

Baskerville Opposites in Harmony   Pre-Show Curriculum		
Length	Grade Level	Content Area
1 class period (45 – 90 minutes)	Middle School & High School	ELA, Theatre
Objective		Materials Needed
Students will be able to analyze character descriptions from the play <i>Baskerville</i> and identify personal connections or points of interest within these characters.		<ul style="list-style-type: none"> <li>• Character Foils handout (included)</li> <li>• Pencils or pens</li> <li>• Same Different Connect Engage handout (included)</li> </ul>
Activity Overview		
<p><i>NOTE: This activity has been aligned with TEKS and <a href="#">Universal Design for Learning</a>. TEKS can be found at the end of this document. Check out the “Notes” section for ideas on how to expand activities or provide additional scaffolding.</i></p> <ol style="list-style-type: none"> <li>1. Introduction   <a href="#">Character Foils</a></li> <li>2. Guided Practice   <a href="#">SDCE with Sherlock</a></li> <li>3. Independent Practice   <a href="#">SDCE with Dr. Watson</a></li> <li>4. Presentation   <a href="#">Sharing and Feedback</a></li> <li>5. Reflection   <a href="#">What to Keep in Mind at the Show</a></li> </ol>		
1. Introduction   Character Foils		10 minutes
<p><i>Activity Steps</i></p> <ol style="list-style-type: none"> <li>a) Using Alley Re-Sourced, begin with a brief overview of <i>Baskerville</i> (if needed).</li> <li>b) Review definition of a character foil in storytelling and theatre.                             <ul style="list-style-type: none"> <li>- A character foil is someone with a trait that contrasts with another character – usually the protagonist</li> <li>- Sherlock and Watson are foils. Can you think of other examples?</li> </ul> </li> </ol>		<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Who's Who on Alley Re-Sourced</a></li> <li>• A printable Character Foils handout is included in this document. It has the definition of foils and the character traits of Holmes and Watson.</li> </ul>

<p><b>2. Guided Practice   SDCE with Sherlock</b></p>	<p><b>10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) We're going to use the information from the Character Foil handout for a thinking routine called "Same Different Connect Engage."</p> <p>b) We'll use this activity to explore the characters we will meet in the show. What can we <b>extrapolate</b> from the character descriptions to answer the questions?</p> <p>c) We'll do one together first: Sherlock Holmes.</p> <ul style="list-style-type: none"> <li>- Read the character description for Sherlock. Discuss the traits and circumstances connected to the character.</li> <li>- <b>Same</b> In what ways are you and this person objectively alike?</li> <li>- <b>Different</b> In what ways might the person and you be different?</li> <li>- <b>Connect</b> How do you relate to this person on a deeper level? (themes, experiences, broader ideas)</li> <li>- <b>Engage</b> What would like to ask, say, or do with the person if you had the chance?</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• "Same Different Connect Engage" is an Artful Thinking routine. You can learn more about it and similar exercises <a href="#">here</a>.</li> <li>• A blank handout for this activity is included in this document.</li> <li>• Feel free to adjust this guided practice to suit your classroom. Some alterations might include:             <ul style="list-style-type: none"> <li>○ The students work in small groups, and you review their answers as a class.</li> <li>○ The teacher leads the students question by question, taking answers from volunteers.</li> <li>○ The teacher completes the activity ahead of time as a visual guide.</li> </ul> </li> </ul>
<p><b>3. Independent Practice   SDCE with Dr. Watson</b></p>	<p><b>15-20 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) Student should work on their own to do the exercise with Watson.</p> <p>b) Collaboration and discussion can be helpful in generating ideas, but students should ultimately do their own activity to deepen the personal reflection.</p>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• If doing this activity post-show, expand the activity to include additional characters from the show.</li> </ul>

<p><b>4. Presentation   Sharing and Feedback</b></p>	<p><b>5-10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) Have students share their findings with the class.</p> <ul style="list-style-type: none"> <li>- Which character did you find the most similarities with? What were they?</li> <li>- Who was the least like you? Why?</li> <li>- What would you say to them, if they were in front of you?</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• <b>Multiple Means of Expression:</b> Students can present their findings in various formats (written, oral, artistic), giving them the opportunity to express their understanding in ways that suit their strengths.</li> </ul>
<p><b>5. Reflection   What to Keep in Mind at the Show</b></p>	<p><b>5-10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) Why do you think these characters work so well together?</p> <p>b) Think about what you knew or thought of the characters at the start of this lesson.</p> <ul style="list-style-type: none"> <li>- Fill in the blanks: "I used to think _____. Now I think _____."</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• Reflections can be written in journals or as exit tickets or shared in pairs or small groups before shared with the class.</li> </ul> <p><b><u>BONUS - Reflections After the Show</u></b></p> <ul style="list-style-type: none"> <li>• Which character surprised you the most?</li> <li>• Which character was the most like what you expected?</li> </ul>

<b>TEKS</b>			
<i>TEKS – MS ELA</i>	<i>TEKS – HS ELA</i>	<i>TEKS – MS Theatre</i>	<i>TEKS – HS Theatre</i>
<p>Reading/Comprehension of Literary Text/Theme and Genre 110.18(b)(9): Analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts, and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Fiction 110.18(b)(5): Analyze the interactions between characters, including their relationships and the changes they undergo.</p>	<p>Reading/Comprehension of Literary Text 110.31(b)(6): Make complex inferences about text and provide textual evidence to support understanding.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre 110.31(b)(8): Evaluate how different perspectives influence the portrayal of characters, plot, and setting.</p>	<p>Theatre/Foundations: 117.5(b)(1)(A): Demonstrate an understanding of the elements of drama and theatre.</p> <p>117.5(b)(1)(B): Identify and describe the roles of theatre artists in the production process.</p>	<p>Theatre/Foundations: 117.6(b)(1)(A): Analyze the elements of theatre production, including acting, directing, and design.</p> <p>Theatre/Creating: 117.6(b)(2)(C): Collaborate effectively in the creative process, demonstrating respect for all participants.</p> <p>Theatre/Responding: 117.317(c)(5)(A): Reflect on character development and compare personal ideas to interpretations in theatre performances.</p>

## Opposites in Harmony

### Sherlock Holmes and Dr. John Watson as Character Foils in *Baskerville*

Sherlock Holmes		Dr. John Watson
Cold, calculating, relies on pure logic and deduction.	Logic vs Emotions	Compassionate, grounded, trusts intuition and human nature.
Abstract thinker, builds theories first and then seeks evidence.	Theorist vs Practitioner	Man of action, observes and reacts in the moment.
Lone wolf, disinterested in social norms, avoids attachments.	Isolation vs Connection	Warm, friendly, enjoys relationships, values loyalty.
Restless, hyper-focused, prone to extreme boredom.	Energy vs Stability	Steady, methodical, maintains normal routines.
Treats everything as a puzzle, values facts over feelings.	Science vs Humanity	Balances logic with ethics, cares about people beyond their usefulness.

#### What is a foil?

A character foil is a character who contrasts with another character—typically the protagonist—in order to highlight particular qualities of that character. The differences between the two characters emphasize their distinct traits, making them stand out more clearly.

# Same Different Connect Engage

*A routine to nurture empathetic perspective taking and bridge building.*

**Same** In what ways might this person and you be similar?

**Different** In what ways might the person and you be different?

**Connect** In what ways might the person and you be connected as human beings?

**Engage** What would you like to ask, say, or do with the person if you had the chance?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).



This thinking routine was developed as part of the ID Global, Reimagining Migration project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at [pz.harvard.edu/thinking-routines](https://pz.harvard.edu/thinking-routines)

# Same Different Connect Engage

## Different

In what ways might the person and you be different?

## Engage

What would you like to ask, say, or do with the person if you had the chance?

## Same

In what ways might this person and you be similar?

## Connect

In what ways might the person and you be connected as human beings?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).