

The goals of my grant proposal were:

- 1) To inspire an interest in reading
- 2) To instill critical thinking skills
- 3) To encourage creative writing

My expected outcomes:

- 1) Students will have a deeper appreciation of Sherlock Holmes stories, through their opportunity to interact w/ the text through a variety of new ways.
- 2) Students will have honed or developed additional critical thinking skills as they engaged in participating in problem-solving games and reading about and creating their own mysteries to solve.
- 3) Students will have gained valuable experience learning about the writing process through lessons, author interview/webinar, interacting with a writing community (online and in the classroom), and practicing those skills by writing their own stories.

My grant proposal was to introduce a Sherlock Holmes unit and for students to then participate in Sherlock Holmes scavenger hunt/escape-room type activities in the school library. Students would then be given a brief introduction to the world of Sir Arthur Conan Doyle and his creation, Sherlock Holmes. In addition, students would be given several mini lessons about copyright, public domain, and how that ties into fan-fiction type writing projects. Students would also be taught about the basics of writing a mystery/thriller through a virtual author interview and/or webinar with a writer in that genre. Students would then check out and read at least one or more Sherlock Holmes books/stories. Most Sherlock Holmes books and stories provided would be in English but

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some copies would be available in Spanish and Vietnamese, which are the main languages that the English Learners (ELs) in our school speak. Graphic novels and audio versions of the stories would also be provided.

After having time to read, analyze, and discuss their Sherlock Holmes mysteries, the students would then write their own Sherlock Holmes story, either creating a new ending, a remix of the stories and characters, or a completely new mystery in the same writing style. The writing portion of the activity would take place in November, in conjunction with National Novel Writing Month (NaNoWriMo) and students would be encouraged to take part in that online community. The culminating activity would take place in the library as a gallery-walk type event, with students having a printed copy of their manuscripts, with a cover of their design, available for others to peruse. The manuscripts will also be available electronically as a Google Doc (view only), which viewers could access by scanning a QR code.

In addition to goals and expected outcomes listed above, this grant addressed the needs of learners to understand how to access and use information ethically in the context of our current digital age. The American Association of School Librarians (AASL, 2018) Standards Framework for Learners calls for learners to “understand the ethical use of information, technology, and media... (VI.A.2),” to, “...shar[e] information resources in accordance with modification, reuse, and remix policies (VI.C.1),” and to, “...generat[e] products that illustrate learning (I.B.3).” In this increasingly online world, with the near instant ability to download and share text, images, audio, and video, these are concepts that often get overlooked without explicit instruction. However, it is crucial for students and the community at large to have a working understanding of copyright, public domain, and how to utilize both when creating and distributing content, not only for ethical reasons but to avoid academic, financial, and workplace repercussions.

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This grant and the materials purchased with it, positively impacted student learning in a number of ways. These activities helped students relate complex subject matter in a safe and engaging way to pop culture figures they were already familiar with which directly affected their learning. Students also learned about and were encouraged to share their reimagined literary works in a variety of different formats. In addition, this project allowed me to introduce classic literature in an easily-read short story format to students who may have only known this character from TV or movies and previously thought nineteenth century literature too challenging for them. Because I made the stories available to students in the printed language of their choice and provided audio versions as well, each student was able to choose the learning style that was best for them.

Although my project was a success overall, it was significantly delayed due to supply chain issues caused by the pandemic. Despite placing the order for the Sherlock Holmes materials in July, the final shipment of books did not arrive until January. Nevertheless, I was able to carry out my proposal, with only a few minor adjustments, and even exceeded my original intentions. While I had initially thought I would only have one class of approximately thirty-two 9th grade participants, I was able to conduct the unit and scavenger hunt activity with five different classes of students, ranging from 9th - 12 grade, teaching well over one hundred students. The collaborating teachers were extremely pleased with the level of their students' engagement and told me that this was the first time all semester that they witnessed some of their students excited about a learning activity.

I definitely plan to teach this unit regularly in the library each semester and look forward to expanding it. Additionally, I was able to present the details of my grant experience at this year's state library conference, the South Carolina Association of School Librarians, in March (see pg. 4). I also plan to write an article about the grant and all that I accomplished for my state library association's quarterly publication.

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*South Carolina Association of School Librarians Conference Session Announcement*



**Following in the Footsteps of Sherlock Holmes**

**Marti Brown**

**March 11, 2022**

**10:00-11:00 AM**

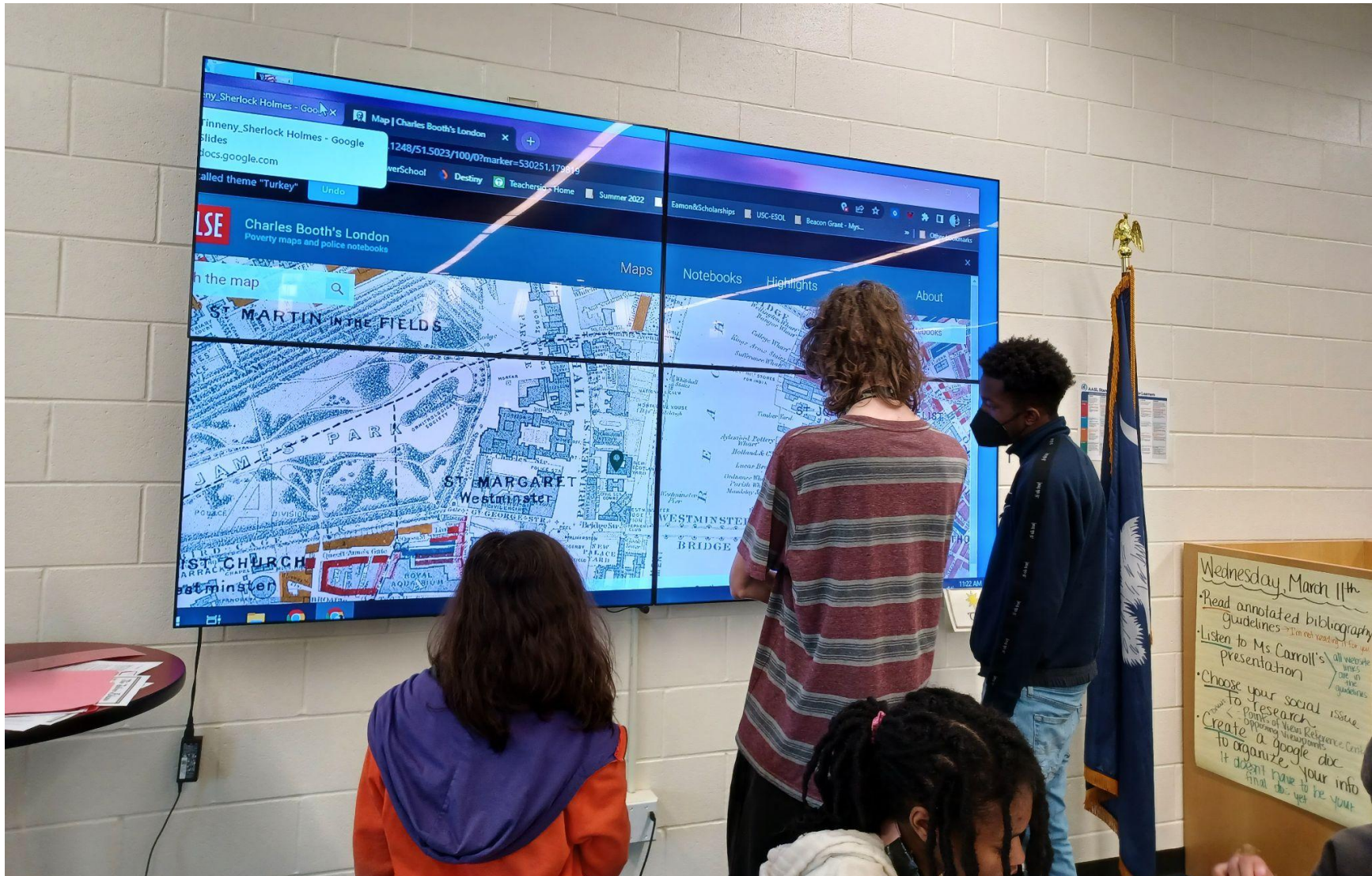
**Carolina D**



Students using secret code key to solve scavenger hunt clue



Students studying Victorian-era map of London as part of scavenger hunt clue



Students investigating Sherlock Holmes resources as part of scavenger hunt clue



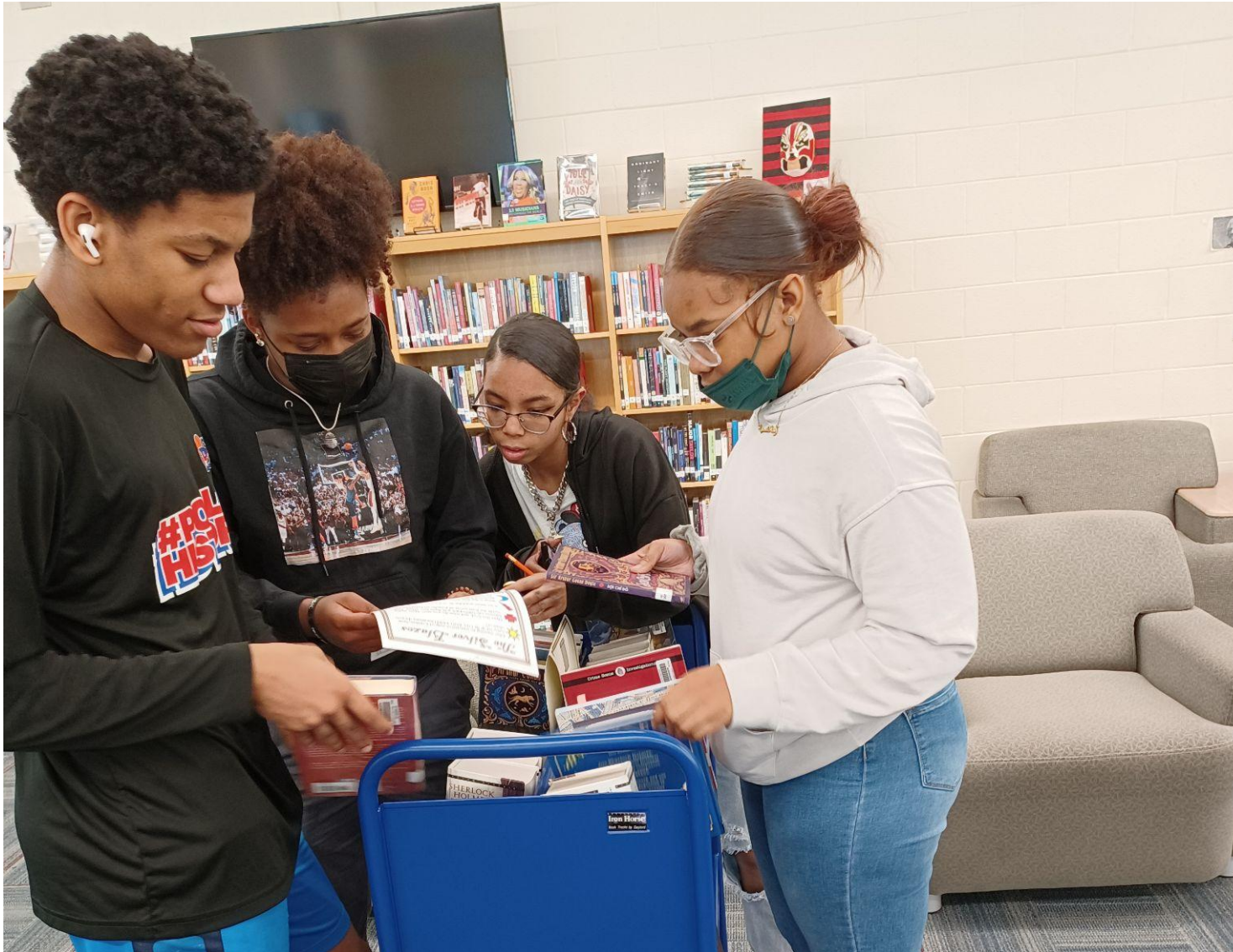
Students investigating Spanish Sherlock Holmes resources as part of scavenger hunt clue



Students investigating Sherlock Holmes resources as part of scavenger hunt clue



*Students investigating Sherlock Holmes resources as part of scavenger hunt clue*



Students using secret code key to solve scavenger hunt clue



Students investigating Sherlock Holmes resources as part of scavenger hunt clue



Example of student-created storyboard outline prior to writing reimagined Sherlock Holmes story

**VANISHED**  
(Silver Blaze)

**Characters**

Blake Jackson	→	Trainer
Malachi	→	Horse/Killer
Yeseniya	→	suspect
Journel	→	Watson
Secora	→	Sherlock
Jayden	→	Narrator/Bradshaw

-The

**Main Events**

- Prized horse disappears (Malachi) the day before the big race (homecoming)
- The horse trainer (coach) is found dead in weightlifting
- Sherlock + Watson try to find the horse + killer before the big game
- The cheerleading captain is a double agent (helps Sherlock and the killer secretly)
- People share the news + find him at...

**\*The Ending\***

- The "horse" is found at...
- Jayden found him
- The investigators find out Malachi killed the trainer because...
- The team ~~was~~ Homecoming  
↳ 4 pts
- Malachi found out coach was giving the other team the plays, they fought, he pushed him, he hit his head + died, + Malachi fled + staged his ~~disappearance~~ → disappearance  
↳ St. Matthews

He hides out in a Days Inn

↑

Yeseniya helps Malachi run to St. Matthews

↑


Coach + Malachi fight b/c coach could lose his job, coach gets on top of Malachi + Malachi hits him w a 50lb. dumbbell.

↑

Malachi walked into the weightroom to get his bag + overheard coach on the phone giving out plays to Bwood


↳ Journel was here


↳ Yeseniya was here





Sample of two of the clue sheets created to be used with Sherlock Holmes resources in scavenger hunt activity


## The Silver Blazes


 After viewing an interactive map of London, how many NEW SCOTLAND YARD locations do you observe? \_

 Open this book and what do you see? How many hansom cab DRIVERS will there be? (Hint: look inside the front cover of *Estudio en Escarlata*.) \_

 A six letter word for St. is a \_ \_ \_ \_ \_ .


 What is the first letter of Sherlock Holmes' preferred fighting style? (Hint: look in *The New Annotated Sherlock Holmes VOLUME TWO*, pg. 822.) \_


 Take a look at all the books. How many are in a language OTHER THAN English and Spanish? \_


 Use the code spinner on *The Adventure of the London Waterworks* book to determine which output letters are missing. \_ \_ \_ \_ \_


Unscramble the answers to the clues above to find where Holmes is most at HOME.  
\_ \_ \_ \_ \_


## The Blue Carbuncles


 What is the first letter of the name of Sherlock Holmes' band of IRREGULAR informants? (Hint: look in *The Sherlock Holmes Book: Big Ideas Simply Explained*, pg. 31.) \_

 Take a look at all the books. How many are in a language OTHER THAN English and Spanish? \_

 Use the code spinner on *The Adventure of the London Waterworks* book to determine which output letters are missing. \_ \_ \_ \_ \_

 After viewing an interactive map of London, how many NEW SCOTLAND YARD locations do you observe? \_

 Open this book and what do you see? How many hansom cab DRIVERS will there be? (Hint: look inside the front cover of *El Perro de los Baskervilles*.) \_

 A six letter word for St. is a \_ \_ \_ \_ \_ .

Unscramble the answers to the clues above to find where Holmes is most at HOME.  
\_ \_ \_ \_ \_