

Literature in Forensics: Sherlock Holmes
Summary June 12, 2012
Bacon Academy
Colchester, CT
Ms. Linda Marchisio, Library Media Specialist
Ms. Mary Rose Katuzney, Forensics Classroom Teacher

Introduction

Being awarded the Jan Stauber Grant through the Beacon Society allowed us to explore the use of literature in a high school science course, specifically *The Hound of the Baskervilles*. The story was used in class not only for its literary content and exposure of a piece of classic British literature to students, the story also provided a forensic science connection as Holmes and Watson unravel the mystery of the "Curse of the Baskervilles." The students read the text to find the science connections as well as used this information to create two projects during the course of the semester which will be explained below. We are grateful to the Beacon Society which afforded us this opportunity to develop a literature connection to a college-level science class.

Local newspapers took an interest in our novel idea to include a piece of classic British literature with a science class. We were interviewed once where an article about our endeavors appeared in the *Reminder News*, a local paper that provides information on local events and interests. An article also appeared in the *River East* announcing to the local population our project in conjunction with the Jan Stauber Society grant. Our school and the Beacon Society received some good public exposure because we were doing something different and challenging students to think about science and literature in a new way (see attached links for articles <http://houndandholmes.wikispaces.com/>).

Without the support of the Beacon Society, our students will not have been introduced to Sherlock Holmes. Holmes is not part of our English curriculum. Both the Forensics teacher and the Library Media specialist have noticed that Sherlock Holmes is overlooked at our school. We want to bring Sherlock Holmes to the forefront in pleasure reading at the Library Media Center and demonstrate to students that connections between the Sherlock Holmes literature and science.

In addition, any books or other materials purchased using Jan Stauber Grant funds were acknowledged using the identification labels provided by the Beacon Society. Identification labels were affixed on book covers and DVD sleeves in an effort to promote the Beacon Society and their assistance with the development of our project.

Summary

1. Achievement of the Proposed Goals

Forensics in Literature: Sherlock Holmes is a collaborative project between the Library Media Center and the Science Department at Bacon Academy. The Forensics course will integrate *The Hound of the Baskervilles* into the curriculum and the Library Media Center will promote Sherlock Holmes as pleasure reading.

The goals of this team effort are to improve literacy, increase an appreciation of Sherlock Holmes literature, and enhance the science curriculum by integrating *The Hound of the Baskervilles* into the Forensics course.

By reading *The Hound of the Baskervilles*, our forensic science students were exposed to the classic British literature of Sherlock Holmes. Students explored the historical context of the time in relation to the story; the forensic science applications used by Holmes and Watson as well as discussed Holmes' and Watson's investigations if current forensic techniques and empirical tests of today were available to them in the 19th century. Students focused on the clues that Holmes discovered and how he used forensics, data and deductive reasoning to solve the mystery. Connections were made between the literature and the scientific method.

Students in the Forensics course participated in a variety of lab experiments including but not limited to blood typing, document analysis, fingerprinting, tool marks, forensic archaeology, soil analysis and blood stain analysis. Using this knowledge and data from the experiments, students identified suspects in a variety of scenarios very much like Sherlock Holmes and Watson did in the story. Students had numerous opportunities to examine the deductive reasoning process proffered by Holmes which helped them make connections to similar processes used in contemporary Forensics.

Students created a final project based on *The Hound of the Baskervilles* which was presented as an oral report to the class, displayed in the science classroom, the Library Media Center, and online. Examples include, but are not limited to, the choice of creating an online poster at edu.Glogster.com or an online Prezi presentation.

The Library Media Center displayed the student projects, showcased Sherlock Holmes books and included Sherlock Holmes literature in the suggested summer reading list. In addition, the Library Media Center created a robust web presence about the Forensics in Literature: Sherlock Holmes project using twenty-first century technology such as Glogster.com. An eye-catching display of a variety of Sherlock Holmes stories and reference books was constructed in the Library Media center to draw students' attention to the stories in the hopes that students would be interesting in reading a story or reference on Sherlock Holmes or Sir Arthur Conan Doyle.

Our expected outcomes were that exposure to and exploration of the preeminent crime investigator, Sherlock Holmes, in the Forensics class increased appreciation of this literature and made it more appealing to our students. The displays created by the Forensics students encouraged other students to read Sherlock Holmes.

2. Description of Completed Project

The Forensics in Literature: Sherlock Holmes project began in June 2011 with the inclusion of Sherlock Holmes in the suggested summer reading list provided by the Library Media Center. In September 2011, students enrolled in the Forensics class began reading *The Hound of the Baskervilles*. The second semester students began reading *The Hound of the Baskervilles* in mid-January 2012. The projects created by the students were displayed in the science room, the Library Media Center, and on the Internet starting in November and repeated during the second semester in April. The project with the students began upon their arrival to school in September 2011 and continued throughout the school year. The Library Media Center included information about Sherlock Holmes on its website throughout the year as well.

Our original plan included fifty grade 11 and 12 students reading *The Hound of the Baskervilles* in the Forensic Science classes. The actual enrollment in the two classes, first and second semester, totaled 36 students. Enrollment is not under our control. However, the students liked the literature connection and we hope the enrollment will increase over the next couple of years as students appreciated seeing a connection between literature and science that they may not receive in other classes.

Sherlock Holmes books were included in the one free choice summer reading list as planned. A variety of Sherlock Holmes stories and reference guides were available in Bacon Academy's Library Media Center for students to research an interest in Sherlock Holmes or 19th-century England as well as use the printed materials to complete research for their projects. As part of instruction, students received their own copy of *The Hound of the Baskervilles* to read throughout the semester. DVDs were purchased and shown to the students to provide the historical context within which *The Hound of the Baskervilles* was written. In September 2011, with the first semester class and in January 2012 with the second semester class, the students had to read the story and complete two projects. The description of the projects is delineated below.

We were amazed how little the students knew about Sherlock Holmes and 19th-century London. We supplemented their background knowledge with teacher presentations about Sherlock Holmes in popular culture, samples of other black hound legends, and maps of London and England showing the locations of different settings in the story. For example, 221B Baker Street and Regent Street (handsome cab spy following Holmes and Watson) were located on a map of London and Dartmoor was located on a map of England so students could relate the geographical locations of these two areas with the events in the story. The students found the black hound legends interesting especially the one about the Black Dog of West Peak, a black-

hound legend that haunts the hills around Meriden, CT, a town not that far away from Colchester. The students' background knowledge increased as a result of these presentations and they were then able to appreciate the textual nuances encountered in *The Hound of the Baskervilles*.

The Library Media Center created a wiki site, which is similar to a website, to offer a web presence about the grant and about Sherlock Holmes. Information about the Forensics course, Sherlock Holmes and student projects are available there and will be part of the final submission and summary as required by the Beacon Society.

The following chart shows the essential questions used to guide the Forensics class in covering its established curriculum as well as the integrating of *The Hound of the Baskervilles* in class as well as outside reading:

Jan Stauber Society Grant

Mary Rose Katuzney (Forensics Teacher)/Linda Marchisio (Library/Media Specialist)
 Bacon Academy, Colchester, CT
 Forensics Lesson Overview/*Hound of the Baskervilles*

**Core Scientific Inquiry, Literacy and Numeracy for Grades 11/12
 (Connecticut State Department of Education Science Frameworks)**

Content Standards	Expected Performances
<p>SCIENTIFIC INQUIRY</p> <ul style="list-style-type: none"> ◆ Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. ◆ Scientific inquiry progresses through a continuous process of questioning, data collection, analysis and interpretation. ◆ Scientific inquiry requires the sharing of findings and ideas for critical review by colleagues and other scientists. <p>SCIENTIFIC LITERACY</p> <ul style="list-style-type: none"> ◆ Scientific literacy includes the ability to read, write, discuss and present coherent ideas about science. ◆ Scientific literacy also includes the ability to search for and assess the relevance and credibility of scientific information found in 	<p>DINQ 11 Identify questions that can be answered through scientific investigation.</p> <p>DINQ 12 Read, interpret and examine the credibility and validity of scientific claims in different sources of information.</p> <p>DINQ 13 Formulate a testable hypothesis and demonstrate logical connections between the scientific concepts guiding the hypothesis and the design of the experiment.</p> <p>DINQ 14 Design and conduct appropriate types of scientific investigations to answer different questions.</p> <p>DINQ 15 Identify independent and dependent variables, including those that are kept constant and those used as controls.</p> <p>DINQ 16 Use appropriate tools and techniques to make observations and gather data.</p>

<p>various print and electronic media.</p> <p>SCIENTIFIC NUMERACY</p> <ul style="list-style-type: none"> Scientific numeracy includes the ability to use mathematical operations and procedures to calculate, analyze and present scientific data and ideas. 	<p>DINQ 17 Assess the reliability of the data that was generated in the investigation.</p> <p>DINQ 18 Use mathematical operations to analyze and interpret data, and present relationships between variables in appropriate forms.</p> <p>DINQ 19 Articulate conclusions and explanations based on research data, and assess results based on the design of the investigation.</p> <p>DINQ 20 Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.</p>
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Topic/Essential Questions/Lab Activities	<i>Hound</i> Connection
<ul style="list-style-type: none"> What is forensic science? How has forensic science evolved over time? <ul style="list-style-type: none"> - History of Forensics Time Line How is the legal system in the United States organized? What Constitutional rights does a person have? How are probability and statistics used in forensics science? What is Locard’s Exchange Principle? 	<p>Victorian Era Poster</p> <ul style="list-style-type: none"> Various topics Used to acquaint students with life during the Victorian Period <p><i>Hound of the Baskervilles</i> Movie Part 1</p>
<ul style="list-style-type: none"> How is a crime scene processed for evidence? What types of evidence would be evidence of value from a crime scene? What is a standardized test? How is a standardized test used for comparison in forensic science? 	<p>Chapters 1 and 2 Summary</p> <ul style="list-style-type: none"> Plot Characters Setting Forensics/Science connections to story Holmes use of deductive reasoning Discussion regarding Holmes’ access to modern forensic science techniques and solving the “Curse of the Baskervilles” <p><i>Hound of the Baskervilles</i> Movie Part 2</p>

<p>Power Point Presentations</p> <ul style="list-style-type: none"> • Hair • Fibers • Trace Evidence • Labs: <ul style="list-style-type: none"> -Forensic Hair Analysis -Forensic Fiber Analysis -Simulated Gun Shot residue -Simulated Luminol Test 	<p>Chapters 3 and 4 Summary</p> <ul style="list-style-type: none"> • Plot • Characters • Setting • Forensics/Science connections to story • Holmes use of deductive reasoning • Discussion regarding Holmes' access to modern forensic science techniques and solving the "Curse of the Baskervilles"
<ul style="list-style-type: none"> • How is archaeology important to the forensic scientist? • What kind of information can be gained from analyzing remains and bone fragments? • Labs: <ul style="list-style-type: none"> -Forensic Bones -Carbon Dating/Half-life 	<p>Chapters 5 and 6 Summary</p> <ul style="list-style-type: none"> • Plot • Characters • Setting • Forensics/Science connections to story Holmes use of deductive reasoning • Discussion regarding Holmes' access to modern forensic science techniques and solving the "Curse of the Baskervilles"
<ul style="list-style-type: none"> • How DNA evidence important to the forensic scientist? • What kind of information can be provided by analyzing the DNA of a person(s)? • How can DNA evidence be used to connect a suspect with a victim/crime scene? • How reliable is DNA evidence? • What is the composition of blood? • What is a blood type? • How is blood typing used as forensic evidence? • What are antigens and antibodies? • How is heredity involved with blood typing (multiple alleles)? • What are the blood group alleles? • What is the species of origin for a bloodstain? • What kinds of tests are used to distinguish blood from other stains? • What is a bloodstain pattern? • What information can be gathered from 	<p>Chapters 7 and 8 Summary</p> <ul style="list-style-type: none"> • Plot • Characters • Setting • Forensics/Science connections to story • Holmes use of deductive reasoning • Discussion regarding Holmes' access to modern forensic science techniques and solving the "Curse of the Baskervilles"

<p>bloodstain patterns?</p> <ul style="list-style-type: none"> • How does a change in the angle or height influence the shape of a bloodstain? • What is a fingerprint? • What patterns are present in a fingerprint? • What is the role of the toxicologist? • What kind of information can a urinalysis provide? • How can urinalysis be used to find toxic substances or drugs? • How is pH useful in determining the types of substances present in urine? • How can pH be used to determine possible drug usage? • Why are screening tests and further confirmation tests needed? • Labs: <ul style="list-style-type: none"> -DNA Profiling -Blood Types -Blood Stains -Fingerprints -Urinalysis 	
<ul style="list-style-type: none"> • What kinds of documents can be analyzed? • How can a document analysis be used to link a suspect with a crime? • What is the role of the document examiner? • What is a tool mark? • How are impressions made with tool marks? • Can tools be used to commit crimes? • What kind(s) of information can a forensic scientist gather from tool marks? • Labs: <ul style="list-style-type: none"> -Document Analysis -Tool Marks 	<p>Chapters 9 and 10 Summary</p> <ul style="list-style-type: none"> • Plot • Characters • Setting • Forensics/Science connections to story • Holmes use of deductive reasoning <p>Discussion regarding Holmes' access to modern forensic science techniques and solving the "Curse of the Baskervilles"</p>
<ul style="list-style-type: none"> • What other kinds of trace evidence can be analyzed? • What is soil? • How can soil evidence be used by a forensic scientist? • What is soil composed of? • How are geologists useful in the analysis of soils? • What is chromatography? 	<p>Chapters 11 and 12 Summary</p> <ul style="list-style-type: none"> • Plot • Characters • Setting • Forensics/Science connections to story • Holmes use of deductive reasoning • Discussion regarding Holmes'

<ul style="list-style-type: none"> • What is thin-layer chromatography (TLC)? • What is gas chromatography (GC)? • When would TLC vs. GC be used to provide forensic evidence? • What is glass? • How would the analysis of glass or glass fragments be useful to the forensic scientist? • What is refractive index? • Labs: <ul style="list-style-type: none"> -Soil Analysis -Chromatography -Glass Analysis 	<p>access to modern forensic science techniques and solving the “Curse of the Baskervilles”</p>
<ul style="list-style-type: none"> • What kinds of information would be included on a police report? • What is the chain of evidence? • What happens if the chain of evidence is broken? • What information would be included in a report to the District Attorney? 	<p>Chapters 13, 14 and 15 Summary</p> <ul style="list-style-type: none"> • Plot • Characters • Setting • Forensics/Science connections to story • Holmes use of deductive reasoning • Discussion regarding Holmes’ access to modern forensic science techniques and solving the “Curse of the Baskervilles” <p>Final Project: <i>Hound of the Baskervilles</i></p> <ul style="list-style-type: none"> • Connections to <i>Hound</i> • Various topics to explore in depth • Glogster or Prezzi presentations <ul style="list-style-type: none"> -Use of electronic media presentations <p>Oral presentation in class</p>

As you can see, the class was lab and content intensive. However, reading *The Hound of the Baskervilles* further enhanced the class to make it more interesting to the class. Students were able to see forensic techniques used in other places and discuss Holmes’ investigative prowess if the techniques in use today were available to him to solve the Curse of the Baskervilles.

The students were required to complete two projects in addition to reading the story. The first project was a poster showing some aspect of life in the Victorian Era. The goal of this project was to have the students do some research to familiarize themselves with life in Victorian England, a time very different from our own. The topics and rubric are as follows:

FORENSICS: Victorian Period Research Project/*Hound of the Baskervilles*

You will research one of the following topics. You will use the knowledge you acquire to create a **beautiful** poster for the classroom and make a brief oral presentation to the class to teach the other students about your topic from the Victorian Period. You may also be asked to create an online poster or other multimedia presentation.

You will work in a group with one other person.

The topics are:

1. Fashion/society
2. The law/prison conditions
3. Education
4. Entertainment
5. Famous people
6. Economy/industry/working conditions
7. Scientific discoveries/transportation
8. Monarchy/government
9. British Empire (colonies/trade)
10. Art/Music
11. Literature (other than Conan Doyle)
12. Religion
13. London in the Victorian Period
14. Role of Women in Victorian England

Requirements:

- Size = 24" x 36" (large poster paper)
- Cannot read from poster
- Must face the audience and use note cards
- Know definitions of all vocabulary and pronounce words correctly
- Each person in the group must participate in the oral presentation
- A minimum of three appropriate sources (no Wikipedia) – APA format
- Eye-catching and colorful
- Evidence that oral report was practiced ahead of time
- Spelling and grammar have been checked – PROOFREAD!
- All pictures are documented using the URL of the site below the picture

NO LATE WORK IS ACCEPTED!

See rubric on the reverse of this paper.

Rubric: Victorian Era Poster Project

	5 Advanced Achievement	4 Exceeds Standards	3 Meets Standard	2 Approaching Standard	1 Working To Standard
1. Content	Exceptionally engaging and focused; thoroughly researched; extremely high quality work	Insightful and engaging; well researched; high quality work	Meets requirements as outlined; there is focus and evidence of some research; product is adequate	Establishes a purpose but does not maintain focus; research is limited or inappropriate; at least one of the requirements is not met	A clear purpose is not established; focus areas are lacking; product is incomplete; two or more requirements are not met
2. Interpretation	Clearly demonstrates and exceptional ability to make connections and interpretations from research ; ideas are comprehensively supported	Demonstrates an above-average ability to connect and interpret research; ideas are thoroughly supported	Reasonably connects information and interpretations from the research; ideas are supported with evidence from the research	Demonstrates a limited understanding of the research; ideas are supported with minimal evidence from the research	Does not form connections; does not demonstrate understanding of the research; very little evidence provided showing research done
3. Oral Presentation	Exceptional presentation; practice/rehearsal is evident; all words pronounced correctly; audience engaged through the entire presentation; used note cards effectively	Above average presentation; evidence of rehearsal but mistakes on pronunciation; audience engaged most of the time; used note cards appropriately	Average presentation; evidence of some rehearsal but inadequate; many pronunciation mistakes; audience engaged part of the time; too reliant on note cards	Poor presentation; little rehearsal for presentation; frequent pronunciation mistakes; lacks flow; audience engaged from time to time; read information from note cards; lack of preparation is evident	Unsatisfactory presentation; little rehearsal for presentation; numerous pronunciation mistakes; did not have note cards for reference; audience not engaged; no preparation
4. Creativity	Exceptional use of creative process (design, production, clarity, etc.); poster is eye-catching and colorful; skillfully organized layout;	Good use of the creative process; poster is well-planned; layout is organized and appropriate	Average use of the creative process; there is evidence of planning and thought; better use of color making the poster more eye-catching would be appropriate	Work does not provide evidence of the creative process, little to no color used; little evidence of organization and thought when creating the product	Work is primarily white; little evidence of creative process; poorly organized; lacks color; little evidence of preparation when creating the product
5. Sources	More than 5 appropriate sources were used demonstrating an exceptional level of research; APA format is correct	More than 3 appropriate sources were used demonstrating an excellent level of research; APA format is correct	Minimum of 3 appropriate sources are used; APA format is correct	3 appropriate sources are used, APA is not correct or fewer than 3 appropriate sources are used but APA format is correct	Fewer than 3 appropriate sources are used and APA format is not correct or sources are copied/pasted
6. Mechanics	All spelling and grammar is correct; there is clear evidence that the product was proofread before submission	All spelling is correct but there is 1 mistake in grammar usage	There are no spelling errors but there are fewer than 2 mistakes in grammar usage	There are fewer than 3 spelling errors and fewer than 3 grammatical errors in the product	There are more than 3 spelling errors and more than 3 grammatical errors in the product

Grade (out of 100 points) = _____

The second project was a multi-media project where the topics focused on relating the book to forensics and other applications. The project description and rubric are as follows:

The Hound of the Baskervilles Book Assignment/Application

- You will create a presentation that represents the plot, characters, author, setting, science, deductive reasoning, mystery, or historical connections of the book.
- All presentations should include connections to the book, specific page numbers, and quotes.
- Select a Presentation/Creative Choice **and** a Topic.
- Three of more sources. Use of Wikipedia only with permission from Ms. Marchisio
- APA Reference List in correct format
- No late work accepted

Presentation/Creative Choices:

<p>Online Poster Glogster (Must use the edu.glogster that Ms. M will assign) http://www.youtube.com/watch?feature=player_embedded&v=MvC47fUANLk or http://www.slideshare.net/haleehan/glogster-poster-tutorial</p>
<p>Prezi (Must create an account and provide Ms. M with the link) http://prezi.com/learn/</p>

Topic Selection:

Connection to William Gillette and Gillette Castle	Details and facts about 221b Baker Street	Life of Doyle and connection to Sherlock Holmes stories	Sherlock Holmes compared to other detectives/investigators
Sherlock Holmes and his villains including Roger Baskerville (Moriarty, etc)	Modern Lab Tests that might have helped solve the case	Create an Advertisement to promote the book to your peers	Sherlock Holmes and the law (uniforms, equipment, etc)
	Who are the Baskervilles?	The moors: Fact and Fiction	Historic look at the Icon of Sherlock Holmes
Why did Doyle choose Watson to narrate <i>Hound</i> instead of having Holmes tell the story himself?	What evidence is found near the body of Sir Charles? What is deduced? What modern lab tests could be used?	Who are the Barrymores?	Social class as it relates to the story
Explain how the theme “fear and superstition often obscure the truth” is revealed in the novel	Decide on the 10 most important events in the book and put them in the order they occurred in the novel. Why?	Compare the realistic and to the supernatural within the story	Explain how the theme greed corrupts is presented in the novel

Anticipated Project Presentation Due Date: May 2

Hound of Baskerville Rubric: Final Project

Student:	Topic:			We Tool:	
Category	20	15	10	5	0
Oral Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.	No oral presentation
Source Citation	A minimum of 3 sources of information collected for all graphics, facts and quotes. No wikis. All documented in APA format.	A minimum of 3 sources of information collected for all graphics, facts and quotes. No. wikis. Most documented in APA format.	Some sources information collected for graphics, facts and quotes, but not documented in APA format. Includes a wiki.	Very little source information was collected.	No sources citation
Use of Web Tool	Makes excellent use of font, color, graphics, special effects, etc. to enhance the presentation using edu.glogster or Prezi	Makes good use of font, color, graphics, special effects, etc. to enhance to presentation using edu.glogster or Prezi.	Makes use of font, color, graphics, special effects, etc. using edu.glogster or Prezi but occasionally these detract from the presentation content.	Use of font, color, graphics, special effects etc. using edu.glogster or Prezi but these often distract from the presentation content.	Does not use edu.glogster or Prezi
Requirements	All requirements are met or exceeded: clear book connections with 3 page numbers matching 3 quotes from the book.	Many requirements are met: clear book connections and 2 page numbers matching 2 quotes from the book.	One requirement was not completely met: fairly clear book connection with 1 page number matching 1 quote from the book.	More than one requirement was not completely met: unclear book connections and/or no page numbers or examples and/or no quotes from the book.	No connections made to the book
Mechanics & Grammar	Demonstrates exceptional or exemplary application of sentence structure, grammar, and spelling.	Demonstrates appropriate application of sentence structure, grammar, and spelling with one error.	Demonstrates limited application of sentence structure, grammar, and spelling with 2 errors	Demonstrates limited application of sentence structure, grammar, and spelling with 3 errors.	Does not apply appropriate sentence structure, grammar, and spelling. Many errors
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.	Knowledge of subject not demonstrated
Comments:					

Information about the project and examples of student work can be found on the links below:

<http://balmc.edu.glogster.com/sherlock-holmes-pop-culture/>

<http://www.colchesterct.org/page.cfm?p=193> (district webpage)

<http://bacon-lmc.wikispaces.com/> (wiki)

<http://balmc.edu.glogster.com/> (Glogs)

3. Effect the Project Had on the Grantee, the School, Organization and Students

Forensics in Literature: Sherlock Holmes is a collaborative project between the Library Media Center and the Science Department at Bacon Academy. The Forensic Science course successfully integrated *The Hound of the Baskervilles* into the curriculum and the Library Media Center was diligent in promoting Sherlock Holmes as an option to students for pleasure reading. Both the media specialist and teacher found it rewarding to collaborate on this project. Both people brought knowledge and skills to the development of this project and learned quite a bit from each other. We would recommend that other teachers and departments embark on cross-discipline projects to enhance the learning of all students at Bacon Academy.

The purpose of our project was to advance literacy, increase the appreciation for the classic literature of Sherlock Holmes, and incorporate Sherlock Holmes literature in our Forensics class providing a cross-disciplinary experience for students. The students enjoyed the story once they gave it a chance and were interested to see how Holmes and Watson collected evidence and used the evidence to identify the culprit. There were lively classroom discussions about interpreting the evidence collected and, if we were in their shoes, what we would do differently to solve the crime, especially in light of improved forensics tests and techniques developed within the last 50 years. Having the students research aspects of Victorian life helped them make the historical connection to this piece of literature and allowed them to put the setting, plot and events into the historical context to improve their understanding of aspects of the story.

The goals of this team effort were to improve literacy, increase an appreciation of Sherlock Holmes literature, and enhance the science curriculum by integrating *The Hound of the Baskervilles* into the Forensic Science course. Adding this story to the science curriculum taught students that science is all around us, even in pieces of classic literature.

We were successful in regard to our expected outcomes. Positive exposure to and exploration of Sherlock Holmes in the Forensic Science class increased appreciation of this literature and

made this genre more appealing to our students. The displays created by the Forensics students encouraged other students to read Sherlock Holmes.

As a result of our efforts to integrate literature and science with the help of the Beacon Society and the Jan Stauber Grant, both Linda Marchisio and Mary Rose Katuzney were recognized at the November 2011 Colchester Board of Education meeting and awarded a certificate of commendation for their outstanding work.