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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Hound of the Baskervilles

based on the book by
Sir Arthur Conan Doyle

Written by
Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR

Sir Arthur Conan Doyle

DOYLE, Conan (1859-1930). A British physician who turned to writing, Conan Doyle thought he would be remembered for his historical novels. His fame, however, rests on his creation of the master detective of fiction, the incomparable Sherlock Holmes. (See Detective Story.)

Arthur Conan Doyle was born in Edinburgh, Scotland, on May 22, 1859. He was the oldest son of Charles Doyle, an artist. His parents were Irish Roman Catholics, and he received his early education in a Jesuit school, Stonyhurst. Later he got a medical degree at Edinburgh University. He started practice as a family physician in Southsea, England. His income was small, and he began writing stories to make ends meet. In 1891 he decided to give up medicine to concentrate on his writing.

Conan Doyle was knighted in 1902 for his pamphlet justifying England's part in the Boer War, in which he served at a field hospital. He was married twice. The death of his son Kingsley in World War I intensified his interest in psychic phenomena, and in later years he wrote and lectured on spiritualism. He died in Sussex on July 7, 1930.

'A Study in Scarlet', published in 1887, introduced Holmes and his friend Doctor John Watson. The second Holmes story was 'The Sign of Four' (1890). In 1891 Doyle began a series for Strand magazine called 'The Adventures of Sherlock Holmes'.

Sherlock Holmes has become known to movie and television audiences as a tall and lean, pipe-smoking, violin-playing detective. He lived at 221 Baker Street in London, where he was often visited by his friend Doctor John Watson, an associate in the many adventures. And according to Doyle, it was Watson who recorded the Holmes stories for posterity.

Conan Doyle said he modeled Holmes after one of his teachers in Edinburgh, Dr. Joseph Bell. Bell could glance at a corpse on the anatomy table and deduce that the man had been a left-handed shoemaker. "It is all very well to say that a man is clever," Conan Doyle wrote, "but the reader wants to see examples of it-such examples as Bell gave us every day in the wards." The author eventually became bored with Holmes and "killed" him. Readers' protests made him change his mind, and the next story told how the detective had miraculously survived the death struggle on the edge of a precipice. Stories dealing with Holmes's exploits continued to appear almost to the end of Doyle's life.

-- Courtesy of Compton's Learning Company

INTRODUCTION - *Hound of the Baskervilles*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Hound of the Baskervilles* by Sir Arthur Conan Doyle. It includes seventeen lessons, supported by extra resource materials.

In the **introductory lesson** students listen to and talk with a real detective about his/her work and are given the materials they will be using during the unit.

In addition, there is a **nonfiction reading assignment**. Students are required to read two pieces of nonfiction related in some way to *Hound of the Baskervilles*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** has students working together to read and discuss legends from various parts of the world. The groups create a presentation to make to the class so all students are exposed to many different legends and types of legends from all over the world.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: in preparation for the oral presentations students make a written composition of the oral presentations they will make regarding the legends assignment. The second assignment is to express personal opinions and be creative: students look at specific pictures from magazines and write a narrative about the picture based on the details they can find in the picture. The third assignment is to persuade: students choose any fictional detective and persuade their audience that that detective is the best detective for a missing persons case.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, multiple choice, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit resource** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Hound of the Baskervilles*

1. Through reading Doyle's *Hound of the Baskervilles*, students will study the components of detective fiction.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will interpret pictures using their powers of observation to help formulate their theories.
4. Students will practice their reasoning skills.
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Hound of the Baskervilles* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Hound of the Baskervilles*

Date Assigned	Chapters Assigned	Completion Date
	1-3	
	4-5	
	6-7	
	8-9	
	10-11	
	12-15	

UNIT OUTLINE - *Hound of the Baskervilles*

1	2	3	4	5
Introduction	PVR 1-3	Study ?s 1-3 PVR 4-5	Study ?s 4-5 Library	PVR 6-7 Group Work
6	7	8	9	10
Study ?s 6-7 Writing Assignment #1 PVR 8-9	Study ?s 8-9 PVR 10-11	Study ?s 10-11 Legend Reports	PVR 12-15	Study ?s 12-15 Extra ?s
11	12	13	14	15
Vocabulary	Writing Assignment #2	Follow-up Writing Assignment #2	Reasoning Game	Writing Assignment #3
16	17			
Review	Test			

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheet R=Read

LESSON ONE

Objectives

1. To introduce *Hound of the Baskervilles* unit.
2. To distribute books and other related materials

NOTE: This introductory activity requires that you contact a detective and make arrangements for him or her to come to your class during this period. Prepare your class by having each student write one question to ask the detective. Ask your guest to prepare a short presentation explaining what the job of a detective is, how he goes about doing his work, and what methods he uses on the job. If your students' questions are ready prior to your guest's arrival, it would be a nice courtesy to give him the questions so he may prepare answers.

Activity #1

Spend the majority of your class time listening to the detective and having a question and answer session about detective work.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resource portion of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Nonfiction Assignment Sheet Explain to students that they each are to read at least one non-fiction piece from the in-class library at some time during the unit. Students will fill out a nonfiction assignment sheet after completing the reading to help you evaluate their reading experiences and to help the students think about and evaluate their own reading experiences. Students may use the information they read for the introductory research project to fulfill their nonfiction reading assignment for this unit.

WRITING ASSIGNMENT #1 - *Hound of the Baskervilles*

PROMPT

You have read at least one legend from the area you have been assigned. You have also had time to discuss the legends everyone in your group has read. In a couple of days, you will have to give a little presentation to the class in which you tell about your legend. Your assignment is to write a composition in which you write down what you will say in your presentation.

PREWRITING

Think for a few minutes about your legend. Jot down the main events in the story in chronological order.

What is a legend? What things in your story make it a legend? Jot down your ideas.

DRAFTING

Write a paragraph in which you introduce the legend you read. Tell where it came from and any other background information you might have about it.

Write a paragraph in which you summarize your story. Tell the main events in chronological order.

Write a paragraph in which you explain how this story is a legend.

Write a paragraph in which you give your own thoughts or ideas about the story.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.