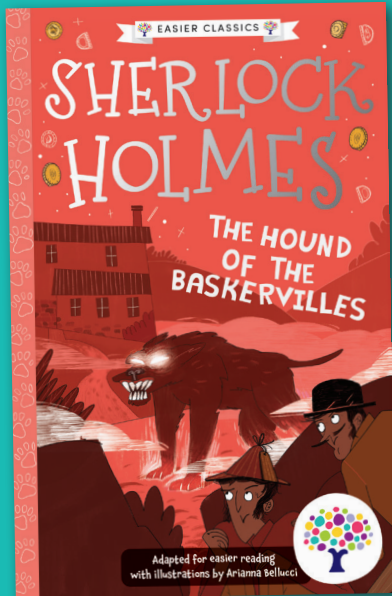




Big stories, fewer barriers.



# THE HOUND OF THE BASKERVILLES

Teaching and Learning Resources

## Summary

Set in late Victorian times in the rural area of Devonshire, *The Hound of the Baskervilles* is a Sherlock Holmes story about the Baskerville family. Sherlock Holmes is a detective who investigates a hound which is thought to be killing off heirs to the Baskerville fortune.

## Context

The author, Arthur Conan Doyle, wrote many stories about Sherlock Holmes, a detective, before writing '*The Hound of the Baskervilles*'. A lot of the Sherlock Holmes books have now been recreated as films and TV programs.

### Glossary

rural	A place far away from cities and towns.
investigates	Finds out the facts.
hound	A large dog.
heirs	A person who has the right to gain a person's house, money or belongings. These items are gifted once the person who owned them has died.
fortune	A large amount of money.

Sherlock Holmes 'The Hound of the Baskervilles' was written in the 1800s during the Victorian Era.

Sherlock Holmes was first published in a type of magazine called a periodical. Periodicals came in many formats, such as newspaper articles, books and journals.

Arthur Conan Doyle published many of his Sherlock stories in 'The Strand Magazine', London. This was a huge success and meant that Doyle was able to leave medicine and commit his time to writing.

Victorian England was very different from our lives today.

**Activity:** Create a magazine article to help you to explore what Victorian England looked like and how this may have an impact on the way you read this text.

The article could focus on one of the following four key categories:

- Victorian London
- The Rich and the Poor
- Industry
- Health and Illness



## 1. Detective Sherlock Holmes

**Activity 1:** Pupils to create a mind map of any facts they already know, about Sherlock Holmes or any other detectives.

Questions and discussion points:

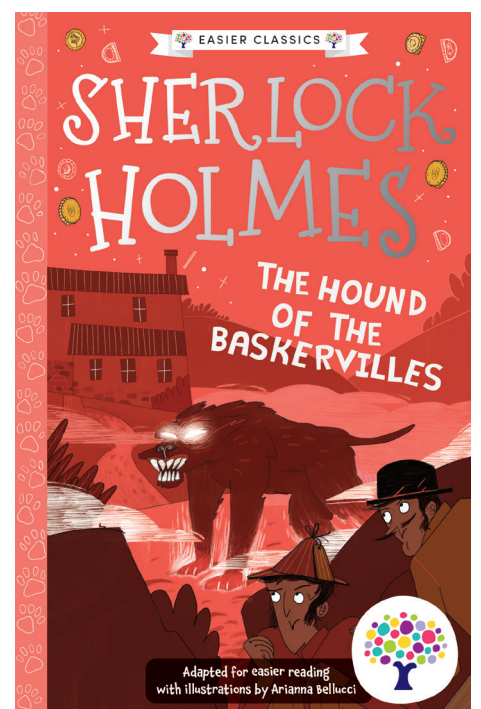
- Have we learnt about any other detectives or read a crime solving story we can remember?
- Have you watched any films with a detective? If so, what are they like?
- Discuss how a detective storyline often has a red herring.

### Glossary

red herring	A clue in a story that makes you guess the wrong person is a suspect.
suspect	A person who is believed to have done something wrong.
supernatural	Creatures, forces and events that are believed to be true by some people, but are beyond scientific understanding.
social class	When people are grouped based on what money they have and how important they are seen to be.

## 2. Questions based on the book cover

- What genre is the book? Is it fiction or non-fiction?
- Does the front cover of the story tell you anything about what the story may be about?
- Looking at the Hound on the front of the book, create a word bank of adjectives to describe what it may be like.
- Sherlock Holmes and Doctor Watson work as a team to solve the crime. What qualities do you need to work in a team? When have you worked in a team and what was important to make it work well?
- What do you think the main challenges will be for Sherlock Holmes?



## Activity options:

- With the pupils create a mind map for each theme. Look throughout the story for examples of each theme and add it to the mind map.
- Act out different scenes from the story which represent each theme, create a freeze frame and write a sentence to explain the theme happening.
- Relate the theme to life now, as a group think of any examples you have heard about in the news that link to each theme.

### Supernatural

Doctor Mortimer believes that the Hound is real and will kill everybody who lives at the Baskerville home. His belief is shared with many people who believe the stories about the Hound of Baskerville and are scared of the Hound Ghost which glows in the dark at night.

### Social class

The story explores how everybody wanted to be the most important person and having lots of money and owning a large home was important. Mr Stapleton was Henry Baskerville's cousin. He wanted to be rich like him and knew that Henry would not give him any money, so instead he tried to kill him so that he could take it.

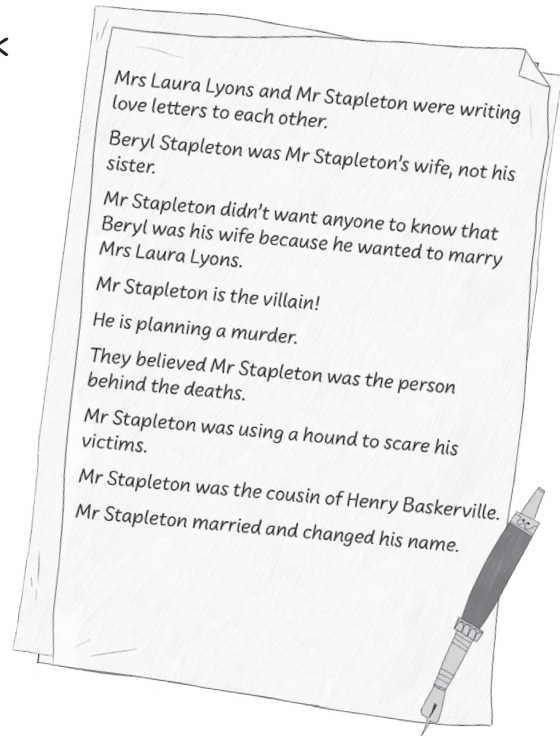
### Lies

Throughout the story characters tell lies to each other. Mrs Barrymore was sneaking food to her brother Selden, the prisoner who had escaped. She also gave him some of Henry Baskerville's clothes without asking. Mrs Stapleton pretended to be Mr Stapleton's sister and did not tell anybody they were married. Mr Stapleton didn't tell anybody he was Henry's cousin. He also lied to Laura Lyons and asked her to marry him.

**Challenge:** Can you think of your own examples in life now which link to one of the themes?

# Character Spotlight

Using the key facts from the text that Sherlock and Watson wrote about Mr Stapleton, create a word bank followed by a character profile about Mr Stapleton.



## Word bank

## Draw a picture

## Character description

---

---

---

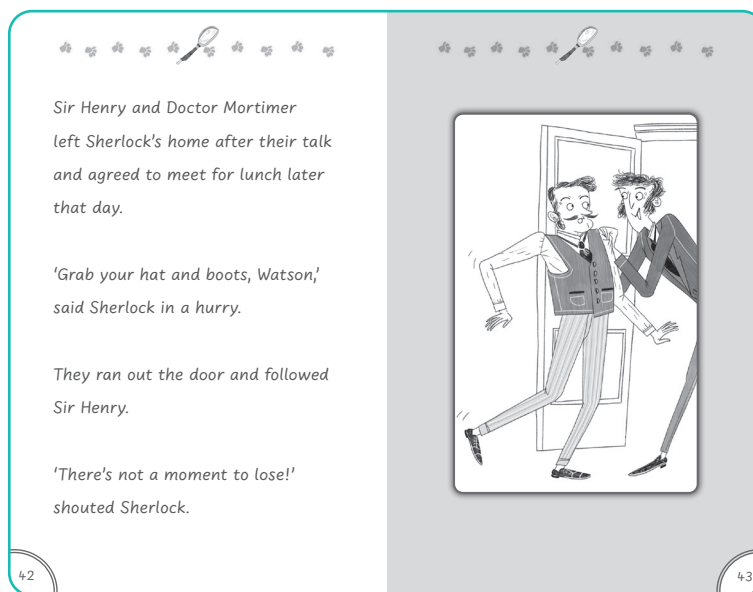
---

---

---

**Challenge:** Can you create a character spotlight for Sherlock Holmes?

- Why did Doctor Mortimer believe that **'No Baskerville should ever cross the moor at night'**? Use evidence from the text to support your answer.
- Page 22- How do you think Sherlock felt about Doctor Mortimer's story?
- Why do you think Doctor Mortimer changed his voice when talking about the hound?  
**Doctor Mortimer's voice changed to a whisper, 'A gigantic phantom hound.'**
- Page 34- How do you think Sir Henry felt when he received the letter?
- Page 42- What did Sherlock mean when he said there wasn't a moment to lose?
- What crime are Mr and Mrs Barrymore guilty of? What did they do wrong?
- How did Sherlock and Watson trap the Hound and save Sir Henry?
- What words do they use throughout the story to describe the hound? How do you think they want the reader to feel?



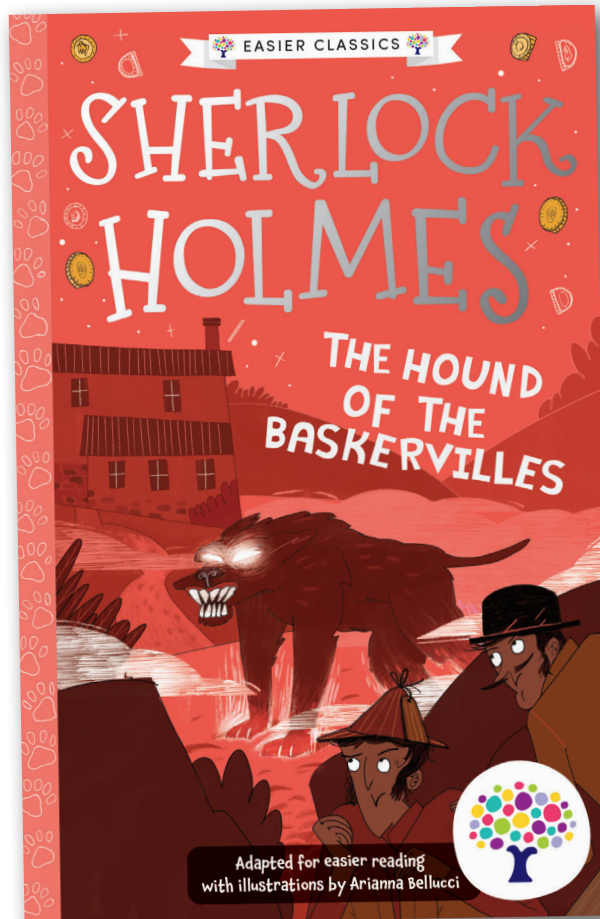
## Activities

**Activity 1:** Using your mind map or story mountain, verbally retell the story to a peer.

**Activity 2:** Write a different ending for the story whereby Mr Stapleton lives. What do you think he would say to Sir Henry about what he did?



Big stories, fewer barriers.



*This Teaching and Learning Resource has been written by Katie Corrigan as part of Every Cherry Publishing.*

*For more resources like this one, please visit:  
<https://www.everycherry.com/resources>*

