

LE BOTTEGHE DELL'INSEGNARE

Convention Scuola 2017

“Il tempo della persona. Da una storia il cambiamento”

Bologna 4-5 novembre 2017

LE VIED'EUROPA

Le Vie d'Europa... sui passi di A. Conan Doyle

A cura di Paola Manolio

**Sherlock Holmes**  
**by Sir Arthur Conan Doyle**

1. Reading: Description

Characters

Sherlock Holmes	John Watson
<ul style="list-style-type: none"> <li>• Job <i>consulting detective</i></li> <li>• Physical description <i>over six feet tall, sharp piercing eyes, hawklike nose –air of alertness and decision, prominent and squared chin – determination, hands blotted with ink –yet delicacy of touch</i></li> <li>• Personality (<i>zeal, quiet, torpor, vacant, dreamy expression/curiosity, energy</i>)</li> <li>• Other (habits, passions, dislikes...)</li> </ul>	<ul style="list-style-type: none"> <li>• Job <i>Army assistant surgeon</i></li> <li>• Physical description...</li> <li>• Personality <i>quiet</i></li> <li>• Other (habits, passions, dislikes...)  <i>Friendless, objectless life, monotony of (his) existence, smoker</i></li> <li>• What he thinks of Holmes</li> </ul>

<p><i>Friendless, Smoker, plays violin, boxer, profound knowledge of chemistry/anatomy, 'selective in interests', intuition, 'self confident', ignorance about literature/philosophy/astronomy</i></p> <ul style="list-style-type: none"> <li>• What he thinks of Watson...</li> <li>• Method of investigation <i>observation, deduction</i></li> </ul>	<p><i>clever, conceited, bumptious style of (his) conversation</i></p>
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<b>Inspector G. Lestrade</b>
<ul style="list-style-type: none"> <li>• Physical description <i>sallow, rat-faced, dark-eyed</i></li> <li>• Personality</li> <li>• Other</li> </ul>

<b>Victim</b>	<b>Suspect/Accused</b>
<ul style="list-style-type: none"> <li>• NAME</li> <li>• Information on his life</li> <li>• Details or evidence at the crime scene</li> <li>• Type of death</li> <li>• Crime Weapon</li> </ul>	<ul style="list-style-type: none"> <li>• NAME</li> <li>• Information</li> <li>• Link with the victim</li> <li>• Motive</li> <li>• Alibi (does it check out?)</li> </ul>

## Possible Murderer

- Sex
- Age
- Job
- Link with the victim
- Other relevant information

1. Reading:

Places

**SETTING**

Laboratory

Holmes's Study

London

Crime scene

## 2. Watching: analysis and use of Holmes's method

### From *A Study in pink – Sherlock, BBC (Step 1)*

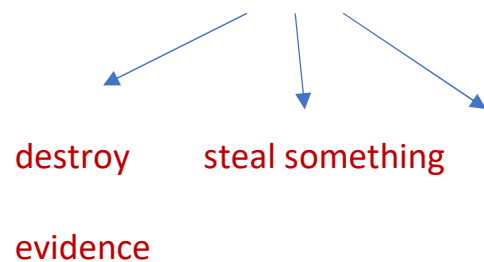
23:00 THE CRIME SCENE - DEDUCTION FROM THE OBSERVATION OF:

- Jewels vs Wedding Ring: **clean/dirty** =
- Raincoat/umbrella: **wet/dry parts** =
- Nails: **pretty, clean** =
- Clothes: **style, colour** =

### THE MYSTERY OF THE MISSING OBJECT

- How does Sherlock know she must have had a SUITCASE? →

- Where is her suitcase? → The murderer must have taken it **on purpose. WHY?**



....

### From *A Study in pink – Sherlock, BBC (Step 2)*

23:00 THE CRIME SCENE - DEDUCTION FROM THE OBSERVATION OF:

- Jewels vs Wedding Ring: **clean/dirty** = **unhappy marriage, string of lovers**
- Raincoat/umbrella: **wet/dry parts** = **she must come from a windy/rainy place; 3 (?) hours far away**

- Nails: **pretty, clean** = social status

- Clothes: **style, colour** = she probably worked in the TV/Fashion field

THE MYSTERY OF THE MISSING OBJECT

- How does he know she must have had a SUITCASE? → Red sign on her hands, stains of mud on her heels/back of her legs

- Where is her suitcase? → **purpose. WHY?** → The murderer must have taken it **on**

The murderer must have taken it **by mistake (!)** → **destroy** → **evidence**  
**something ....** → **steal**

3. Critical thinking: what do we find in Doyle's stories?

**THEMES**

<i>The unexpected as possibility</i>	<i>Friendship</i>	<i>The observation of reality as method</i>	<i>A talent given for a task</i>	<i>The mystery of evil</i>	<i>Justice as restored order</i>
		<ul style="list-style-type: none"> <li>• <i>Study in Red</i> (page...)</li> <li>• <i>The Crooked man</i></li> </ul>			