

Sherlock Holmes Consulting Detective Game

Overview:

Playing as members of the Baker Street Irregulars, students work collaboratively in small teams to solve the case of “The Munitions Magnate.” The oldest member of the team begins as the lead investigator by choosing a lead to follow. Play then continues in clockwise order until the team believes that they have solved the case (and can answer all pertinent questions related to it); *to discourage shoddy detective work, this can happen no sooner than Thursday*. At that point, individual teams will go out into the hall with the teacher and answer two series of questions. The teacher will then read aloud Holmes’ conclusions before handing them an envelope to evaluate their score and compare it to Holmes’.

Key Skills:

- Consult reference materials
- Make inferences based on limited, contradictory, or complex sources
- Evaluate the credibility of sources
- Synthesize textual evidence from multiple sources
- Express personal ideas clearly and persuasively

Key Standards:

- CCSS.L.10.4
- CCSS.RL.10.1
- CCSS.SL.10.1
- CCSS.SL.10.2

Class Rules:

1. No electronics will be allowed at any time. Students seen using an electronic device (cell phone, laptop, smartwatch, etc.) will receive a detention, and their team will receive a 10-point deduction from their final score.
2. All unknown words must be defined using a print dictionary.
3. Teams must keep meticulous notes of their investigation (see Investigation Journal below).

4. When following a lead, avoid looking at other leads on the same page, as it spoils the fun.
5. Each student becomes the lead investigator on his or her turn, meaning that he or she gets the final say on which lead to follow. Discussion is healthy; anger is not.
6. Teams cannot collaborate with other teams. Please keep discussions quiet.

Investigation Journal:

- Every lead that a team follows must be documented in the Investigation Journal. You may assign one team member as the notetaker; however, that person still gets his or her turns as lead investigator. To earn full points, each entry must be written as follows:
 - Lead number. Address. Name of person or place they are visiting. All relevant notes from the lead.
- *All leads must be documented!* If you follow a lead, but it turns out to be (seemingly) irrelevant, you must still enter it into the Investigation Journal.
- You may wish to write discussion notes as well, which I encourage every team to do. These do not need to be written in any particular format, though they must be on pages separate from your Investigation Journal entries and must be submitted at the end of the investigation.
- To discourage teams from following leads at random, teams will lose points for following too many leads. The tension in the game arises from decisions about which leads to follow; you must find a balance between too many (which will lose you points and keep you from competing against Sherlock) and too few (which will prevent you from answering the majority of case-related questions correctly). **The best course of action on your turn is to 1) consult your notes, 2) consult the case narrative and evidence (pages 1-3 of the casebook), and 3) debate each potential lead *before* it is followed.**

Assessment:

- All students receive a base score of 80% for playing the game fairly and diligently.
- Teams can **earn** the following additional points:
 - + 10 points for a detailed, accurate Investigation Journal
 - + 2 points for every correct answer from the case quiz
- Teams can **lose** the following points:
 - - 10 points for each use of electronics

- - 1 point for every lead followed *over 20* (FYI: in theory, assuming you answer all case quiz questions correctly, you can follow up to 26 leads and still receive a score of 100%)
- - 5 points for lack of participation/effort from any one member
- - 3 points for teacher consultation (to have a word, phrase, or concept explained)
- - 5 points for consulting Sherlock Holmes *before your 15th lead*
- - 25 points for cheating (e.g., consultation of online sources outside of class, providing other teams with clues, leads, etc.)

Created for the classroom on December 3, 2019
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