

©Teacher's Guide¹

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The Case of the Red-Headed League

The Red-Headed League first appeared in the *Strand*, a British magazine, in August of 1891. Arthur Conan Doyle selected this story as one of his favorites. The historical time period when this story is written is significant in that Great Britain was emerging as a world economic power. London England's population, like other urban cities, was growing and the reliance on industrial technology became a focus of business and industry. The children became an important part of this work force and offers middle and secondary school readers an opportunity to read and study the working conditions and educational restrictions that these children faced. This story genre provides the reader with deductive and inductive reasoning strategies exhibited by the famous detective Sherlock Holmes, and also reveals insights into the transportation, working conditions, governmental operations, royalty and class structure, and enables readers to make connections that bridge these past historical contexts and events to the present.

Not only does the reader become familiar with the structural elements of this short story (theme, plot, setting, characters), but through the use of the accompanying PowerPoint, "*Case of The Red-Headed League*," is able to read and learn about this historical period in English history. As stated within the PowerPoint Case, students are able to select paths of inquiry to investigate events of this historical period that go beyond the structural elements of the story. Other subject disciplines become an integral part of the students' case study as it evolves toward a resolution. For example, mathematics, art, music, business education, health education, vocational technology, science, social studies, and other subject areas are selected and become a prominent feature of this case study by the students as they incorporate those that are pertinent to their interest and curiosity. The goal of this case study is for students to take charge of their own learning by giving them the opportunity to let them "show" you what they can do. The time allocated for this lesson is determined by you. As the teacher you know how much can be allocated toward this activity. Some teachers have a six week block of study with literature, others two or three weeks. An essential aspect of this study lesson is the inclusion of other teachers at your school as resources. Students can approach them to ask about their knowledge of this historical period (Europe and the United States), suggestions for accessing primary documents, art work, music, or dress of the period on the Internet or at local museums, libraries, or art galleries. Perhaps they can compare and contrast children's working conditions in the United States during this period with those of Great Britain.

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Why Do This?

The intent of this PowerPoint is to accompany the reading of Arthur Conan Doyle's *The Red-Headed League*. Students become *actively* involved with this case as they interact with the story, incorporate other subject disciplines, and initiate multiple paths of inquiry toward their own personal resolution in the process.

This PowerPoint case was developed to enable students' to reason about multiple major concepts expressed in this short story, and to help students apply these concepts to other contexts and subject areas. The primary aim of this learning activity is to actively engage students by having them initiate their own question(s) and to think critically in order to obtain a plausible and defensible resolution.

Letting Students “Show” What They Can Do

Case-based learning is one method that can be used to foster critical thinking and schema construction. Learning through cases has long been an instructional method. The case method of teaching and learning provides a forum during which students can develop their own framework to reason and think about problems and situations related to an area of study. A case is a connecting link between the teacher's conceptual scheme and the educative event. In an educative event, the teacher initiates the event with meaningful materials that are guides to the event in which the students take part (Gowin & Alvarez, 2005). Cases are designed to stimulate class discussion. The case is not only a means for instruction, but also a method for sharing and negotiating meaning. A primary purpose of cases is to relate educative events to “real-life” situations both in-and-out-of-school. The case-based method of instruction is interdisciplinary in nature in that it contains problem situations that arise from a thematic concept that includes other subject areas. Cases contain authentic problems, genuine questions, and raise issues in enough detail for learners to suggest possible solutions or outcomes.

As students read multiple texts for learning and producing knowledge, they are engaged in the *use of strategies* that invite them to:

- Make connections with what is already known and central text concepts
- Study the text deliberately
- Generate questions that guide future study
- Give voice to characters and events and ideas
- Produce their own texts

Students' Roles – study texts deliberately and then generate questions to guide their case development. Plan for case development can be displayed on V Diagram.

*For example, text chosen is **The Red-Headed League** by Arthur Conan Doyle. Concepts under study in this first text are: Sherlock Holmes as an exemplar detective, art of detection for problem solving*

Making Connections

- Sherlock Homes as an exemplar detective
 - Portrait
 - Resume of Sherlock Holmes
 - Background of Sherlock Holmes
- Art of detection
 - Facts and Guesses
 - Inductive and deductive reasoning
 - Post reading activity – Produce a radio play, generate facts and guesses, develop a CD of your case.
- To characters' emotions, actions, circumstances
- Connecting the *Known* with the *New* is vital. Multiple linkages are possible:
 - In and out of school experiences
 - History to contemporary times
 - *Mysteries* to *mysteries*
 - Literature to science
 - Science to arts, music, and drama
 - Different and critical perspectives
- Providing Background Information
- Establishing a Situation/Problem

Study the text deliberately

- Story grammar
- Pre-reading activity, such as thematic organizer and visuals guide.
- During reading.
- After reading

Provide opportunities for Incorporating the Case

For example, provide opportunities for students to access trade books, electronic texts, and primary and secondary sources on the Internet with the *period* of the story setting as it relates to history, science, art, music, literature, and so forth.

- Historical setting of the story setting:
 - 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?
- Related Sherlock Holmes stories to the Art of Detection.
- Music of the story setting.
- Art of the story setting

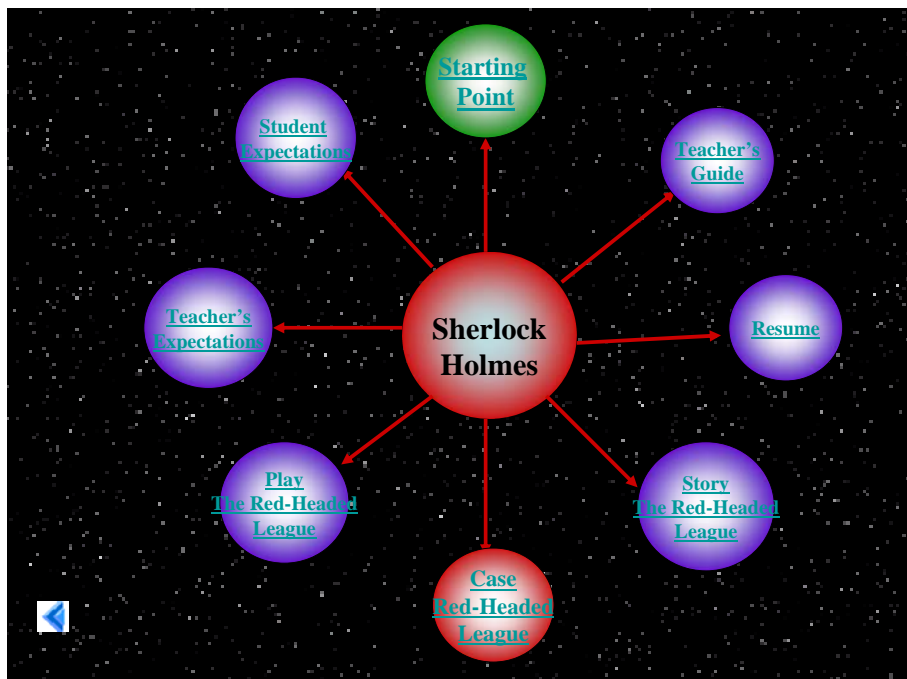
Voicing and Producing

- Produce a radio play
- Write a mystery from a scientist's, an artist's or other contemporary of the period perspective.
- Write a mystery in the style of Arthur Conan Doyle's Sherlock Holmes.
- Produce a CD containing a semantic web of your case components with relevant linkages.

PowerPoint – *Case: The Red-Headed League*

The PowerPoint is arranged with initial main components that provide a framework for the student to begin thinking about the events in the story and a path to forge an inquiry based on self-interest, curiosity, and an opportunity to do something different. As can be seen in figure 1, the PowerPoint Case revolves around Sherlock Holmes and provides the student with a variety of experiences intended to arouse inquisitiveness and reach a resolution that provides an opportunity for individual expression.

Figure 1. Main Menu.



As can be seen, there are main categories that surround Sherlock Holmes. The *Teacher's Guide* circle (upper right) links to a document for the teacher to use when planning this case-based study with students. The other main categories are: *Starting Point*, *Case: The Red-Headed League*, *Teacher Expectations*, *Student Expectations*,

the Story: The Red-Headed League, a Play, and Sherlock Holmes' Resume. Within each of these main categories are expectations, links to background, to related sources, and adjunct aids such as a thematic organizer and a reading literacy guide to actively engage the reader with the story. There are other links within Case: The Red-Headed League and the Play that are intended to promote ideas and questions within the reader/viewer to actively engage with related aspects of the story.

CDs can be created from this PowerPoint for students to use with computers at locations other than the classroom: home, school library, public library, community center, and so forth). As you view this PowerPoint many connections with standards of national organizations, subject-area national organizations, state, and local school boards are not only met, but go beyond what is expected. Of course, you may wish to delete or add to any of the categories or subcategories.

Starting Point

Click on the circle “*Starting Point.*” This provides the context for the students to focus their case study. How students decide to pursue their individual paths is anchored by this introductory page. The student becomes the center of this case study project. This case is not something that is done *to* them, but rather what *they* do with the circumstances. The question(s) they formulate for themselves guide them in this process. The headings are introduced for students to activate and build their prior knowledge with the events that they will be reading, and the case format that will be followed to completion: *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 *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.

After reading the Case components, review the links surrounding the Introductory page of this CD. Then, begin by clicking on ***Case Red-Headed League.***

Once the items contained within the “*Starting Point*” are read, the reader/viewer is directed to select the circle entitled, “*Case – The Red-Headed League.*”

CASE – *The Red-Headed League*

This case-based study takes the student through these research phases: Problem/Situation, Plan/Strategy, Course of Action, Resolution, and Action.

- > **Situation/Problem**
- > **Thematic Organizer**

- > **Background**
 - Brief introduction into Sherlock Holmes.
 - The reader/viewer can gain further insight into Sherlock Holmes by clicking on the circle “*Resume.*”

- > **As You Read and Study the Sources**
- > **Exploring Possibilities**
- > **Requirements**
- > **References**

Case Formats

Format 1

- ❶ 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.
- ❷ Two required items that should be included in the case report are hierarchical concept maps representing the items contained in your report, and V 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 V diagram that represents your case resolution.
- ❸ An itemized 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.

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

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

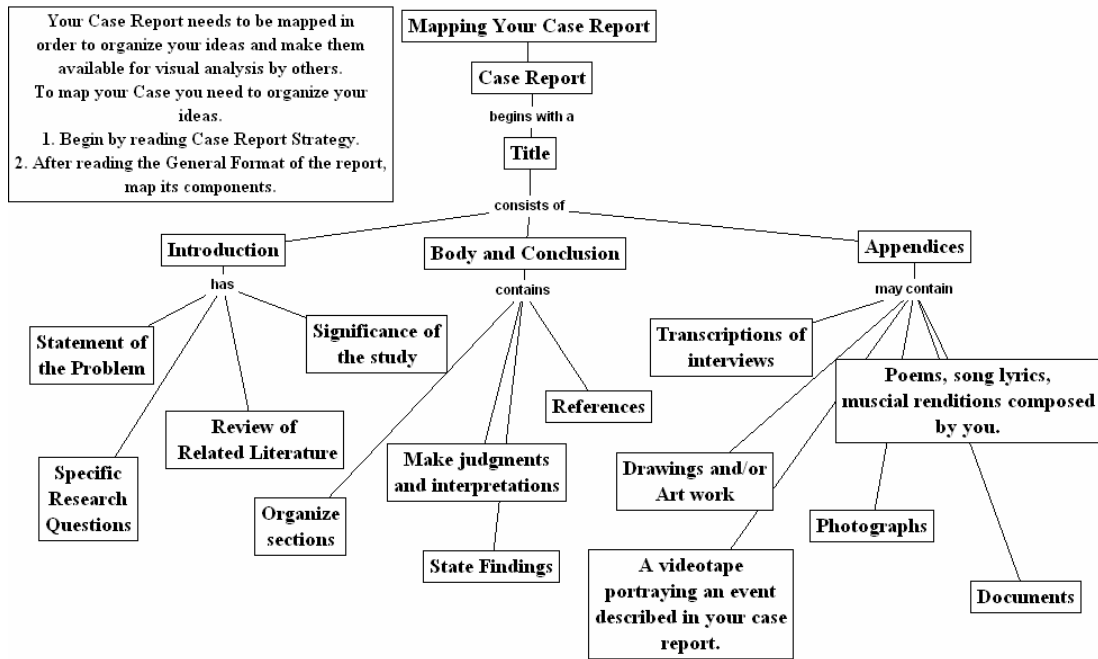
Appendices

- Include Concept Map(s)
- Include V 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, drawings, etc.), and a report portfolio with completed work.

Mapping Your Case



Concept Maps

A concept map is a visual representation of a person's thought processes. It is a word diagram that is portrayed visually in a hierarchical fashion and represents concepts and their relationships. A concept map shows the interrelationship between ideas, facts, and details. A hierarchical concept map progresses from the most inclusive (general) ideas to least inclusive (specific) ones. Ideas are linked by labeled lines that contain either a word or word phrases to show their relationship. Once a student has constructed a map, writing about the visual display is an easy task due to the labeling and linking of the ideas in the arrangement. Better comprehension gives greater meaning to a concept. Concept maps can be constructed to map a textual passage or to map ideas for written reports or oral presentations.²

Making a Concept Map

1. **Select** a topic and decide upon the most important idea to which all other concept words can be related. Put this key concept in the top center of your paper. Think about how other concept words can be relation to this central idea. (Brainstorm your

² For a comprehensive description and examples of varied uses of concept maps see Joseph D. Novak and D. Bob Gowin, *Learning How to Learn* (New York, Cambridge University Press, 1984); Joseph D. Novak, *Learning, Creating, and Using Knowledge: Concept Maps as Facilitative Tools in Schools and Corporations*, (Mahwah, New Jersey: Lawrence Erlbaum Associates, 1998); Marino C. Alvarez in Walter Pauk, *How to Study in College*, 4th ed. (Boston, Houghton Mifflin Company, 1989), pp. 212-219; D. Bob Gowin and Marino C. Alvarez, *The Art of Educating with V Diagrams* (New York and Cambridge, Cambridge University Press, 2005).

thoughts.) Make a listing of each of these concepts on a sheet of paper. (Electronic software programs are available to construct concept maps. Two of these are Inspiration 8.0 and a free program for educators, CMapTools available at <http://cmap.ihmc.us/download/>).

2. **Rank** these concept words hierarchically from most inclusive (general) to least inclusive (concrete and specific). Eliminate the ones that do not pertain to your key concept.

3. **Arrange** the concept words on your paper according to hierarchical structure and relationship. For example, arrange concepts that can be subsumed and/or related to each other. As you post each concept, simultaneously **link** each of the concept words by drawing lines showing the connections among and between the ideas. Label each line using a word or word phrase to explain the relationships. If an idea relates to others that have already been represented in another portion of the map, show the relationship of this idea by drawing a broken line to indicate cross-linkage. Once you complete your first effort take time to examine your arrangement. At this time, you may want to rearrange or redo your map. You also may add other concepts to the arrangement.

4. **Review** your concept map. Look again at your concept map. Can you add any other information to the map? Can you think of another way that this map can be developed?

5. **Write** a paragraph(s) describing the conceptual arrangement of the map. This is a relatively easy process since the map is now organized into coherent and unified threads evolving from a focus or theme.

Thematic Organizers

A thematic organizer, developed by Marino Alvarez, presents information that is relevant to students' prior knowledge and revisits this information in a sequence of statements and restatements. This text adjunct seems to activate student ability to recognize and relate ideas that are common within both familiar and novel contexts. In order to recognize the applicability of an idea to a new situation the student needs to know that the idea can be applied in different forms to various situations. Extending students' prior knowledge of various attributes of thematic concepts before they read varied contexts is at least one way to facilitate ability to generate explanations for "new" information. This process of alerting students to common elements between their prior knowledge and concepts presented in varied contexts can reduce confusion and encourage the generalizability of knowledge. Thematic organizers can be developed to promote active participation by the student using pencil-and-paper formats or electronic interactive formats with the Internet.

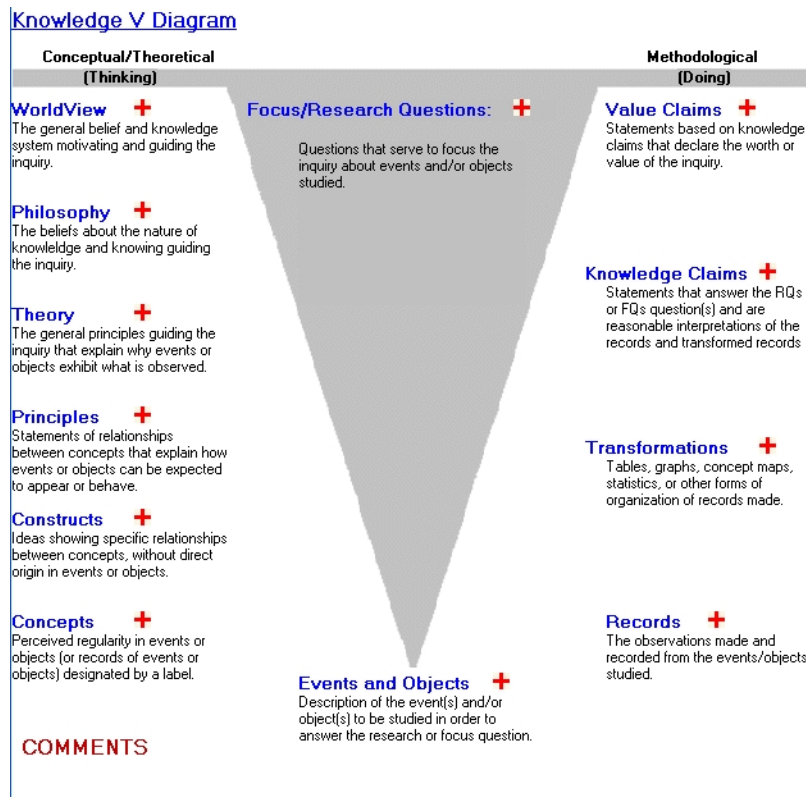
Electronic Thematic Organizer

Thematic organizers can be electronically constructed by modifying a procedure developed by Alvarez (1980, 1983) and following the format of Risko and Alvarez (1986). This PowerPoint case contains a thematic organizer under the Topic: *Case Red-Headed League* with electronic links to relevant parts of the story so that the reader/viewer can make decisions as to its worthiness, and then discusses their reasons for support or dismissal with you, the teacher, and/or with peers.

V Diagrams

The V heuristic was developed by Bob Gowin (1981) to enable students to understand the structure of knowledge (e.g., relational networks, hierarchies, and combinations) and to understand the process of knowledge construction. Gowin's fundamental assumption is that knowledge is not absolute, but rather it is dependent upon the concepts, theories, and methodologies by which we view the world. A Knowledge V diagram is shown in figure 2.

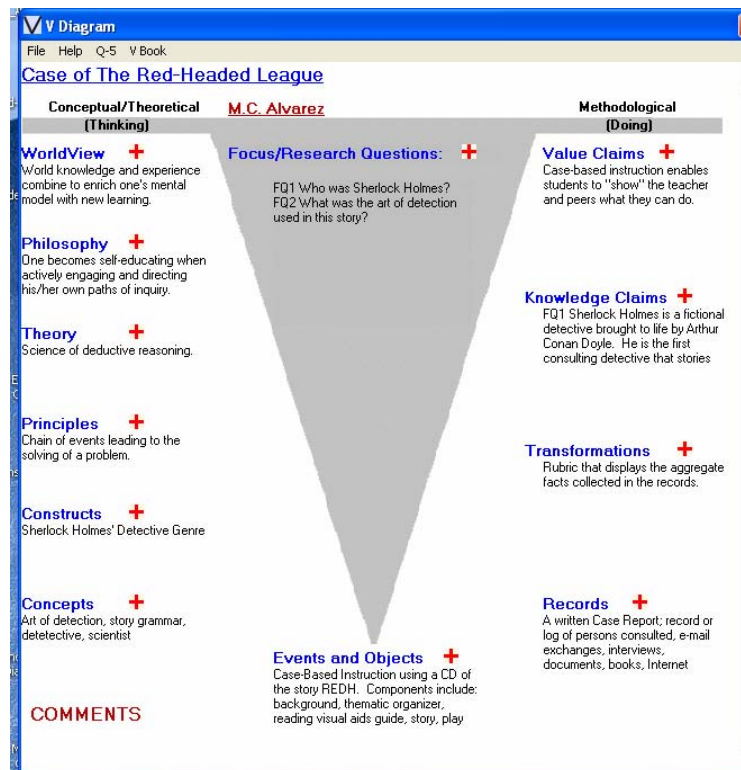
Figure 2. V Diagram Components.



V diagrams change our thinking by acting as a tool that releases energy (see Gowin & Alvarez, 2005). Vs provide us with alternative ways of conceptualizing reality. In the cases when using them with students, the V is a tool that “unsettles” their normal procedure for achieving predictable outcomes. The V requires

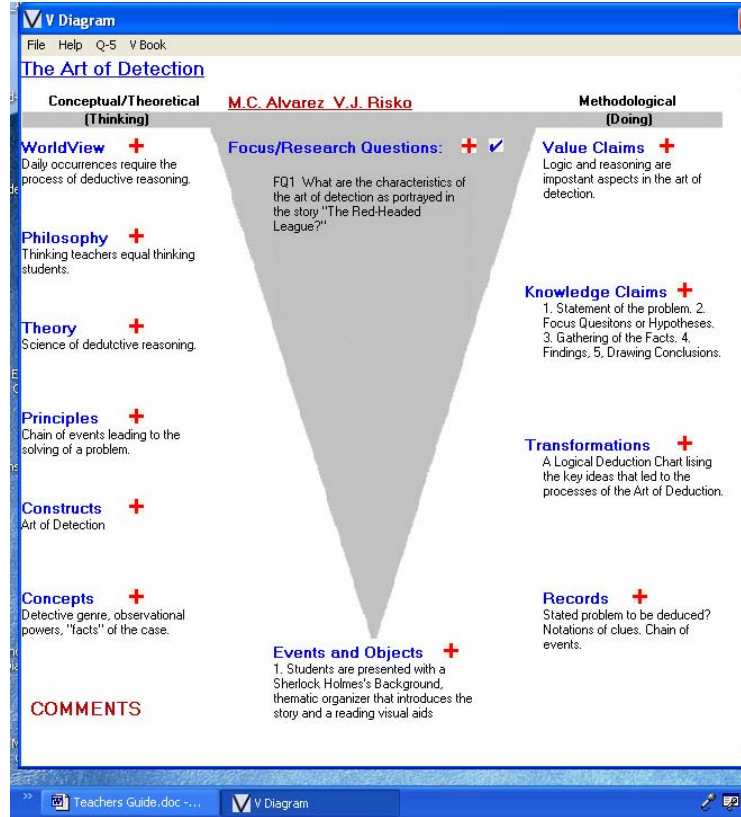
conceptual and methodological elements bridged by research questions and the events under study. The researcher needs to write research questions that correspond to the events that are being investigated. It is vital that these two components are unified. In our prior studies, students initially have difficulty with this tool and the epistemic elements that comprise the **V**. This is a telling revelation since the **V** engages mental processes that require formulating, manipulating, revisiting, and decision-making. This is not a surprising revelation since seldom are students permitted to ask their own questions in school settings. However, it does point out the need to spend more time in teaching the **V** diagram to students so that they will be familiar with its components and use in the learning and research process. In so doing, students learn to analyze and understand documents and actively engage in the research process. Figure 3 is an example of a **V** diagram that has been developed on *The Red-Headed League*.

Figure 3. **V** Diagram of *The Red-Headed League*.



Another related topic to this short story is “The Art of Detection” shown below in a **V** diagram in figure 4.

Figure 4. V Diagram – “The Art of Detection.”



I would be delighted to receive any comments or suggestions of this PowerPoint by teachers, administrators, parents, and students. While the aim of The Beacon Society is to increase the reading and knowledge of Sherlock Holmes, it is also the intent to instill a sense of self-educating which is the aim of educating.

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