

## PADLET / VOXOPOP / GOOGLE DOCS-BASED TASKS

Sherlock Holmes project

<b>TARGET GROUP</b>	Age: secondary school students Level: B1/B2
<b>CONTEXT</b> (Ex: in class, online etc.)	Blended learning environment
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Learning about Sir Arthur Conan Doyle and his fictional character Sherlock Holmes and the Victorian era</li> <li>• Improved reading skills,</li> <li>• Improved analysing skills,</li> <li>• Improved writing skills</li> <li>• A chance to improve unprepared speaking.</li> </ul>
<b>TOOLS AND RESOURCES</b>	<a href="#">Padlet</a> , <a href="#">Voxopop</a> , <a href="#">Google Docs</a> , Internet connection, an episode from the TV-series 'Sherlock' - A Study in Pink, A Study in Scarlet (book or film – available on YouTube)
<b>CONTENT</b>	<p><b>STEPS:</b></p> <ol style="list-style-type: none"> <li>1. Have students brainstorm individually and write down what pops up to mind when thinking about Sherlock Holmes. Have them post on Padlet what they know about that character.</li> <li>2. Go through what everyone has written in groups - is everything correct or is there anything that needs to be removed? Only remove things that really are incorrect - if you are not sure, leave it.</li> <li>3. Read (listen) to different parts of Conan Doyle's "A Study in Scarlet". I usually choose the first chapter where Mr Holmes and Dr Watson meet; the part where Sherlock shows Watson how he is able to know a person's occupation by looking at him/her, the crime scene and the solution.</li> <li>4. Now, go back to Padlet and have the students' work in smaller groups again, describing Sherlock Holmes as much detail as possible. This is preferably done in a writing area where they can all write and edit at the same time, e.g. Google Docs.</li> <li>5. Find out about the Victorian era - what is characteristic for that era and how can we tell that Sherlock is (or isn't) a product of this time? Make short presentations using Voxopop to record it. This is done individually.</li> <li>6. Back in the groups again - listen to the presentations and make sure that the students discuss the differences. Also have them discuss how a person like Sherlock would fit in modern culture.</li> <li>7. Watch an episode from the TV-series "Sherlock" - "A Study in Pink"</li> <li>8. Individually, write a final written task. Answer to the following questions: How can you recognize Sherlock in the film from the original text? Explain and give examples. Look at the portrait of Sherlock that you made with your group. How does it need to be modified in order to portrait the Sherlock you saw in the film? Look at Dr Watson; how is he depicted in the novel and how is he depicted in the film? Give examples and support your opinion.</li> </ol> <p>Finally, look at the relationship between Dr Watson and Sherlock Holmes. How is it depicted in the novel and in the film? If you find any differences - why do you think that they are? If you can't find any differences - how would you describe their relationship?</p>

9. In the end, this project is evaluated by the students. This can be done on Padlet or on paper.

What have you learnt during these few weeks?

What has been good about this way of working?

What do you think could be improved with this project?

Do you think that the time invested in this project has been worthwhile?

## ASSESSMENT

### EVALUATION OF STUDENTS' WORK

Teachers can evaluate students' work according to: language, content I look at the text for both language and content.

When listening to their recordings I again listen both at the language used and the content.

### TEACHER SELF-EVALUATION OF THE ACTIVITY

Students seem to like this way of work a lot -they are active and they get to do a lot of different things connected to the project.

## ADDED VALUE

(Increase in value created by the use of the ICT tool)

- Created videos can be saved and stored for future use and shared outside of the classroom (with parents, other teachers, friends, future students, the Internet at large, etc.). Using an authentic audience adds authenticity to the task itself, which is generally motivating for students.
- The task encourages pupils to connect the visual with the verbal in attempt to retell (a part of) a story.

## POTENTIAL CHALLENGES

As always when working with literature that isn't contemporary, some students will find the language old-fashioned and difficult. A way around that can be to listen to the extracts. As far as technology goes, if the network is down they can always work with a paper and a pen and documents can be scanned into platforms (Padlet and Google Drive) later. You should find enough books to distribute to students and the episode 'A Study in Pink'.

Example provided by Karin Herlitz

Source: [ict-rev.wikispaces.com](http://ict-rev.wikispaces.com) (registration required)