

SMILE

# SHERLOCK HOLMES IN SWITZERLAND

## MEIRINGEN AND LUCENS

With the death of Sherlock Holmes at the Reichenbach Falls in Meiringen, Switzerland, Arthur Conan Doyle forged the enduring love of Sherlock Holmes in Swiss schools. And why not make this connection even stronger by visiting one of the two Sherlock Holmes museums during a class camp or otherwise? With plenty to do in the Meiringen and Lucens areas, a short museum visit can help learners make connections to the stories and movies they have worked with in English lessons in the classroom and provide a short break from all the hiking and outdoor activities or a rainy-day activity!

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### Level

A2 and up

### Grades

Upper primary, lower secondary

### Languages

English

### Adaptations

There is so much available online about Sherlock Holmes in general and there are many searches and tools available about Sherlock Holmes in German and French from both the Meiringen and Lucens tourist offices.

### Visiting the museums

Both museums are relatively small and thus for most teachers will not merit an entire day, but are perhaps useful as a short outing during a class camp or for teachers who work in or near Meiringen or Lucens. Both museums have materials to guide teachers during the visits in French, German and English. Thus, both museums fit in well when teachers have worked with Sherlock Holmes (various readers or movies) or Enola Holmes (books by Nancy Springer or movie adaptation) materials in class.

### References

Sherlock Holmes Museum –  
Meiringen:  
<https://www.sherlockholmes.ch>

Musée Sherlock Holmes –  
Lucens: <https://www.lucens.ch/sherlockholmes>

### Curricular connections

- Social studies
- German Language Arts

# Sherlock Holmes Stories in the Classroom

Sherlock Holmes' stories entered the public domain in 2023. This means that any original text is available for use without restrictions though any adaptations or accompanying art may still be bound by copyright.

## Chat GPT prompts

The following prompts are here to provide you with ideas on how to simplify or adapt any of the original or adapted versions that are public domain.

- *Simplify [name of book, e.g. "The Final Problem"] by Arthur Conan Doyle to CEFR level A2 [B1]*

**Hint:** The "Lexile Level" system is used by American teachers and provided better results than the CEFR levels with the prompt Convert "The Final Problem" by Arthur Conan Doyle to Lexile Level 200

- *Convert "The Final Problem" by Arthur Conan Doyle to a CEFR B1 level and make it fun for teens to read*

**Hint:** You can replace "teens" with "children" and adapt the level. You can also add if you would like to focus on the relationships between the characters or the thrilling events.

- *Turn this into a theater for four people: [paste simplified text here]*

**Hint:** More or fewer roles can be added to the ChatGPT prompt as well and you will find this example on the Babylonia Museums padlet.

**AI in general:** By now there are any number of tools that can help teachers create worksheets from video or text (e.g. Twee). Thus you can find the story you like the most and adapt it easily for your target audience.

## Learning Logs

The idea here is that this log can be used with any page or chapter (depending on the length or organization of the text) and learners in a class can all read the same book or different ones. It encourages learners to not just answer pre-made questions, but to decide what and how they would like to learn and encourages the idea that not everyone has to learn the same thing. Learners can write in pencil and teachers can collect these for corrections and after that, learners can revise in pen for permanence.

- *Vocab work:* Have learners choose and can write the language down in their mother tongues. Hopefully, by writing down the language they want to learn, by having them use it in the context of their own lives, they will learn the language. Learners can be taught to test themselves by covering columns and trying to remember what was in the other columns. Learners can also swap sheets and add a few words from a neighbor's log.

- *Content:* The aim here is for learners to summarize what they learned. For learners who need more support, the teacher can do one of the options with the entire class as a model the first time.

- *Question time:* This section can be used for a class quizzing – a learner can ask a question and classmates can write down answers. If an answer is correct, a die can be rolled for points. Alternatively, learners can swap books and answer each other's questions. Open questions for which no answers were found in the chapter can be used for class discussion and is a good way to get learners to think about what they can infer from text.

- *Reader Reaction:* this gives learners time to put their thoughts down in peace. If different learners are reading different books, then this might be useful for recommendations to others for further reading.

## Vocab work

Choose 1-4 words for each chapter or page that you would like to learn

Page	Word or expression	In your language	Sentence or definition related to your life
1	<i>is responsible for</i>	<i>sorumludur</i>	<i>I am sometimes responsible for my little sister.</i>

## Content – What happened?

### Choose one

- Draw a timeline of events;
- Write out a timeline of events (first, then, finally...);
- Write out “who – what – where – why – when – how” of what you read.

## Question time!

Write 3 questions and answers that you find the answers to in your reading.

Your question	The answer

Write 1-2 questions you DO NOT find the answers to in your reading!

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Reader reaction

Did you like what you read? \_\_\_\_\_

Why or why not? \_\_\_\_\_  
\_\_\_\_\_

How did it make you feel? \_\_\_\_\_  
\_\_\_\_\_

# Working with Epic Sherlock Holmes Comics

The most successful lessons using Sherlock Holmes in a fourth-grade class (9-10 year old learners in their second year of English) have been with the EPIC platform (<https://www.getepic.com>) using the Graphic Novel Adventures of Sherlock Holmes by Vincent Goodwin (there are also other Sherlock Holmes stories there).

Books on this platform have embedded dictionaries, audio, and quizzes and teachers can see how long students were online and which books they worked with. However, it is often useful to have a worksheet for the learners to work with as they read. Here is an example from "The Adventure of the Three Students".

## Reading Protocol: Adventure of the Three Students

Name: \_\_\_\_\_

Return by \_\_\_\_\_

What did the three students study?

What did one of the students do?

Were the students friendly to Sherlock Holmes? Why do you say this?

How did Bannister, the servant, help the cheating student?

What happened to the cheating student?

What clues helped find the cheating student?

## Advanced questions

What clues did not help and why?

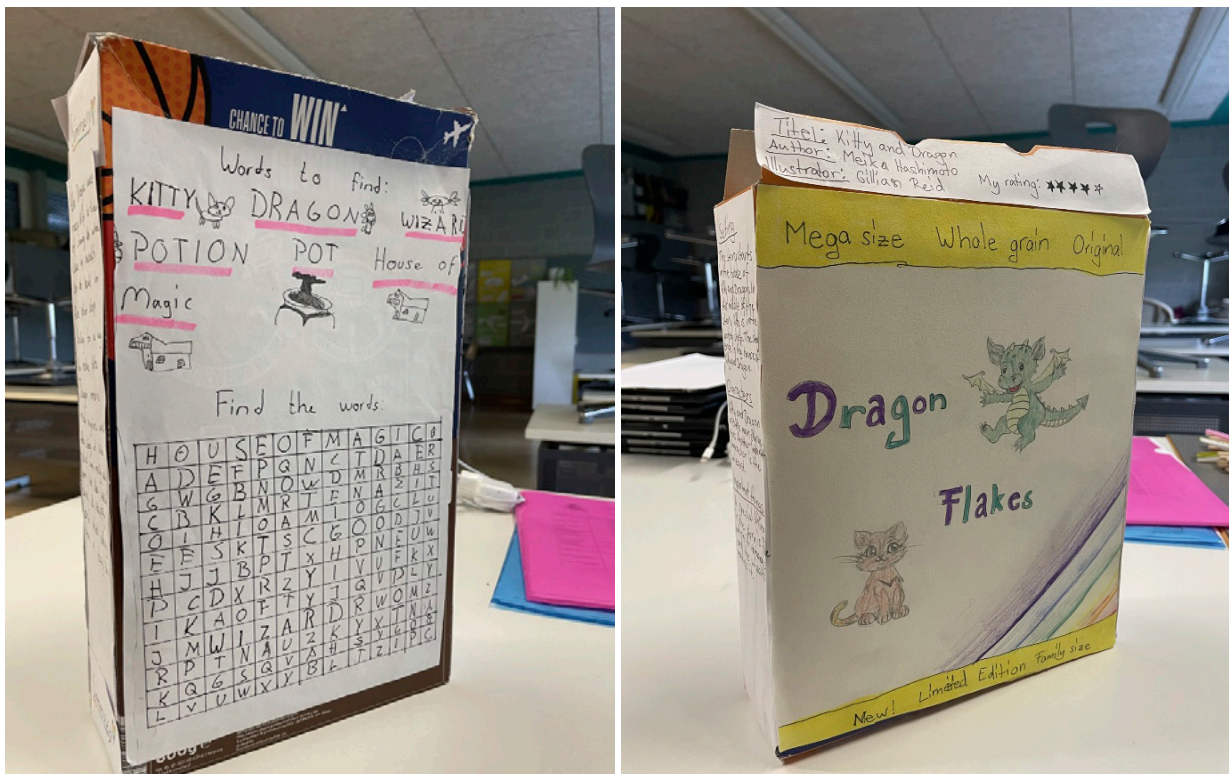
Which student did you think was cheating when you started reading? Why?

Why did Mr. Soames not want to call the police?

What is Bannister's story?

# Cereal Box Book Reports

After having read their story of choice, learners have 2-4 lessons to complete a cereal box book report (simply google “cereal box book reports” on google images to see examples). It is helpful to have an example of a good one and a poorly done one to show the class so that the criteria are clear. These can be displayed on a table in the school for other learners to appreciate or for a parents’ evening. On the provided rubric, language is the only aspect that should count for report card grades and there is an extra row for any additional criteria that is specific to the learner or the class.



# Cereal Box Book Reports

## 1. Read your story and create a cereal box book report!

Front	Side	Side	Back
<ul style="list-style-type: none"><li>• Title</li><li>• Author</li><li>• Your name</li><li>• Picture</li><li>• 3 sentences: Why did you read this?</li></ul>	<ul style="list-style-type: none"><li>• Difficult words + pictures + example sentences</li><li>• 1 quote from the story</li></ul>	<ul style="list-style-type: none"><li>• A puzzle (word search, cryptogram, something fun!)</li></ul>	<ul style="list-style-type: none"><li>• Content of the story: Timeline or “W” questions and answers</li><li>• Why this is a good story</li></ul>

## 2. Practice your presentation

- I read ...
- It was about ...
- On this side you see ...
- Here I wrote ...
- Thank you for listening. Do you have any questions?

## Assessment Rubric

Awesomesauce!		Uhoh! Think about...
	<b>Work ethic:</b> You used your time well.	
	<b>Content:</b> All sides are complete with the expected information.	
	<b>Language:</b> Your language is correct.	
	<b>Presentation:</b> You presented your report without reading from the paper.	
	<b>Listening to your classmates:</b> You listened attentively and asked questions.	
	<b>Neatness / Creativity</b>	

# Working with Enola Holmes

Why not spend the last five lessons before a holiday working with Enola Holmes? There's nothing like a little immersion! Although the actual language of this movie is relatively difficult, the story itself is relevant and interesting for tweens and teens. It is recommendable to have the subtitles on in English for some added input. With a forty-five-minute lesson, you can start with a quick warm-up (what learners know or remember), show part of the movie (times listed below) and then have learners complete the worksheets together and look at the answers in class together. The final part of this movie can be watched in a double lesson or just through as by focusing more slowly to start, learners will be able to follow the plot and continue watch more uninterruptedly to end. The worksheets are self-explanatory and below, only answers for the gap fills are included as the answers are relatively open for the rest.

## Part 1 (First 30 minutes)

Enola – backwards for “alone” – is Sherlock and Mycroft Holmes' younger sister. She was raised and schooled by her mom. On her 16<sup>th</sup> birthday, her mom suddenly went missing. Her brothers come. They are not happy with Enola who was raised to be a wild, free-willed woman. Mycroft sends for Miss Harrison, the head of a boarding school for girls who need to become “ladies”. Enola is cheeky with her, so Miss Harrison slaps her. Enola begs her brothers not to send her to Miss Harrison's Finishing School for Young Ladies, but without success.

## Part 2 (30 – 47 minutes)

Enola and Tewkesbury begin to walk across the countryside toward London. They take a break to sleep. Tewkesbury knows a lot about edible plants and mushrooms (from his father) so they find enough to eat. They tell each other their stories: Tewkesbury does not want to go to the army like his family wants him to. He does not want to go into politics like his father either. Enola cuts his long hair so people will not recognize him. As both want to go to London Tewkesbury suggests they stick together there. Enola does not want this. They hitchhike on a farmer's wagon and say goodbye there. Sherlock and Mycroft discuss their plans. Mycroft is hunting down Enola with the police. Mycroft was asked by the Tewkesbury family to find their son. He said no because he wants to find Enola. Once in London, Enola is shopping in a clothes store.

## Part 3 (47 minutes – 1 hour)

## Part 4 (1 hour – 2 hours)

This final hour of the movie is intended to be part of a double lesson or two lessons where the movie is paused for discussion and note-taking. Kids can take notes, then swap papers and recreate the answers orally from someone else's notes.





## What happened so far

Enola – \_\_\_\_\_ for “alone” – is Sherlock and Mycroft Holmes’ younger sister. She was raised and \_\_\_\_\_ by her mom. On her 16<sup>th</sup> \_\_\_\_\_ her mom suddenly went missing. Her brothers come. They are not \_\_\_\_\_ with Enola who was raised to be a \_\_\_\_\_ free-willed woman. Mycroft sends for Miss Harrison, the head of a \_\_\_\_\_ for girls who need to \_\_\_\_\_ “ladies”. Enola is cheeky with her, so Miss Harrison slaps her. Enola begs her brothers not to \_\_\_\_\_ her to Miss Harrison’s \_\_\_\_\_ School for Young Ladies, but without success.

## How will this story end?

\_\_\_\_\_ Enola joins a pirate ship’s crew and becomes the most feared pirate of her times.

\_\_\_\_\_ Enola becomes a real lady and has tea with the Queen every Saturday.

\_\_\_\_\_ Enola gets abducted by aliens and from then on lives on the marvellous planet Erutnevda (backwards for what \_\_\_\_\_?).

Your idea: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Watch the movie

1. Enola and Sherlock at the tree – Do they like each other?
2. Mother's secret message – Who decides our future?
3. Enola's plan – What does she want to do?
4. The boy on the train, the Viscount Tewkesbury – What is his problem?
5. Mrs. Lane, the housekeeper, and Sherlock – What does she expect from Sherlock? What do big brothers do?

## What's next?

What will Sherlock do?

What will Mycroft do?

What will Enola and Tewkesbury do?

What will Linthorn (the really mean man) do?



### What happened?

Enola and Tewkesbury begin to \_\_\_\_\_ across the \_\_\_\_\_ toward \_\_\_\_\_ . They take a \_\_\_\_\_ to sleep. Tewkesbury \_\_\_\_\_ a lot about edible \_\_\_\_\_ and mushrooms (from his \_\_\_\_\_), so they \_\_\_\_\_ enough to eat. They \_\_\_\_\_ each other their \_\_\_\_\_: Tewkesbury does not \_\_\_\_\_ to go to the \_\_\_\_\_ like his family wants \_\_\_\_\_ to. He does \_\_\_\_\_ want to go in- to \_\_\_\_\_ like his \_\_\_\_\_ either. Enola \_\_\_\_\_ his long \_\_\_\_\_ so people \_\_\_\_\_ not \_\_\_\_\_ him. As \_\_\_\_\_ want to go to \_\_\_\_\_, Tewkesbury \_\_\_\_\_ they stick \_\_\_\_\_ there. \_\_\_\_\_ does not \_\_\_\_\_ this. They \_\_\_\_\_ on a farmer's wagon and say \_\_\_\_\_. Sherlock and Mycroft discuss their plans. Mycroft is hunting down Enola with the police. Mycroft was asked by the Tewkesbury family to find their son. He said no because he wants to find Enola. Once in London, Enola is shopping in a clothes store.

### I wonder...

Why do both want to go to London?

What was in the newspaper about Enola and Tewkesbury?

Did Mycroft or Sherlock get any clues from the newspaper?

### What do you think?

Name 1-3 things that are still the same in London.

Name 1-3 things that have changed in London.

Imagine that you are Enola or Tewkesbury (choose one). What would you do next?



### Before watching the next part...

- What happened so far?
- Why is Enola in London?
- How does she make sure nobody recognizes her?
- Does her old Jiu-Jitsu teacher tell her anything helpful?
- What does Enola find in the warehouse with the purple ribbon on its door?
- What will she do now?

### After watching

- What happened?
- Who surprised Enola after she came out of the warehouse?
- How did she escape him?
- Why has she decided to help the Viscount Tewkesbury?
- How does she get into the Tewkesbury castle?
- Enola and Lestrade (a Scotland Yard officer) exchange questions about Sherlock Holmes. Write three questions and answers showing that you know Holmes:



### Before watching the rest of the movie

- What happened so far?
- Who is the person wearing the black head covering and dress?
- Where is she?
- What is she trying to do?
- Did she succeed? What happened?
- How did she change her looks this time?

### Watch, pause, take notes!

Sherlock and the Jiu-Jitsu teacher Edith

Mycroft at the barber

Enola and Grandma Tewkesbury

Caught again

Brother Sherlock

The basket