

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of Scene 2 of *Sherlock Holmes and the Midnight Killer*.

Flashback to the Roylott Estate, England, 1881

SD3: The lights come up on a large stone house.

SD1: The house is grand but shows signs of neglect: The windows are dirty, the stones are crumbling, and weeds crowd the front garden.

SD2: The wind howls. Rain beats against the windows.

SD3: The front of the house lifts away, revealing three bedrooms connected by a hallway.

SD1: The room on the far right—Dr. Roylott’s—is dark.

SD2: The middle room—Julia’s—is bright but empty.

SD3: The room on the far left—Helen’s—is also bright. In it, Julia and Helen talk quietly.

Julia: The past few nights, I’ve heard the strangest whistle around midnight.

Helen: Some sort of animal?

Julia: Perhaps . . . In any case, I’m sure it’s nothing to worry about. It’s late; I should let you get to sleep.

SD1: Julia returns to her room. She and Helen go to bed.

SD2: The stage lights dim. After a long silence, the village clock can be heard striking midnight.

Julia: AAAAAHHHHHHHHHHH!

SD3: Helen leaps out of bed and runs into the hallway. She hears a low whistle and then a clanging sound.

SD1: Julia opens her door, her face contorted in horror.

Julia: It was the band! The speckled band!

SD2: Julia falls to the floor.

Helen: Help! Help!

Roylott (coming to Julia’s side): She is dead.

1. In the box below, write one or two words that describe the mood of Scene 2:

Now let’s look at what creates this mood.

2. Plot

Briefly explain how what is happening helps create the mood you identified.

3. Setting

Think about where the action takes place. How does this contribute to the mood?

4. Dialogue

What the characters say and how they say it help create the mood.

UNDERLINE at least three lines of dialogue in the scene that help create the mood you identified.

5. Word Choice

Look at all the vivid verbs the playwrights use! These verbs help create the mood.

CIRCLE at least five verbs in the scene that help create the mood you identified.

6. Imagery

The imagery the playwrights use also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

PLACE A STAR NEXT TO at least three sensory details in the passage that help create the mood you identified.

7. Heightened Senses

Consider the sensory details you starred in number 6. Explain how these details help create the mood.

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You'll find out what the marks are for when you read the next page.

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Here are two words that could be used to describe the mood of the scene:

spooky, suspenseful

Suspenseful means “causing a feeling of nervousness or excitement about what might happen.”

Now let's look at what creates this mood.

1. Plot

Complete the sentences below to explain how what is happening in the scene helps create the spooky and suspenseful mood.

This scene is a flashback to _____.
_____. This is a _____ situation.

2. Setting

Complete the sentences below to explain where the action is happening and how this helps create the mood.

This action takes place in a _____.
_____. This setting adds to the spooky and suspenseful mood
because _____.

3. Dialogue

What the characters say and how they say it help create the mood.

We underlined one line of dialogue that helps create the spooky and suspenseful mood. **UNDERLINE two more lines of dialogue that do this.**

4. Word Choice

Look at all of the vivid verbs the playwrights use! These verbs help create the mood.

We circled one verb that helps create a spooky and suspenseful mood. **CIRCLE at least three more vivid verbs.**

5. Imagery

The imagery the playwrights use also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

We placed a star by one sensory detail that helps create the spooky and suspenseful mood. **Place a STAR by at least two more sensory details.**

6. Heightened Senses

Consider the sensory details you starred in number 5. Choose one and explain how it contributes to the spooky, suspenseful mood.

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Close-Reading Questions

The Midnight Killer

1. Based on Scene 1, what can you tell about Holmes's personality? (character)

2. What is the mood of Scene 2? What details help create the mood?(mood)

3. In Scene 3, Holmes says that the circumstances of Julia's death are "very deep waters."
What does he mean? (figurative language)

4. In Scene 3, when Dr. Roylott bursts into the room, why does Holmes start talking about the weather? (character's motivation)

5. At the end of Scene 3, why does Dr. Roylott bend the fireplace poker? (character's motivation)

6. In Scene 5, as Holmes and Watson wait in Helen's room, "there is a sound like a soft rushing of air." What is it? (inference)

Critical-Thinking Questions

The Midnight Killer

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Close-Reading Questions

"How To Think Like Sherlock"

1. According to the article, why is it important to be skeptical? (interpreting text)

2. The article implies that Watson has value to Holmes as a listener. Is that Watson's only role in their relationship? (synthesizing, character)

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Critical-Thinking Question

"How To Think Like Sherlock"

1. How might thinking like Sherlock Holmes benefit you?

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Integrating Ideas: Sherlock Holmes

Directions: Read the play *Sherlock Holmes and the Midnight Killer* and the informational text “How to Think Like Sherlock.” Then fill in the information below to prepare you to answer the writing prompt on page 17.

1. Choose one of the five skills listed in “How to Think Like Sherlock” that Sherlock uses to help solve the case in the play. Circle your choice:

Be observant.

Keep an open
mind.

Be skeptical.

Take breaks.

Talk it out.

2. In your own words, write one or two sentences explaining what this skill is.

3. Describe moments in the play when Holmes uses this skill. Be sure to note in which scene the moments you are describing take place.

4. How do the moments you just described help Holmes solve the case of Julia’s mysterious death and prevent Dr. Roylott from murdering Helen?

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Sherlock Holmes and the Midnight Killer

Character Thinking Tool

The questions in this activity are about the character of
Sherlock Holmes

1. Based on Scene 1, what can you tell about Holmes's personality?

2. Consider the dialogue between Holmes and Dr. Roylott in Scene 3. What does this interaction reveal about Holmes's personality?

3. What can you infer from Scene 4 about Holmes and Watson's relationship?

4. What makes Holmes a good detective?

5. Consider the final lines of the play, spoken by Holmes:

"There is a valuable lesson to be had here. Violence always recoils upon the violent, and the schemer falls into the pit that he digs for another."

What does he mean? What does it reveal about how Holmes sees the world?

A **static character** does not change in any important way over the course of a story.

6. Is Holmes a static character or a dynamic character? Explain.

A **dynamic character** undergoes an important internal change over the course of a story.

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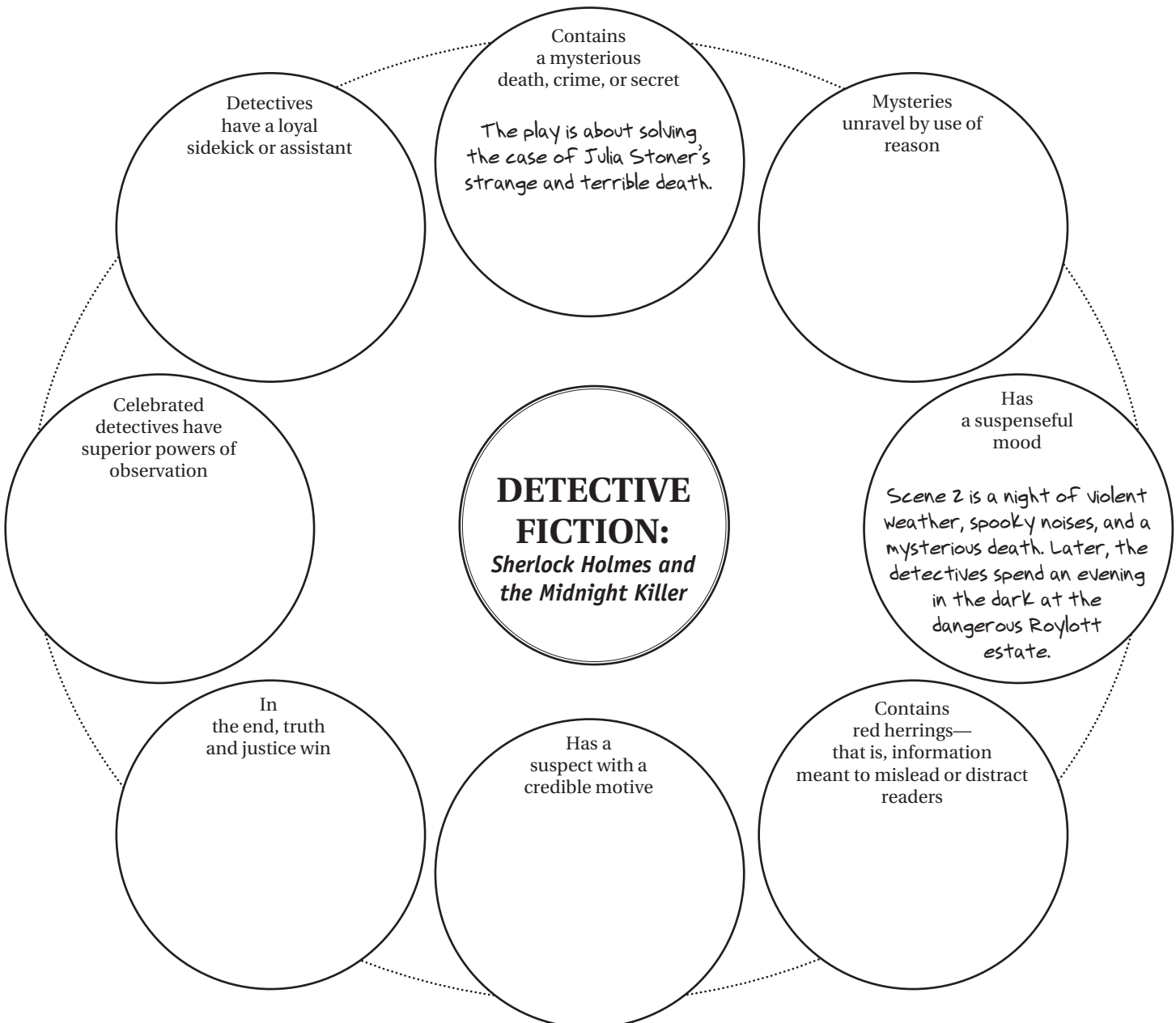
A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

Genre Exploration

Sherlock Holmes and the Midnight Killer

Sherlock Holmes and the Midnight Killer belongs to two genres: drama and detective fiction. In this activity, you will focus on what makes it detective fiction.

Directions: This graphic organizer gives common characteristics of detective fiction. We've explained how the play shows two of these characteristics. Choose **FOUR** more and explain how the play shows those characteristics.



Directions: Answer the questions below.

1. A. What other stories, TV shows, or movies have you read or seen that belong to the detective fiction genre?

B. What do these stories have in common with the play you just read?

2. Stories in the detective fiction genre often suggest that justice will prevail. In other words, those who do wrong will be punished.

A. How does what happens to Dr. Roylott support this idea?

B. Does Holmes believe in the idea that justice will prevail? How can you tell?

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The Midnight Killer Quiz

Directions: Read *The Midnight Killer* and “How to Think Like Sherlock.” Then answer the questions below.

1. Based on details in Scene 1, what can you tell about the relationship between Mrs. Hudson and Sherlock Holmes?
 - (A) Holmes finds Mrs. Hudson annoying.
 - (B) Mrs. Hudson does not like that Holmes lives in her building.
 - (C) Mrs. Hudson and Holmes are fond of each other and have a friendly relationship.
 - (D) Mrs. Hudson and Holmes are related.
2. In Scene 1, Holmes says, “It’s looking to be a perfectly boring day. I’ve no cases to solve.” From this line, you can infer that
 - (A) Holmes looks forward to his days off.
 - (B) Holmes doesn’t work very often.
 - (C) Holmes gets bored easily.
 - (D) Holmes enjoys his job as a detective.
3. Which pair of words best describes the mood in Scene 2?
 - (A) spooky and suspenseful
 - (B) calm and somber
 - (C) energetic and joyful
 - (D) dull and quiet
4. Which TWO lines best support your answer to question 3?
 - (A) SD2: The wind howls. Rain beats against the windows.
 - (B) SD2: The middle room—Julia’s—is bright but empty.
 - (C) SD1: Julia returns to her room. She and Helen go to bed.
 - (D) SD2: The stage lights dim. After a long silence, the village clock can be heard striking midnight.
5. In Scene 3, Watson says, “Don’t worry, Miss Stoner. This is just the sort of thing that Sherlock excels at figuring out.” Which of the following is the definition of *excel*?
 - (A) to look forward to doing something
 - (B) to do something very quickly
 - (C) to be exceptionally good at something
 - (D) to love doing something
6. Which statement is supported by both the play and “How to Think Like Sherlock”?
 - (A) Watson admires Holmes.
 - (B) Sherlock Holmes is observant.
 - (C) Holmes is skeptical of Dr. Roylott when he comes to 221B Baker Street.
 - (D) It’s important to take breaks when you are trying to solve a difficult problem.

Constructed-Response Questions



Directions: Write your answer to each question in a well-organized response.

7. When you make a deduction, you draw a conclusion based on evidence. How does Sherlock Holmes use deduction to solve the case in the play?
8. In “How to Think Like Sherlock,” author Mackenzie Carro writes, “Holmes could walk into a room and see things that others did not.” How is this idea supported in the play? Use text evidence.

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The Midnight Killer Quiz

Directions: Read *The Midnight Killer* and “How to Think Like Sherlock.” Then answer the questions below.

- Based on their conversation in Scene 1, you can tell that Mrs. Hudson and Holmes are**
 (A) annoyed by each other.
 (B) not friends.
 (C) fond of each other.
 (D) related.
- Which of the following lines from Scene 1 helps you understand that Sherlock very much enjoys his job as a detective?**
 (A) **Holmes:** Hello, madam! Please come in. I will get you a cup of hot coffee; I see you are shivering.
 (B) **SD1:** The curtain rises on a cluttered sitting room. Books and papers litter every surface . . .
 (C) **Holmes:** Oh, just some dead rats. Part of an experiment.
 (D) **Holmes:** It's looking to be a perfectly boring day. I've no cases to solve.
- Which pair of words best describes the mood in Scene 2?**
 (A) spooky and suspenseful
 (B) calm and sad
 (C) energetic and joyful
 (D) dull and quiet
- Which TWO lines best support your answer to question 3?**
 (A) **SD2:** The wind howls. Rain beats against the windows.
 (B) **SD2:** The middle room—Julia's—is bright but empty.
 (C) **SD1:** Julia returns to her room. She and Helen go to bed.
 (D) **SD2:** The stage lights dim. After a long silence, the village clock can be heard striking midnight.
- In Scene 3, Watson says, “Don't worry, Miss Stoner. This is just the sort of thing that Sherlock excels at figuring out.” Context clues reveal that to *excel* means to**
 (A) fail.
 (B) enjoy.
 (C) do very well.
 (D) look forward to.
- Both the play and “How to Think Like Sherlock” support the statement that Sherlock Holmes is**
 (A) rude.
 (B) observant.
 (C) kind.
 (D) talkative.

Constructed-Response Questions



Directions: Write your answer to each question in a well-organized response.

- When you make a deduction, you draw a conclusion based on evidence. Find one example in the play that shows how Sherlock Holmes uses deduction to solve the case of the speckled band.
- In “How to Think Like Sherlock,” author Mackenzie Carro writes, “Holmes could walk into a room and see things that others did not.” How is this idea supported in the play? Use text evidence.

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Go to Scope
Online to listen
to the words
and definitions
read aloud!

Vocabulary:

Sherlock Holmes and the Midnight Killer

1. **autopsy (AW-top-see)** *noun*; When someone dies and it's not clear why, a medical examiner might perform an autopsy: a surgical examination of the person's body to discover the cause of death.
2. **contorted (kuhn-TAWRT-id)** *adjective*; To contort is to twist, bend out of shape, or strain in an unnatural way. A contorted tree has curves and kinks in its limbs. A bad storm might make the image on your TV screen contorted. If a basketball player gets injured during a game, he might fall to the floor, his face contorted in pain.
3. **coroner (KAWR-uh-ner)** *noun*; A coroner is a public official who investigates sudden, suspicious, or violent deaths. He or she is responsible for identifying the body and issuing the death certificate. If a coroner is also a medical examiner, he or she might perform an autopsy.
4. **distraught (dih-STRAWT)** *adjective*; Someone who is distraught is so deeply upset or worried that he or she can't think clearly or behave normally.
5. **illuminating (ih-LOO-muh-ney-ting)** *adjective*; The verb *illuminate* (ih-LOO-muh-neyt) means "to brighten with light" or "to make something clear or easier to understand."

If you say that something is illuminating, you mean that it is highly informative or has made you aware of something you weren't aware of before. An illuminating TV show about sharks might teach you all kinds of new information and make you see sharks in a new light, so to speak.
6. **schemer (SKEEM-er)** *noun*; To scheme (skeem) is to make a plan to do or get something, especially in a secret or dishonest way. Schemers are people who scheme; they form sneaky plans.

- 7. ventilator (VEN-til-ey-ter)** *noun*; The verb *ventilate* (VEN-til-eyt) means “to allow fresh air to enter and move through.” A ventilator is a device that lets fresh air from outside into a room or building and lets the old air out.

“How to Think Like Sherlock”

- 8. assume (uh-SOOM)** *verb*; As it is used in the article, *assume* means “to think that something is true or probably true without any verification or proof.” If you’ve always assumed that guacamole is disgusting because of the way it looks, you should give it a try. You might find it yummy, but you won’t know until you taste it.

- 9. bias (BAHY-us)** *noun*; If you have a bias, you support or oppose one person or thing over another person or thing. Biases can sometimes cause you to be close-minded or treat people unfairly.

If your neighbor has lived in your town for 60 years and doesn’t like how much the town has grown, she might have a bias *against* change. If you have a bias *toward* vampire novels, you prefer to read vampire stories over other kinds of books.

- 10. instinct (IN-stinkt)** *noun*; An instinct is a natural response—a way of behaving that is not learned but just happens without having to thinking about it. Cats are born with hunting instincts (you don’t have to teach a cat how to catch a mouse) just like you are born with the instinct to be cautious around a fire.

Directions: On the back of this page, list any other words from the play or article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

Sherlock Holmes and the Midnight Killer

Directions: Rewrite each sentence using a form of one of the words in the box. There are two words you will not use.

instinct ventilator assume coroner bias

1. My big sister says that I shouldn't accept everything I read on Facebook as true.

2. A feeling in the park ranger's gut told her to back away from the snake slowly.

3. The school newspaper made sure not to favor one student council president candidate over another.

Directions: Underline the boldfaced word in each pair that best completes the sentence.

4. During the **coroner/autopsy**, scientists determined that the whale died of natural causes.

5. Jeremy's body looked **contorted/distraught** as he squeezed through the narrow opening in the gate.

6. The police called the **coroner/ventilator** when they realized there had been a death at the scene.

7. After the hurricane, volunteers helped the **distraught/illuminating** homeowners make repairs.

8. "What an **illuminating/contorted** read that was!" Sara said, closing her book.

9. When my family plays Chinese checkers, my dad is a **schemer/coroner**, always plotting to block my moves.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Sherlock Holmes Contest

Choose one skill mentioned above. Explain how Holmes uses that skill to solve the case in the play you just read. Support your answer with text evidence. Five winners will each get a copy of *The Murderer's Ape* by Jakob Wegelius.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Sherlock Holmes Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY December 15, 2018!