expectations are demonstrated by:

1. The written Case Report on the topic that you have chosen is evaluated in terms of:
  - ▶ A record or log of persons consulted, e-mail exchanges, interviews, documents, books, Internet sources, etc.
  - ▶ Organization, clarity of presentation, soundness of methodology, and impact of conclusions.
  - ▶ The coherence and accuracy of the story grammar map of the story.
  - ▶ The relationship of ideas represented on your concept maps.
  - ▶ Information represented on your V diagrams.
  - ▶ Other pertinent enclosures in the Appendices (e.g., blueprints, models, videotape portraying an event described in the case report, photographs, sketches, poems, lyrics, musical renditions composed by you, tables, charts, graphs, mathematical calculations).
2. Electronic Journal entries
3. Oral report
4. Developing a CD of your case topic containing your report.



# Case

## **CASE – *The Red-Headed League***

-  **Situation/Problem**
-  **Thematic Organizer**
-  **Background**
-  **As You Read and Study the Sources**
-  **Exploring Possibilities**
-  **Requirements**
-  **References**

## **Reading Visual Aids Guide**

## **Case Guide**

## **Case Reports**

-  **Format 1**
-  **Format 2**
-  **Mapping Your Case**
-  **Elements in a Story (Developing a Story Grammar Map)**



# Mapping Your Case Report (click)

Your Case Report needs to be mapped in order to organize your ideas and make them available for visual analysis by others.

To map your Case you need to organize your ideas.

1. Begin by reading the Case Report Strategy.
2. After reading the General Format of the report, map its components:

Under the **Introduction** portion of the map, list its components (Statement of the Problem, Review of Related Research, Specific Research Question(s), and Significance of the Proposal Study).

Case Report

Title

Introduction

Method

Data Analysis

General Statement of the Problem

Review of Related Literature

Specific Research Question(s) and/or Hypotheses

Significance of the Proposed Study

Continue with how you plan to analyze the data under Data Analysis.

Under Statement of the Problem, label the line connection and write an abbreviated Problem Statement. Do the same under each of the other Concepts (I.e., Review of Related Research, Specific Research Question(s), and Significance of the Proposed Study).

Situation

Materials

Instrumentations

Apparatus

Design

Procedures

Now, repeat the process under the relevant components of your study listed under Methods.



# Thematic Organizer

## *The Red-Headed League*

Sherlock Holmes is the first consulting detective and is noteworthy in that, even today, more is written about him and his stories than any other with the exception of the Bible. His companion is Dr. John Watson, MD., a physician who accompanies and writes about many of Sherlock Holmes' cases.

In many of the cases he and Holmes share an apartment at 221b Baker Street, London, England [[see floor plan](#)]. *The Red-Headed League* first appeared in a popular British magazine, the *Strand*, in August of 1891. It was republished in 1892, along with eleven other Sherlock Holmes stories, in the collection *The Adventures of Sherlock Holmes*.

"The Red-Headed League," presents a detailed portrait of turn-of-the-century London and gives readers glimpses of a society undergoing rapid change. Among these changes are alterations in the class structure, Britain's rise as a world economic power, and urban growth – along with a rising crime rate. As he attempts to restore a social order threatened by criminals like those in "The Red-Headed League," Sherlock Holmes embodies the values of intelligence and individual achievement.



Detectives have hunches or hypotheses about the cause of the events. A hypothesis is an educated guess. During their investigations, detectives try to rule out hypotheses that are less than reasonable. For the detective the body of knowledge may include information about the chemical composition of cigar ashes. Detectives also make deductions about the behavior of people. In each case, both detectives use prior knowledge to test their hunches or hypotheses.

Finally, detectives tend to be extremely cautious about the conclusions they draw. Their conclusions must withstand critical scrutiny of a jury of critical peers or a court of law. Detectives wish to narrow their search to a single person or event. They use deduction to break down or narrow generalizations in solving their cases. They are less interested in the generalizations that might be produced from their work.



You are asked to read “The Red-Headed League” that concerns the methods of *observation*, *hypotheses*, and *generalization* described above and asked to answer the statements that follow.

You will read about a detective and his powers of *observation* and the way he formulates *hypotheses*. What do you think the detective will be concerned with? Write your answer here:

---

When you read this story about the detective, Sherlock Holmes, find out if what you wrote agrees with what the detective does. You can read these pages again if you have any questions. You can look back at these pages as many times as you wish.



**DIRECTIONS:** Below are statements that relate to the reading. After each statement is a *section number* and/or an *italics section* in brackets, which have been inserted into the story which may help you make your decision. If you agree with the statement put a check mark in front of it. If you disagree with the statement leave it blank. Some of the statements will ask you to write the section number(s) and/or italics section where the information can be found. You may look at the information on the front of this page and the story reading passage as often as you wish. You can read these statements before and during your reading.

- \_\_\_ 1. Dr. John Watson uses his powers of observation and deduction in analyzing Jabez Wilson's appearance. (section 1, italics Dr. Watson's Observations of Mr. Jabez Wilson)
- \_\_\_ 2. Sherlock Holmes' uses the powers of observation and deduction in analyzing Jabez Wilson's appearance. (section 1, italics Sherlock Holmes' Observations).
- \_\_\_ 3. The newspaper advertisement raises the level of curiosity of the reader. (section 1, italics Newspaper Advertisement).
- \_\_\_ 4 Mr. Wilson is an accountant. (section 1, italics Newspaper Advertisement).



- \_\_\_5. Mr. Wilson qualifies for the vacancy of The Red-Headed League in that you must be a resident of London, have red hair, and be an adult. ([section 1, italics Newspaper Advertisement](#)).
- \_\_\_6. The *number 4* seems to be a popular figure in this employment setting. ([section 2, also section 2 italics Jabez Wilson's Duties](#)).
- \_\_\_7. This illustration showing Mr. Wilson's surprise at the notice on the door is met with serious concern by both Sherlock Holmes and Dr. Watson. ([section 3](#)).
- \_\_\_8. Sherlock Holmes recalls who this Vincent Spaulding may be based on Jabez Wilson's description. ([section 3, italics Vincent Spaulding](#)).
- \_\_\_9. Sherlock Holmes takes a break from the case as he sits in his chair. ([read and see illustration section 4, italics Three Pipe Problem](#)).





- \_\_\_10. Sherlock Holmes visits Jabez Wilson's place of business in order to purchase an article that is relevant in the solving of this mystery. ([section 4, italics Jabez Wilson's Pawnshop](#)).
- \_\_\_11. Dr. Watson senses closure coming soon to this case. ([see the illustration and section 4, Sarasate's violin concert at St. James's Hall](#)).
- \_\_\_12. Sherlock Holmes conveys to Dr. Watson that he foresees danger ahead in bringing this mystery to a resolution. ([section 5](#)).
- \_\_\_13. Assembled in Holmes' apartment are four persons. Name them and designate who they are: ([section 5, italics A Party of Four](#)).
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_



\_\_\_14. The fact that Spanish coins are being stored is an important part of this mystery. ([section 6](#)).

\_\_\_15. Who is the person in the illustration being apprehended by Sherlock Holmes? Write both of his names. ([section 6, italics The apprehension](#)).

A. \_\_\_\_\_

B. \_\_\_\_\_

\_\_\_16. A complicated problem can be reduced to a simple solution once it has been broken down and explained. ([section 7](#)).



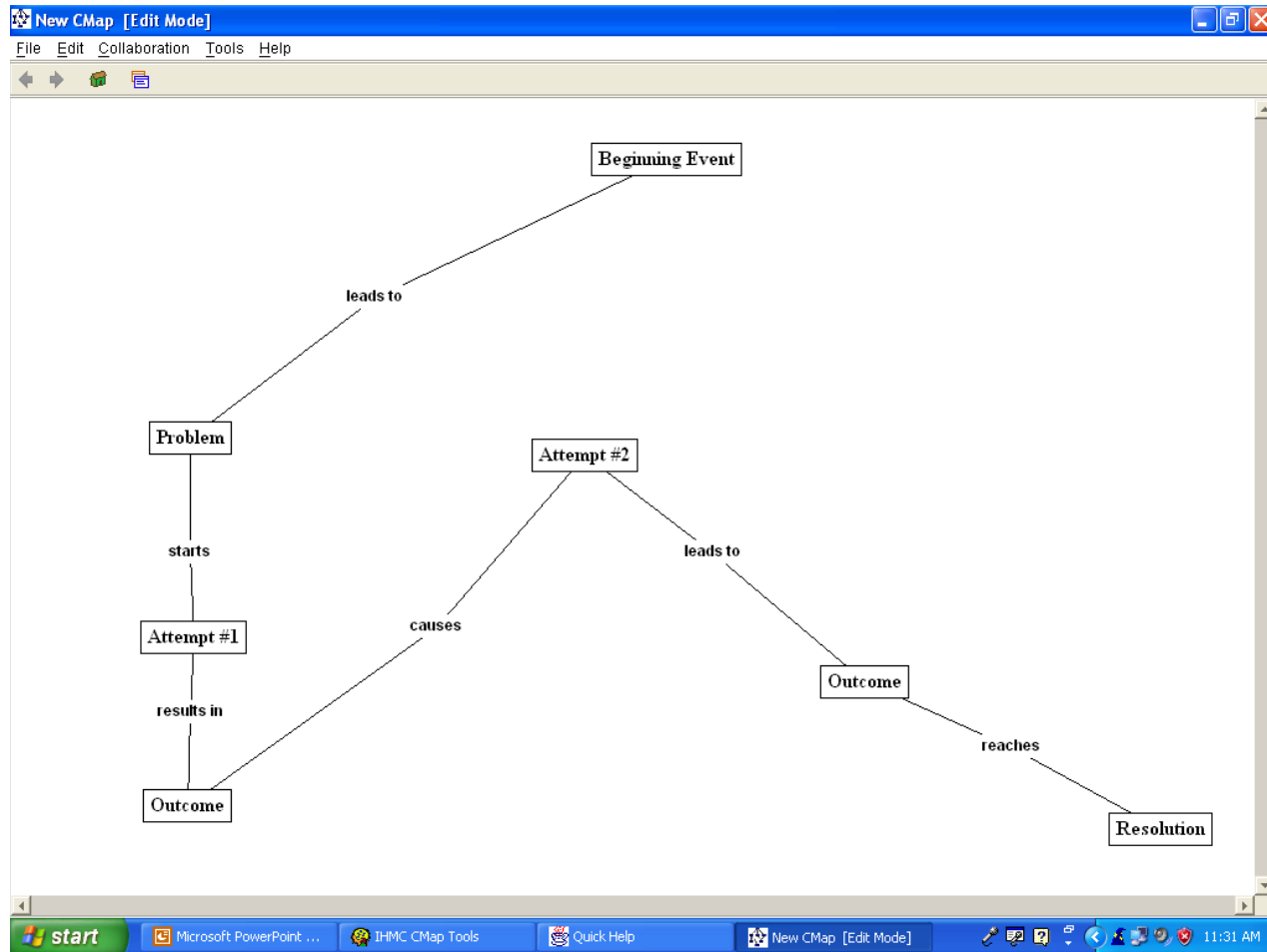
# Elements in a Story



A story consists of several kinds of structural elements: setting (time and place story takes place), main character (protagonist) and other characters, plot (made up of episodes), and a theme or multiple themes that are part of the events that take us through the story.

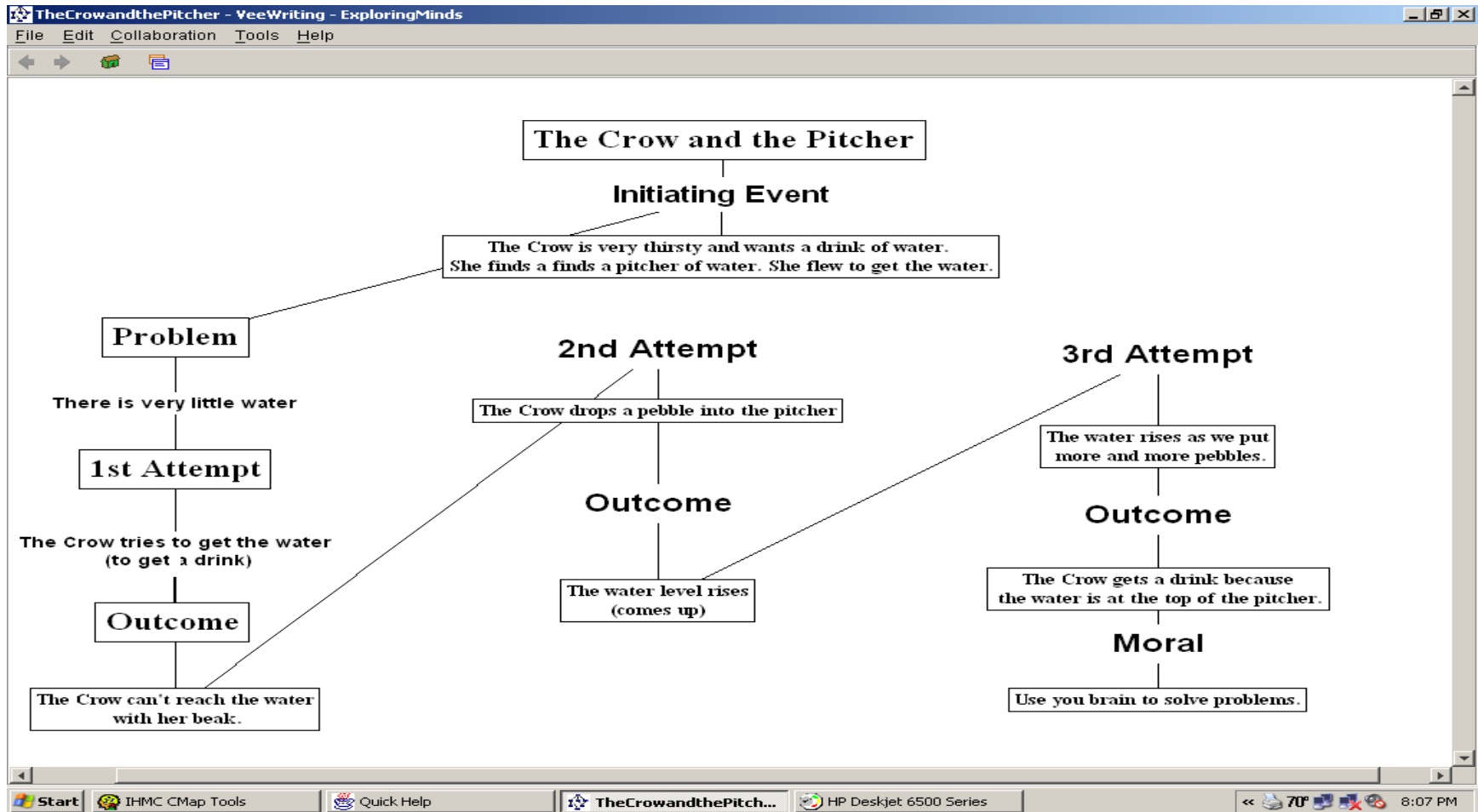
- ***A beginning or initiating event*** – either an idea or an action that establishes a starting point and sets further events into motion.
- ***Internal response (followed by a goal or problem)*** – the character’s inner reaction to the initiating event, in which the character sets a goal or attempts to solve a problem.
- ***Attempts*** – the character’s efforts to achieve the goal or alleviate the problem; several attempts may be evident in an episode.
- ***One or more outcomes*** – the success or failure of the character’s attempts.
- ***Resolution*** – the long-range consequence that evolves from the character’s success or failure to achieve the goal or resolve the problem.
- ***A reaction*** – an idea, emotion, or a further event that expresses a character’s feelings about success or failure to reach a goal or resolve a problem or that relates the events in the story to some broader set of concerns.
- \*JoAnne L. Vacca, Richard T. Vacca., and Mary K. Gove. *Reading and Learning to Read*, 4th ed., New York: Longman, 2000, pp. 246-247.

# Story Map (Story Grammar)



# Story Map Developed by Kindergartners

Alvarez, Stewart, & Vaughn, 1993



# Story

- Read the Thematic Organizer

then

- Read the *Red-Headed League* by Arthur Conan Doyle.

*Camden House* (Internet)

*The Complete Sherlock Holmes*

<http://www.ignisart.com/camdenhouse/canon/>

OR

[The Red-Headed League](#)



# Resume

<http://www.magicdragon.com/SherlockHolmes/resumes/Holmes.html>

Document File

**Sherlock Holmes**  
**221b Baker Street St. Marylebone**  
**London, England**



# Flash Back

Following is a **Reading/Visual Aids Guide** that shows an illustration from the story, “The Red-Headed League.”

This illustration appears at the end of the story. As you answer Parts 1, 2, and 3 use this visual to **trace the happenings** that lead to this **final event**.





# Reading Visual Aids Guide



**“Sherlock Holmes had sprung out and seized the intruder by the collar. The other dived down the hole, and I heard the sound of rending cloth as Jones clutched at his skirts. The light flashed upon the barrel of a revolver, but Holmes’s hunting crop came down on the man’s wrist, and the pistol clinked upon the stone floor.”**



**“It’s no use, John Clay,” said Holmes blandly. “You have no chance at all.”**

**“So I see,” the other answered with the utmost coolness. “I fancy that my pal is all right, though I see you have got his coat-tails.”**

**“There are three men waiting for him at the door,” said Holmes.**

**“Oh, indeed! You seem to have done the thing very completely. I must compliment you.”**

**“And I you,” Holmes answered. “Your red-headed idea was very new and effective.”**



**Place a check mark before each  
item you see in the illustration**

\_\_\_ **lantern**

\_\_\_ **hotel room**

\_\_\_ **weapon**

\_\_\_ **hole**

\_\_\_ **hunting crop**

\_\_\_ **flashlight**



Place a check mark before each word that the illustration makes you think of

\_\_\_ **Apprehension**

\_\_\_ **Accomplice**

\_\_\_ **Surprise**

\_\_\_ **Opponents**

\_\_\_ **Friendship**

\_\_\_ **Cordial**

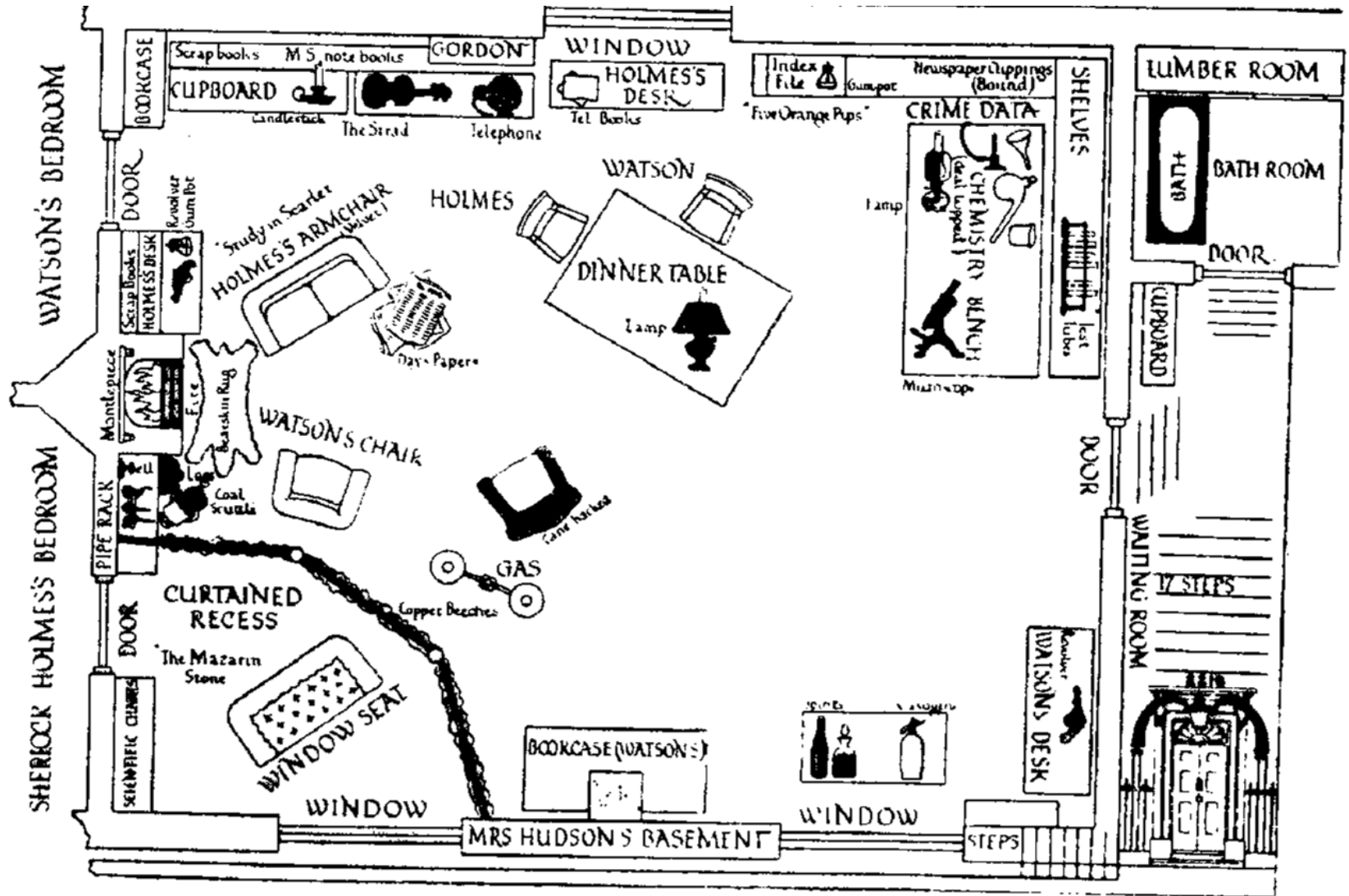


# Place a check mark before each statement that pertains to the illustration

- 1. This illustration represents an event that happens at the beginning of the story.
- 2. A crime has been committed.
- 3. The criminal appears to be dangerous.
- 4. A series of events have occurred prior to his capture.



This is a drawing taken from the *Strand Magazine* of the Sherlock Holmes Flat.





# Sherlock Holmes' Study

<http://www.westminsteronline.org/holmes1951/exhibition/index.htm>





# As You Read and Study Sources

- **Make Connections with what you already know**
- **Study the Reading Materials Deliberately**
- **Use and Read Multiple Texts**  
(electronic and trade books)
- **Voicing and Producing Texts**  
(make your own text)



# Activities

- Time writings of key events, themes, characters, etc.
- V Diagram
- Concept map of key event
- Develop your own visual aid guide using photographs from Basil Rathbone, Nigel Bruce scenes from *Strand* magazine stories.
- Include in your case: Art and writing; science and literature, math and literature, music and literature, etc.



# History

- **Time period of stories.**
- **What's happening in London?**
- **Who's the Queen during this period?  
How did she influence the history,  
culture, and people of this time period?**
- **What kinds of transportation were used  
during this historical period in London  
and the surrounding countryside?**



# Background

***Sherlock Holmes*** is known for his deerstalker cap, magnifying glass, cloak, and pipe. However, he reveals much knowledge with the early detection of crime in his methods using inductive and deductive reasoning that takes place in London England and surrounding areas during the 1890s.

***Arthur Conan Doyle***, author of the Sherlock Holmes stories, wrote a series that first appeared in *The Strand Magazine* in 1891. The idea of writing a series of short stories around a central character was a new one in England.



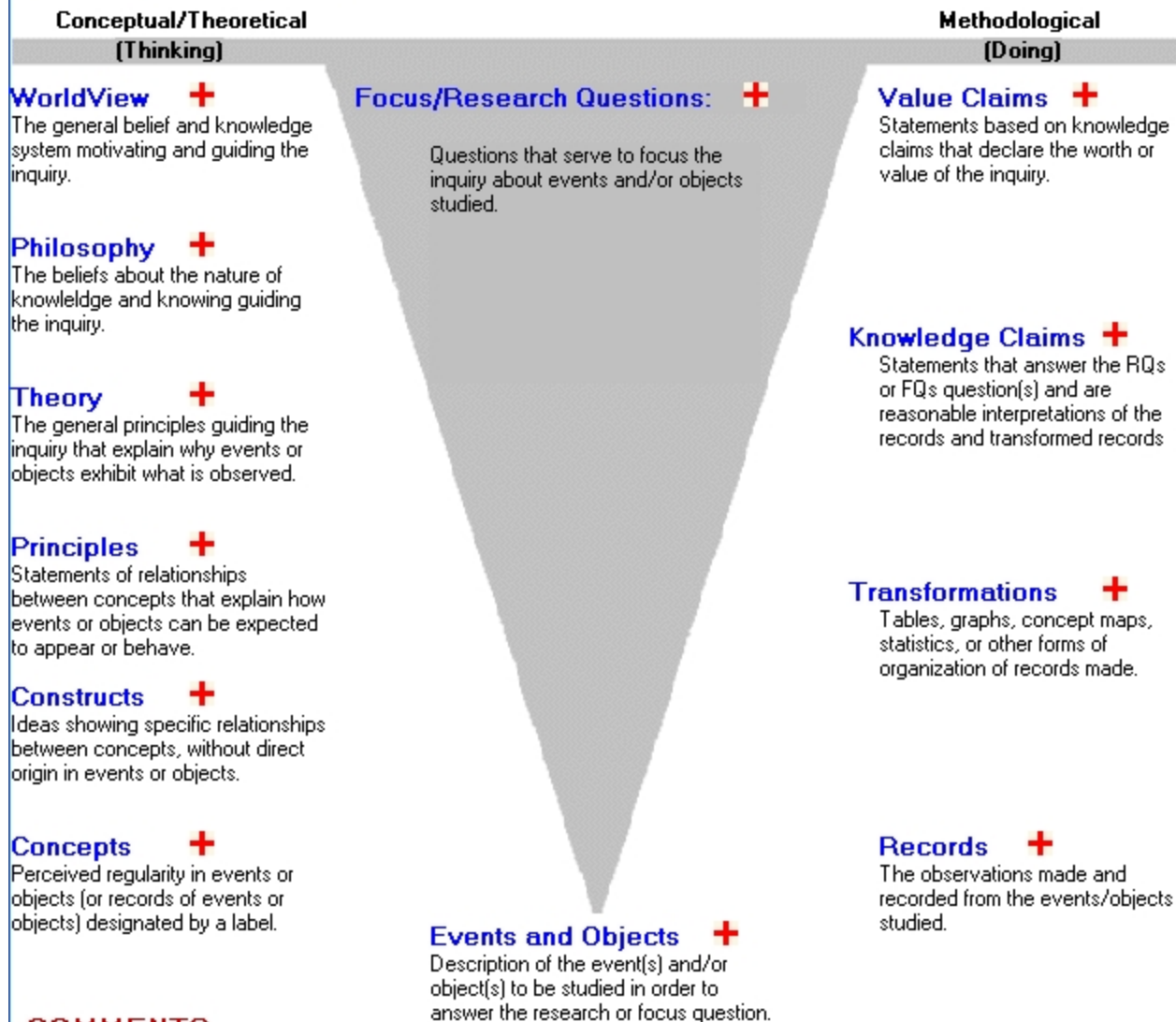
# Situation/Problem

The thread of this case takes you through a maze of multiple paths of inquiry. How you proceed depends on the questions *you* ask and your skill in resolving your journey.

You are required to complete a V diagram and a concept map of your case. Both of these tools will aid your thinking in developing and resolving your case report.



## Knowledge V Diagram

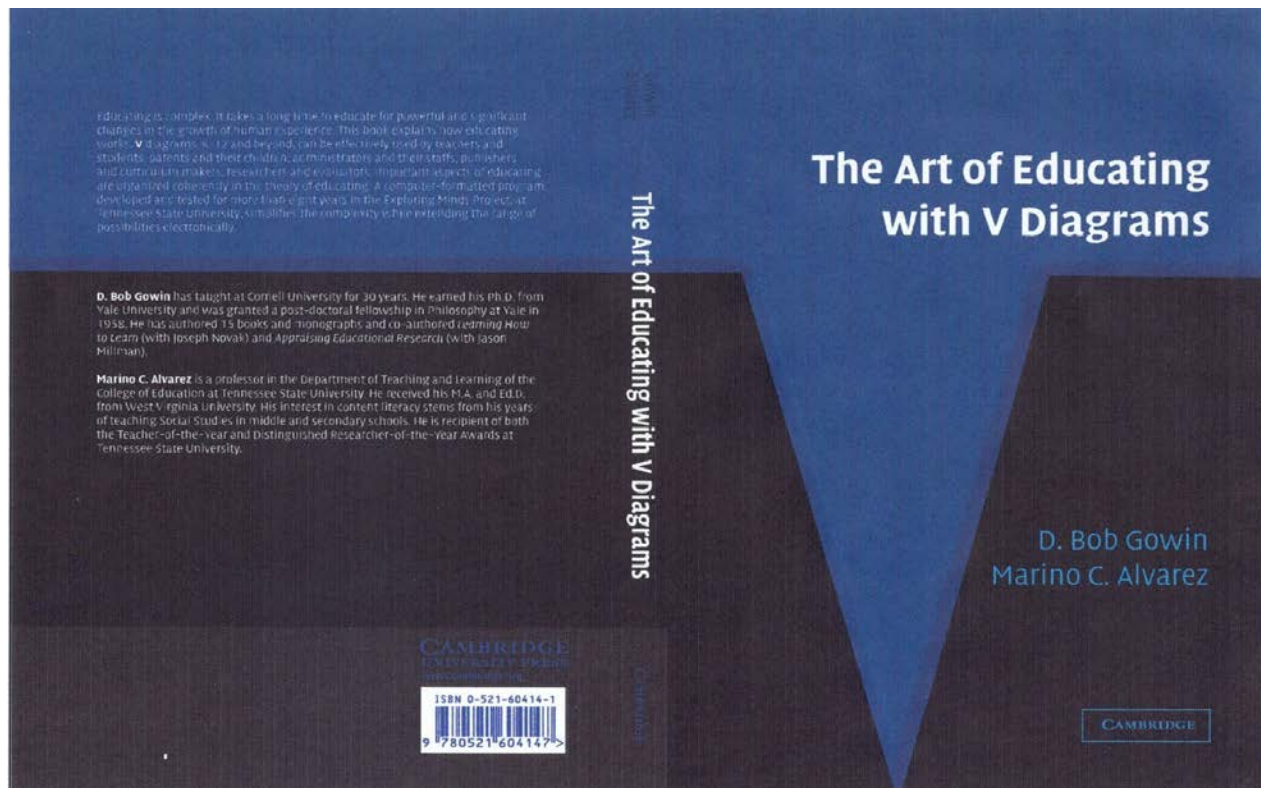


**COMMENTS**



**Gowin, D.B., & Alvarez, M.C. (2005). *The Art of Educating with V Diagrams*.  
New York and Cambridge UK: Cambridge University Press**

**This book presents a theory of educating using the four commonplaces of educating plus one: teaching, learning, curriculum, and governance plus the societal environment. V Diagrams for Lesson Plans, Analyzing Documents, and Research are shown with examples.**



# A Play: **The Red-Headed League**

- A play adapted from a Story by Sir Arthur Conan Doyle' *The Red-Headed League.*
- Facts and Guesses
- Facts Holmes Collected in the Play *The Red-Headed League*
- Guesses Holmes Made
- Crossing multiple texts
- Connecting the Known with the NEW is vital
- Voicing and Producing Texts
- Your Question(s)
- Activities
- History





# Facts and Guesses

**Sherlock Holmes made guesses about crimes by putting facts together. A *fact* is something that you can prove is true or untrue. Sometimes a fact can be seen. For example, Holmes saw that Wilson had a pink fish tattoo.**

**Facts can also be learned from reading, or from other people. Holmes knew from study that pink tattoos were common among the Chinese.**

**Then Holmes put the facts together. He guessed that Wilson had been in China.**



# **Facts Holmes Collected** **in the Play *The Red-Headed League***

- 1. Wilson's shirt cuff was shiny, and his left sleeve was worn.**
- 2. Spaulding looked like John Clay.**
- 3. Spaulding was working for half the usual salary.**
- 4. The knees of Spaulding's trousers were worn and dirty.**
- 5. The London City and Suburban Bank was next door to the pawnshop.**
- 6. Spaulding brought Wilson's attention to the Red-Headed League.**



# Guesses Holmes Made

- A. Spaulding was working for something besides money.**
- B. A tunnel from the pawnshop could lead to the bank.**
- C. Wilson had been writing a lot.**
- D. Spaulding was really John Clay.**
- E. Spaulding had been digging.**
- F. Spaulding wanted to get Wilson out of the pawnshop.**





# Crossing Multiple Texts

- Read and reread other related texts to take on perspectives of:

**Detectives**

**Scientists**



# Connecting the Known with the *NEW* is vital

**Multiple linkages are possible:**

- **Relate your in and out of school experiences to the questions you ask and the direction that you want your case to develop.**
- **History to contemporary times (make connections between what has happened recently and what takes place in this period).**
  - *Mysteries to mysteries*
  - Literature to science
  - Science to arts, music, and drama
  - Different and critical perspectives



# Voicing and Producing Texts

- **Interview a Scientist on contemporary questions.**
- **Produce a radio play**
- **Write a mystery from a scientist's, or a detective, or an artist, teacher, or any other person's perspective.**
- **Make a CD of your case.**
- **Make a video of your case.**



# Your Question(s)

**Generating inquiry project or experiment:**

- 1. Ask a question(s)**
- 2. Develop a procedure or experiment**
- 3. Collect, analyze, and represent data**
- 4. Answer your question(s)**
- 5. Determine the *value or worth* of your case. *What do you expect someone to learn from your case report?***



# Exploring Possibilities

After reading *The Red-Headed League*, several ideas should begin to emerge about the events that are portrayed in the story.

Below are listed three possible paths that you can take. The first path presents some ideas for projects that you may select from. The second path provides general questions that you can select to develop the course your project will take. The third path is open-ended. It gives you the opportunity to determine your own course of action with this case.

Review your story grammar map that describes general categories and topics that can be considered for study in your case.

1. What Can I Learn from Investigating this Project?
2. What Research Project Can I Create with this Question?
3. How Can I Make This Case Interesting For Me?





# What Can I Learn from Investigating this Project?

- **How does the economic and social setting of the story relate to present-day surroundings in Great Britain, the United States, another country?**
- **What were the working conditions for teenagers during this time in history? (see child labor)**
- **Who were the mystery writers of this time period? Scientists? Play writers? Historians? Musical Composers? Artists?**
  - **Why were they important?**
- **What interests you about this historical period?**



# What Research Project Can I Create with My Question(s)?

- **What kinds of components will make up my research case report?**
- **What kinds of information are available to me in order to assemble information of my question(s)?**
- **Who will I ask about information relating to my question(s)?**
- **What places do I need to go to find information related to my question(s)?**



# How Can I Make This Case Interesting to Me?

- **What do I already know about Sherlock Holmes?**
- **What other *stories* have I read that relate to the events of this story?**
- **What other *subjects* have I studied that relate to a key event of this story?**
- **What have I experienced out-of-school that relates to this story?**
- **After reading this story and play, what question(s) can I ask that will make this case research project out of the ordinary school experience?**



# Requirements

1. Have a username and password for entry into the restricted area of the Exploring Minds website <http://exploringminds.tsuniv.edu>
2. Follow the components given in the *Action Research Strategy*.
3. Review the components needed in your final paper.
4. Construct *hierarchical concept maps* of your ideas and your case report using Inspiration 5.0. or CMap
5. Begin formulating your case research investigation by using the ideas from your concept map to plan your study on the *Interactive V Diagram*.
6. Make use of the *Electronic Notebook* to record your thoughts and feelings, at each stage, as your case progresses.
7. Use your working portfolio to store your records as your case evolves (e.g., concept maps, V diagrams, e-mail exchanges, interviews, journal postings, photographs, mathematical calculations, charts, graphs, tables, figures, audio and video recordings, models, poems, musical lyrics and melodies, artifacts, blueprints, art work, and so forth).
8. Final paper of your case research with references and appendices (see *CD Case Guide*).
9. Create a CD revealing your case report.



# Guidelines to Consider in Resolving your Case

- **1. Problem/Situation**

You are going to be presented with either a problem that needs to be resolved or a situation that needs to be addressed. Relate the circumstances of the questions/statements to your own prior knowledge and experience, and to other courses (e.g., history, math, English, art, music, health science, business education, etc.) you have taken or are presently enrolled. Reflect on this problem/situation by asking yourself: (1) How important is it to know more about this problem/situation? (2) Have I read or experienced this information before? (3) Based upon what I have read or experienced how can I apply what I already know or have experienced to this problem/situation? (4) How can I make this problem/situation interesting for me?; and, (5) How can I incorporate math, music, art, history, literature, and other subject areas into the development of my case?

- **2. Plan/Strategy**

Think of a plan or strategy that you feel will accomplish the overall goals of your case. What questions need to be answered? What questions need to be asked by you? What materials will you need? Who will be the persons you need to consult? What books and other reference materials will you need? What part will the world wide web and email play in resolving your case? Map your plan or strategy in an organized fashion.

- **3. Course of Action**

Be systematic in answering your own questions, in gathering materials, and interviewing persons. Where do you need to visit? Who are the persons you need to interview or consult (e.g., other teachers, librarians, community persons, family relatives?). Where can you locate the information you need (e.g., school library, public library, college/university libraries, community agencies, newspapers, State Departments, museums, archives, information on the world wide web?).

- **4. Resolution**

Are your questions answered to your satisfaction? Did you relate your findings to a personal interest? Are your interpretations presented in a coherent and organized manner? What unrealized possibilities can you imagine? Do you think that someone else reading your interpretation of the case can learn something as a result of your work?



# Case Reports

Your case-based research will be finalized in a written case report.

There are two formats from which to choose.

Format 1 is a traditional case report format that is used in scientific investigations.

Format 2 is less structured and allows more narrative explanations.

The format that you choose will depend on the nature and design of your case. In either format, it is vital that your thought processes are organized and presented in a clear and coherent manner.



# Case Reports - Format 1

- 1 The written case report needs to contain the following sections: An *introduction, a statement of the problem, background and review of the literature, procedures, findings, discussion of the implication of the findings, suggestions for future study, and a list of references* Any tables, charts, diagrams, figures, illustrations, blueprints, mathematical equations, concept maps of other pertinent aspects of the case, and so forth should be included in the Appendices after the references in this case report.
- 2 Two required items that must be included in the case report are hierarchical concept maps representing the items contained in your report, and vee diagrams of your phases of study. In addition, you will develop an overall concept map that depicts the organization of your Case Report, and a Vee diagram that represents your case resolution.
- 3 An itemized log.

## Log

### A log consisting of itemized entries that include:

1. The date, time, and location spent on each recorded item.
2. Names of persons consulted and/or interviewed.
3. Documents researched in the library or other repository.
4. A listing of the types of apparatus used for observations, (e.g., binoculars, backyard telescopes, automatic telescopes, etc.).

## Supplementary Case Components

1. Transcriptions of interviews gathered from persons using audio or video tapes.
2. Models
3. A videotape portraying an event described in the case report.
4. Photographs
5. Poems, lyrics, musical renditions composed by you.



## Portfolio Assessment

Portfolio assessments will be conducted of work in progress (e.g., drafts, revision, drawings, etc.), and a report portfolio with completed work.

# Case Reports - Format 2

This format gives you the option of organizing your facts and ideas in an arrangement that differs from Format 1. The following headings are intended to provide guidance in preparing your final written case report. Include the necessary major and minor headings that most appropriately represent your research report.

- 📖 Aim(s) or Purpose(s) of your Research Report
- 📖 What have others done?
- 📖 Your approach to the topic
- 📖 What did you find? Divide your findings into appropriate sub-sections
- 📖 Summary of your findings or Conclusion
- 📖 References
- 📖 Appendices
  - 🕒 Must include Concept Map(s)
  - 🕒 Must include Vee Diagram(s)
  - 🕒 Pertinent E-mail exchanges
  - 🕒 Pertinent Electronic Journal entries
  - 🕒 Optional: other relevant visual and/or information (e.g., model simulations, blueprints, musical renditions created by you or your group, artwork, photographs, mathematical calculations, graphs, charts, tables, animated site references, etc.).

## Portfolio Assessment

Portfolio assessments will be conducted of work in progress (e.g., drafts, revision, drawing etc.), and a report portfolio with completed work.





# References

## Books

- Baring-Gould, W.S. (1967). *The Annotated Sherlock Holmes, Vols, I, II*. New York: Clarkson N. Potter, Inc.
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### Geographical Locations

- See Sherlockian Atlas for places, locations, city,

*(Red-Headed League REDH)*

[http://www.sherlock-holmes.org/atlas/sherlock\\_atlas.html](http://www.sherlock-holmes.org/atlas/sherlock_atlas.html)

### Westminster Libraries & Archives

<http://www.westminsteronline.org/holmes1951/exhibition/visitors.htm>



# **The Red-Headed League**

## **Television Episode**

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**The Red-Headed League (insert DVD).**

