

# The Mystery of the Stolen Jewel

A delightful adaptation of a Sherlock Holmes mystery

## About the Story

Lexile: 990L (captions)

For qualitative complexity factors, go to the Story tab.

**Learning Objective:** to summarize the plot of a mystery through an in-role writing task

**Key Skills:** character, inference, word choice, author's craft, plot, synthesizing, summarizing

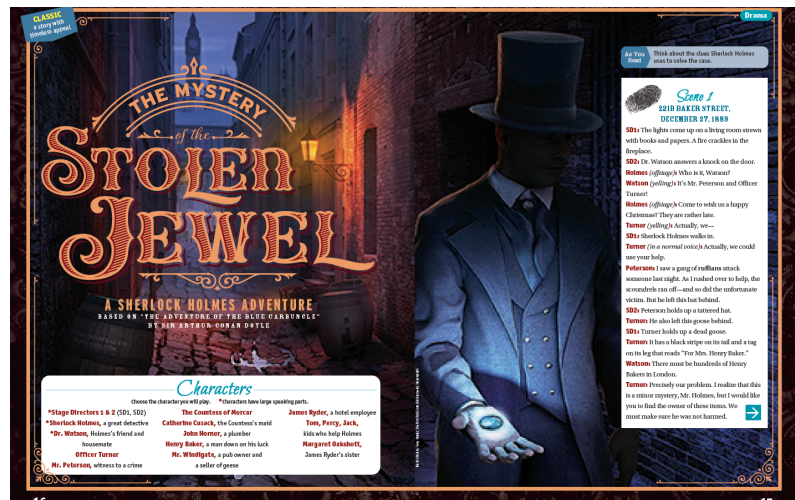
### Essential Questions:

- What makes a character memorable?
- How are mysteries solved?
- What is justice?

### Standards:

The play and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.7, R.9, R.10, W.2, W.4, W.9, SL.1, SL.2, L.4, L.6

For more standards information—including TEKS—go to Scope Online.



## Your Teaching Support Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

- Text-to-speech
- Vocabulary

### Connected readings from the Scope archives:

- *Sherlock Holmes and the Mystery of the Red-Headed League*
- *Sherlock Holmes and the Midnight Killer*

### Skill Building Activities to print, project, or share digitally:

- Theme Anticipation Guide
  - Writing Planner: Sherlock Holmes
  - Vocabulary: Definitions and Practice
  - Close Reading and Critical Thinking
  - Choice Board
  - **Core Skills Workout:** Inference
  - Quiz\*
  - Contest Entry Form
- \*Available on two levels

# Step-by-Step Lesson

## 1. Preparing to Read 15 minutes

### Do Now: Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide** on your whiteboard or share the Google Forms version with each student (both available in your Resources tab). Have students decide whether they agree or disagree with each statement, then discuss. After reading the play, ask students to share whether any of their answers have changed and, if so, why. You could also have them complete the Theme Anticipation Guide as one of the characters.

### Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *accomplish*, *carbuncle*, *culprit*, *deduced*, *exquisite*, *obliged*, *ruffians*, *timid*. Optionally, print or share the interactive link directly to your LMS and have students preview the words and complete the activity independently beforehand. (Audio pronunciations of the words and a read-aloud of the definitions are embedded in the interactive slides.)

## 2. Reading and Discussing 45 minutes

- Have a volunteer read the As You Read box on page 17 of the magazine or at the top of the digital story page.
- Break students into groups to discuss the following close-reading and critical-thinking questions.

### Close-Reading Questions (15 minutes)

*The following questions can be shared in printable or interactive form.*

- From Scene 1, what can you conclude about Sherlock Holmes's personality?** (character)  
*His living room is filled with books, so he is likely a curious and well-read person. He is intelligent and observant, as shown by how much he can deduce from a hat. You can also conclude that Holmes is a well-respected investigator from the fact that a police officer is asking him for help.*

2. **At the end of Scene 4, Holmes says of Baker, “He clearly knows nothing of the carbuncle.” How does Holmes conclude this?** (inference) *When Holmes offers Baker a replacement goose, Baker is thankful and calls Holmes a kind man. Baker does not seem concerned that his original goose is gone. If he had known about the carbuncle, he would have been very upset.*
3. **In Scene 5, why does Holmes ask the three boys to follow Ryder?** (inference) *Holmes is suspicious of Ryder and has him followed because Ryder is looking for a goose identical to the one in which the jewel was found. Also, Ryder wrings his hands, indicating that he is anxious about something.*
4. **In Scene 8, SD2 says, “Ryder and Cusack scurry out the door.” What does the word scurry tell you about how they leave the room? What if the author had used walk instead?** (word choice) *Scurry tells you that Ryder and Cusack are eager to leave before Holmes changes his mind about having them arrested. The use of walk would have made them seem calmer.*
5. **What is the purpose of the flashbacks in Scenes 3 and 6?** (author’s craft) *Scene 3 provides information about the theft discussed in Scene 2. The flashback in Scene 6 shows what the boys witnessed: that Ryder is deeply upset about something he has done involving a goose.*
6. **Why was John Horner, the plumber, blamed for the crime?** (plot, synthesizing) *As the text feature “The World of Sherlock Holmes” explains, it was common in late-19th-century London for the police to round up known criminals and pressure them to confess. Horner had a criminal record, so Cusack and Ryder knew it would be easy to frame him as the thief.*

### Critical-Thinking Question

(5 minutes)

*The following question can be shared in printable or interactive form.*

1. **Holmes says that by letting Ryder and Cusack go, he may have “saved their souls.” What do you think he means? Do you think Holmes did the right thing in letting them go?** *Answers will vary. Holmes’s next remark, “Send them to jail now and make them jailbirds for life, I daresay,” helps illuminate what he may mean: If Ryder and Cusack go to jail, the experience might turn them into hardened criminals—or maybe he means that they, like John Horner, will be looked upon with suspicion from then on. When Holmes says he may have saved their souls, he may mean that by giving them a second chance, he is encouraging them to change their behavior—because people have a tendency to meet the expectations put on them. Answers to the second question will vary.*

### 3. Skill Building and Writing

30 minutes

- Have students complete the **Writing Planner: Sherlock Holmes**. This activity will help them organize their ideas in preparation for the writing prompt on page 21 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Connected dramas from the *Scope* archives based on Sherlock Holmes mysteries:

- [\*Sherlock Holmes and the Mystery of the Red-Headed League\*](#) (March 2021)
- [\*Sherlock Holmes and the Midnight Killer\*](#) (November 2018)