Sherlock Holmes: The Final Adventure

Study Guide

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The Cleveland Play House

The Cleveland Play House, America’s first permanently established professional theatre company, is an artist-inspired producing theatre who once had a core company comprised of many of the nation’s most accomplished theatrical professionals. The Cleveland Play House serves its community through the unique experience of live performances by telling a story that is entertaining, relevant and thought-provoking. We are the region’s most vital forum for the interactive exchange of ideas about the great truths and mysteries of human existence.

Founded in 1915, the Play House is the oldest professional regional theatre in the United States. Paul Newman, Joel Grey and Jack Weston are among the many actors whose careers began at the Play House, which also operates the nation’s oldest community-based theatre education programming. In the early 1900s, Cleveland theatre featured mostly vaudeville, melodrama, burlesque and light entertainment, but a select group of Clevelanders sought plays of substance on timely topics. Together they formed The Cleveland Play House and founded a home in a farmhouse donated by Cleveland industrialist Francis Drury.

Ultimately, Drury helped fund its permanent home at East 85th and Euclid Avenue. The original Play House was built in 1927 to house two theatres. In 1949 the Play House opened the 77th Street Theatre in a converted church, which featured America’s first open stage – the forerunner of the thrust stage that was popularized in the 1950s and 1960s. In 1983 the 77th Street Theatre closed and Philip Johnson’s addition to the original facility opened, making The Cleveland Play House the largest regional theatre in the country.
**Sherlock Holmes: The Final Adventure**

**EXPLORING THE PLAY**

About the Playwright – Steven Dietz

![Steven Dietz](image)

**Steven Dietz** is one of America's most widely-produced contemporary playwrights. Since 1983, his twenty-plus plays have been seen at over one hundred regional theatres in the United States, as well as Off-Broadway. International productions have been seen in England, Japan, Germany, France, Australia, Sweden, Austria, Russia, Slovenia, Argentina, Peru, Singapore and South Africa. His work has been translated into seven languages.

A native of Denver, Colorado, Dietz began his career as a director of new plays in Minneapolis, before moving to Seattle in 1991. He is currently a creative writing professor at the University of Texas at Austin.

**About the Play - Synopsis**
Our protagonist, Sherlock Holmes, the Great Detective, is dead! So it’s up to his trusty colleague and loyal friend, Dr. Watson, to narrate the story backwards and tell the audience about his and the quintessential English detective’s last adventure.

The action all begins at Holmes’ home, 221b Baker Street, where Watson has been summoned. Apparently, Professor Moriarty, a brilliant man with a mind for criminal activity and evil, has always managed to escape being linked to a series of crimes. Thanks to Holmes, there’s finally enough evidence to convict him. But, it’ll take a week to organize the arrests of this criminal mastermind and his cohorts, so Holmes plans to escape to the countryside to avoid any danger on his life.

It appears he spoke too soon as an unexpected guest, the King of Bohemia, no less, has one more detective job for Holmes. With the King of Bohemia marrying in a few weeks, he’s understandably nervous; but more so as a former flame, the beautiful and charming Irene Adler, has visual evidence of their affair. Holmes is therefore hired to retrieve this from Adler.

Easier said than done… the case takes Holmes on a final adventure, which includes kidnapping, numerous disguises, underhand plotting, twists and turns, and a whole ton of clues which even has the super sleuth’s sidekick scratching his head.

Will Holmes prevail against the evil mastermind, Professor Moriarty, and resist the lure of Irene Adler? Will he retrieve the photograph in time for the King’s wedding? And how will the Bloodhound of Baker Street’s die?

**Sherlock Holmes: The Final Adventure - Character Breakdown**

**Sherlock Holmes:** The brilliant and famous detective. Lives on Baker Street. Captures criminals through his excellent powers of deduction, observation and logic.

**Dr. Watson:** Narrator of the story. Holmes’ loyal and astute sidekick.

**Professor Moriarty:** Holmes’ nemesis and his ultimate match. Criminal mastermind – oversees much of murky London’s criminal activity. An educated and brilliant man, has a habit of never leaving a trace.

**The King of Bohemia:** A desperate man to be married in two weeks. Hires Holmes to solve a small problem. Former lover of Irene Adler. Bohemia was in Central Europe, and is now modern day Czech Republic.

**Irene Adler:** Famous, charismatic opera singer. One had an affair with the King, and slowly seducing our detective.

**James Larrabee:** Marries Irene Adler, but is he who he says he is? A swindler and a scam artist.

**Madge Larrabee:** James’ sister. Not too different from her brother.

**Sid Prince:** Moriarty’s right hand man, and a 19th century version of a hitman. He has a score to settle with Holmes.

**Production History**
The Case of WILLIAM GILLETTE (1853 – 1937)

In the late 19th Century, as Queen Victoria sat on her throne, and the British Empire ruled ¾’s of the world, American actor William Gillette staged Sherlock Holmes, first in New York and then London and went onto enjoy a long career as the definitive Sherlock Holmes of his era.

Arthur Conan Doyle had written a five act play based on the adventures of Sherlock Holmes, which the actor then rewrote. *Sherlock Holmes – A Drama in 4 Acts* opened in 1899 in New York City. It was a smash hit and he took it to London in 1901. It was Gillette’s vision of Holmes that we know and love today. He made the cap, cape and pipe all iconic symbols of the detective. In fact, when Frederic Dorr Steele began illustrating Holmes’ stories for *Colliers Weekly* in 1903 he used Gillette as his model. Gillette is also noted for the style of acting he employed – in contrast to other actors of the time who used over the top and loud gestures during performance – a simple gesture or single utterance was employed to convey volumes.

Having played Holmes in the early days of film as well in 1915, he made his final performance on stage in 1932, but would later perform the role on CBS radio in 1935.

Source: *International Dictionary of Theatre*, vol. 3
While Dietz’s play of Sherlock Holmes has enjoyed many productions across the country, the Great Detective has enjoyed a long career on both the stage and in film.

There have been several big name actors who played Sherlock Holmes across film and television: Michael Cane, Christopher Plummer, John Cleese, Peter Lawford, Peter Cushing, Christopher Lee, Roger Moore, and Leonard Nimoy.
About the Book

Dietz’s play is actually based on a few sources:

- *A Scandal in Bohemia* in which appeared the King of Bohemia and Irene Adler.
- William Gillette’s play, *Sherlock Holmes – A Drama in 4 Acts* which appeared in 1899 and was an instant success.
- *The Final Problem* which appeared in Strand magazine, in which the author killed off his creation Holmes and Moriarty.

About the Author

Born Arthur Ignatius Conan Doyle in 1859 Edinburgh, Scotland, he was the second eldest of 10 children and received his medical degree at the University of Edinburgh, graduating in 1885.

Working as a medical doctor and writer most of his life, he was knighted (i.e. became a Sir) for his work during the South African (Boer) War in 1902. He wrote prolifically at the same time, covering subjects such as religion, military and historical fiction. But it is his Sherlock Holmes creation that made him famous from the time he made his debut in *Study in Scarlet* in 1887. The author died in Sussex, England in 1930. You can read more about his life in his autobiography, *Memories and Adventures* (1924).

Source: *Encyclopedia Britannica*. 
EXPLORING THE TEXT

Adaptation

Arthur Conan Doyle wrote about Sherlock Holmes over a 40 year period, which extended across the reign of three monarchs, Queen Victoria, King Edward VII and King George V (the current Queen of England’s grandfather). His Sherlock Holmes stories were always set in late Victorian London.

Playwright Steven Dietz might have used William Gillette’s plays and Doyle’s stories as a basis for his own play, but he produces an entirely new story through the process of adaptation.

A theatrical adaptation is the playwright’s interpretation of the existing story. In other words, the play you are about to see may not resemble the source material exactly. Rather, character names, places, chronology and other elements of the original story may be altered to fit the playwright’s vision for the theatre. It has always remained the artistic license of the playwright, throughout the history of the theatre, to do so.

The Mystery Genre

What do Miss Marple, Inspector Poirot, Jessica Fletcher, Columbo, Perry Mason, Sherlock Holmes and Dr. Mark Sloan all have in common?

They’re all master sleuths of the mystery/ detective genre! Their creators from Agatha Christie to Dick Van Dyke all have a protagonist who must solve various crimes and mysteries in a series of episodes using their observation, deduction, and skills of logic! Occasionally they may even solve the mystery using complicated forensics. Ultimately, they always get their criminal.

The first true detective novel was written by Wilkie Collins. *The Moonstone* was published in 1868, and became an instant hit. Collins’ detective must solve the riddle of the origin of the cursed diamond and who might have stolen it.
“Education never ends, Watson. It is a series of lesson with the greatest for last.”
- Sherlock Holmes

Most mystery/detective novels follow a set formula. Literary critic T. J. Binyon was quick to explain the important elements of a Sherlock Holmes mystery:

Holmes and Watson are at Baker Street →
A client arrives →
Holmes deduces things about the client from an object or the person him/herself →
The problem is outlined →
Holmes and Watson discuss the case when the client is gone →
The investigation begins →
Holmes identifies what happened →
Holmes explains it all to Watson back at Baker Street.

Source: www.pbs.org/wgbh/masterpiece/hound
EXPLORING THE CONTEXT

Exploring the Setting – London in the 1890s

Victorian London. The backdrop to many of Dickens’ novels, and the city where Sherlock Holmes will solve some of crime’s greatest mysteries. A city divided by those who have and those who have not.

FACT
In the 1890s Queen Victoria was on the throne, and the period from 1840 to 1900 is known, as a result of the reigning monarch, as Victorian. Characterized by her stern rule, Victoria is also known to have been deeply in love with her husband and first cousin, Prince Albert, whom she married in 1840.

FACT
Britain greatly expanded its colonial powers across the world, and is known as the Age of Empire. The Industrial Revolution earlier in the century had its greatest impact now as well.
FACT
The British Empire ruled a number of colonies, which included India, Australia, Canada, New Zealand, Hong Kong, Egypt, South Africa, Jamaica and Singapore. This made it the most extensive Empire in modern world history, and made Britain a super power in the Western world, as it made its riches from the countries it ruled. The head of the Empire’s state was Queen Victoria, making her the most powerful woman in the West. By the end of the nineteenth century the British Empire comprised of more than one quarter of the world’s total population.

FACT
Much of Britain did away with simple farming techniques. Instead, the rise of gigantic sized factories meant that industrial sized cotton gins were spinning cotton for clothing. Children were being abused as child labor. The increase in railway and train travel meant people could migrate in mass numbers in a way that the country had never seen before. This resulted in the rise of the cities, and squalid inner city conditions.
The division between rich and poor as a result of the growing economy became even more pronounced. This resulted in a rigid class-tier system, with the upper (hereditary titled, wealth), middle (lawyers, bankers) and working classes clearly formed. Unlike today where, if you’re lucky, you might make a million and become instantly rich, then there was no fluctuation between the classes.

In this vastly changing society, the working classes (including literature’s Oliver Twist) were employed as chimney sweepers, factory workers, and servants.

Cramped and overcrowded towns led to increased numbers of disease. Cholera, consumption and typhus killed thousands of citizens throughout the century.
FACT
Distinction between men and women was particularly pronounced during the Victorian era. While upper class women had an education in manners, ensuring that they married and had children by a certain age, working class women worked day and night to support their family and were often paid much less than men. Both classes had little formal education. A middle class woman fared a little better in that she had some education, was able to work, and may have the luxury to stay at home with the children once married. A woman did not have the right to vote, and, ironically, given that the reigning monarch was a woman, held no position of power.
FACT
London’s famous Baker Street is home to Sherlock Holmes. 221b Baker Street is now officially the Sherlock Holmes Museum. Holmes obviously made a successful salary as a detective as Baker Street is one of the nice parts of the city.

Science & Technology in the Victorian Age

FACT
Great advances were being made in science, especially medicine. The use of chloroform was revolutionary. In 1847, Edinburgh obstetrician James Young Simpson first used it as a general anesthesia during childbirth (previous to this, gas or a few shots of alcohol and a whole lot of pain proceeded any medical surgeries). Because of its toxicity, chloroform is no longer used.

FACT
Although Victorian England was a strictly conservative and religious society, scientist Charles Darwin published On the Origin of Species. This revolutionary text claimed that all species have evolved over time from one or a few common ancestors through the process of natural selection (i.e. survival of the fittest). This was in stark contrast to the Church’s teachings that said God had created the world as we know it. Men were associated with their ancestors – the monkey – for the first time, challenging religious belief.
FACT
Electric lights (previously street lamps and house lights had been gas operated), photographs, motorcars, telephones, transatlantic cable and the gramophone all emerged in this era.

ACTIVITY
The Victorian Era wasn’t the only age of rapid advancements in technology. Consider the way in which we listen to music today. In the 1980s the Walkman was considered revolutionary for its compact size to listen to cassette tapes. In the 1990s we used portable CD players. Now we wouldn’t consider carrying anything smaller than an iPod.

1. Write down three examples of an advancement in technology that has occurred in the last twenty years. This could relate to the way we watch movies at home, the computers we use, the way we drive cars, etc.
2. Use your imagination to come up with a technological invention that will make each of your three advanced technological examples obsolete.

FACT
What is Forensics? It refers to the method of obtaining evidence related to a crime. Forensic science is used in a number of popular TV shows including: CSI, Law & Order and The Unit. Using fingerprints, DNA, fibers and other evidence that might not be visible to the naked eye, the real perpetrator of the crime is found by trained detectives. Of course these TV shows make the real thing seem a lot simpler. While the crime is solved in one hour on our TV screens, scientists often take months, if not, years, to solve crimes, and they are highly educated scientists.
FACT
Arthur Conan Doyle was very impressed by his university professor, Joseph Bell. In particular Bell’s attention to patient symptoms, and his observation and then diagnosis made a lasting impression on his student, who used it as a basis for Holmes’ detective skills.

FACT
Opium, cocaine (what Holmes terms the “7% solution”), and morphine together with the use of the hypodermic syringe came into use in the mid-Nineteenth century. In fact, opium was not even considered a dangerous drug, and used much in the same way we use Advil or Tylenol today to cure minor aches and pains, so much so that it could be bought in local pharmacies for as little as penny. Without much being known of the dangerous effects of drug use, nor any education of drug addiction, it is entirely possible Conan Doyle had Holmes as a casual cocaine user without thinking much of it. In fact, cocaine use appears in many of Arthur Conan Doyle’s stories. Many writers took these drugs and it was considered to be a harmless release for the artist who could hallucinate other worlds. Drug use would not become illegal in Britain until the Dangerous Drug Acts of 1965 and 1967!


In the play, Sherlock Holmes is a depressed person with a somewhat fatalistic view, and his drug use factors into his personality. Nonetheless, Watson is highly critical of Holmes’s reliance on the drug for stimulation between cases:

Holmes: “I suppose that it’s influence is physically a bad one. I find it, however, so transcendentally stimulating and clarifying to the mind that its secondary action is a matter of small moment.”

Watson: “Consider the cost! Your brain may, as you say, be roused and excited, but it is a pathological and morbid process, which involves increased tissue change and may at least leave a permanent weakness. You know, too, what a black reaction comes upon you. Surely the game is hardly worth the candle. Why should you, for a mere passing pleasure, risk the loss of those great powers with which you have been endowed?”

- The Sign of Four

Discussion Point: Holmes’s use of drugs, condemned by Watson, could provide an opportunity for discussion with students.
Logic & Detective Work

FACT
As a practicing doctor, Conan Doyle was fully aware that solving a mystery (or, in his case, making a diagnosis) required refined observation skills. Holmes merely embodies these skills to the extreme, so much so that even Dr. Watson has a hard time keeping up with him sometimes. You might notice in the script Holmes says to Watson that he sees but he does not observe.

FACT
Elementary and Logic were in sharp contrast to the mainstream views of the Victorian Era when an unconditional belief in religion and higher powers were expected. Indeed, logic and reason dictated that the laws of the universe could in fact be explained by man-made theories, which was revolutionary at that time. “Elementary M’ Dear Watson” was never actually featured in the Sherlock Holmes stories that Conan Doyle wrote, though it has become a favorite saying.

FACT
The use of observation proved particularly useful to the author himself and his involvement in the George Edalji case. Edalji, a solicitor (English name for lawyer) and the son of a British settled Indian and his English wife was an excellent student and had a great career ahead of him. Sadly, many of the Great Wyrley community did not like Edalji’s father, as he was the local vicar of their church, and they did not accept a Christian who happened to be from India as a minister of their church. In October 1903 George was convicted of an unproven charge of maiming horses and received a seven year sentence! The police were convinced that he had sacrificed the horses to some alien gods. Even though the evidence clearly showed the Edalji’s were long practicing Christians, and there’s no practice like that any way!

He was finally released in 1906 but still subject to close surveillance, which is when Arthur Conan Doyle intervened in Edalji’s case. Conan Doyle worked every year near to Edalji’s hometown and saw the injustice that had occurred. He proved from Edalji’s bad eyesight that he could not have committed the crime especially as the accused would not be able to see at night, and published his findings in *The Daily Telegraph* in London. The case became famous overnight. The Government re-opened the file and found that the man had been wrongly accused; however, he was never formally pardoned.  

*The Times, Oct 1903, p. 10*
Oscar Slater was most likely a petty criminal. In 1908 Slater was accused of murdering a wealthy 82-year-old-woman, Marion Gilchrist, at her home in Glasgow. The victim had been bludgeoned to death, and was discovered by a neighbor downstairs and a maid. The only thing missing was a crescent-shaped diamond brooch, but many of her papers including a recently amended will had been turned upside down.

Prior to the discovery of the body, the maid and the neighbor said they had seen a respectably dressed man going down the stairs. However police did not question any of the victim’s relatives and did not follow up on a neighbor’s theory that the victim’s chair was used as a murder weapon. Instead they labeled the enquiry as a burglary gone wrong. Their man was Oscar Slater who had attempted to sell a pawn ticket for a diamond brooch and was, they claimed, fleeing the country.

Though Slater and his female companion were on an ocean liner bound to New York from Liverpool, and were under false names, he willingly came back to Scotland as he wanted to prove his innocence. Though the case against him was full of holes, the trial went ahead and Slater was found guilty and sentenced to death. Slater was not allowed to speak for himself, nor did anyone ask for his alibi!

Two days before his execution, his sentence was changed to hard labor with no explanation. Conan Doyle had published The Case of Oscar Slater in 1912. In it he described how the weapon Slater was supposed to have used was too flimsy (a small upholstery hammer) to have been murder weapon, the testimony of witnesses all contradicted each other, and why did nobody mention Slater possessing the murder weapon when they claimed to have seen him? He concluded Gilchrist must have known her attacker and allowed him into her apartment. Further, police were expecting Slater to stay in New York and therefore claim the case solved. But because he had returned they had to have a dodgy trial.

Later, a Glasgow journalist followed up on Conan Doyle’s research, and although he could not name the killer for libel reasons, it was obvious he pointed the finger at Gilchrist’s nephew. The book was a sensation! In 1927 Oscar Slater was released and only later officially pardoned.

Edalji & Slater information, source: Birmingham City Archives, UK
<table>
<thead>
<tr>
<th>Character</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Watson</td>
<td></td>
</tr>
<tr>
<td>Irene Adler</td>
<td></td>
</tr>
<tr>
<td>Professor Moriarty</td>
<td></td>
</tr>
<tr>
<td>The King of Bohemia</td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet
Character Objective

Characters in movies, plays, books, and stories have a basic similarity. They all have OBJECTIVES.

An objective is: SOMETHING A CHARACTER WANTS, NEEDS OR DESIRES throughout the story. They usually spend the entire time pursuing this objective.

Each character in *Sherlock Holmes: The Final Adventure* has an OBJECTIVE as well.
What is the primary desire of the following characters?

Sherlock Holmes:

Dr. Watson:

Irene Adler:

The King of Bohemia:

James Larrabee:

Madge Larrabee:

Professor Moriarty:
Activity Sheet

Theme

Every play has a THEME. Every book and movie does, too. **Theme:** the main idea or ethical precept of the play. Theme is the same as topic, subject matter, premise or thesis.

*Sherlock Holmes: The Final Adventure* focuses on the theme of *The Deceit of Love*. List three examples of how this theme is illustrated in the plot of *Sherlock Holmes: The Final Adventure*. Be very specific.

1. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Do these examples connect to the objectives of the characters?

Think about your favorite movie or book. Answer the following questions:

Title: __________________________________________________________

What is the theme: _____________________________________________

List examples of how the theme is illustrated:

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________

Discussion question: What would happen if a story had no theme?
# Activity Sheet

## A Good Plot

<table>
<thead>
<tr>
<th><strong>Plot:</strong> what happens in a play; the story/stories being told as revealed by what the characters say about themselves or each other; the action of the play.</th>
</tr>
</thead>
</table>

## Structure of a Play Script

- **Inciting incident:** the launching pad of the play; the action or short sequence of actions that constitutes the point of attack.
- **Rising action:** the sequence of actions and events that leads to the climax.
- **Climax:** the action that resolves the conflict; the central dramatic question is answered; comes late in the play.
- **Falling action:** the acceptance of the situation derived from the climax; the resolution.

What is the Inciting Incident in *Sherlock Holmes: The Final Adventure*?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

List three events in *Sherlock Holmes* that can be considered Rising Action.

1.  ___________________________________________________________

2.  ___________________________________________________________

3.  ___________________________________________________________

What is the Climax in *Sherlock Holmes: The Final Adventure*?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

What is the Falling Action in *Sherlock Holmes: The Final Adventure*?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

A good plot… keeps you guessing.

A good plot… surprises you.

A good plot… will have multiple themes.

A good plot… builds on a strong central conflict.
Activity Sheet
Who Makes the Show?
It takes a lot of people to put together a theatrical production. It is very similar to the many people needed to put on a sporting event, like a basketball game. Below are two lists of only some of the people who are integral parts to either a theatrical production or to keeping a basketball team in working order. Using the internet and what you learned from your visit to The Cleveland Play House, write a brief description of each person’s responsibilities. Then, draw a line matching the person in column A (theatrical production) to column B (basketball team).

<table>
<thead>
<tr>
<th>A-Production Team</th>
<th>B-Basketball Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Director:</td>
<td>1. Fans:</td>
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<td></td>
<td></td>
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<tr>
<td>2. Stage Manager:</td>
<td>2. Owner:</td>
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<td></td>
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<td></td>
<td></td>
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<td>3. Actor:</td>
<td>3. Coach:</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4. Producer:</td>
<td>4. Players:</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Audience:</td>
<td>5. Assistant Coach:</td>
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<td></td>
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Writing Activity
Be a Theatre Critic

A very strong element in the success or failure of a new production is the Theatre Critic. Use the following outline to write a review of the Cleveland Play House’s production of *Sherlock Holmes: The Final Adventure*.

**Paragraph 1: ABOUT THE PLAY**
1. What was the title or the play?
2. Who wrote the play?
3. Which theatre company produced it?
4. What was your overall reaction to the play?
5. Give a brief synopsis of the plot of the play.

**Paragraph 2:**
1. What aspects of the production (i.e. sets, costumes, lights, sound, acting), were similar to how you envisioned them? What aspects were different? What aspects would you like to have changed and why?
2. What scenes in the play did you find most/least interesting, entertaining, and enjoyable? What about these scenes made you like or dislike them so much?
3. Did the production move too slowly, quickly, or at the right speed?

**Paragraph 3: ABOUT THE CHARACTERS/ PERFORMERS**
1. Did any characters touch you personally? Who was your favorite?
2. Were the character's motivations clear? In other words, could you understand what each character wanted?
3. Which actor do you think gave the best performance? What did this actor do that made you think s/he gave the best performance?
4. How did the way the actors use their bodies onstage enhance their performances?

**Paragraph 4: ABOUT THE SET**
1. Did the set provide the right environment/atmosphere for the production? If so, how? If not, why not?
2. Did the set reflect the themes and style of the play?
3. Were there any interesting details in the set? If so, what?

**Paragraph 5: ABOUT THE LIGHTING AND THE SOUND**
1. Did the lighting establish the right mood and atmosphere for the production? If so, how? If not, why not?
2. Did the music/sound add to the mood and atmosphere of the production or take away from it? How?

**Paragraph 6: ABOUT THE COSTUMES**
1. Were the costumes appropriate for the mood and style of the production? If so, why? If not, why not?
2. Did any of the costumes reflect a character's personality or wealth? What clues did the costumes give about the characters?

**Paragraph 7: CONCLUSION**
Would you recommend this production to someone? If so, to whom? If not, why not?
Sherlock Holmes: The Final Adventure
by Steven Dietz

A chilling mystery featuring the world’s greatest detective, the King of Bohemia, a notorious photograph, a kidnapping, and of course, Holmes’ great nemesis, Professor Moriarty. At the end of Sherlock Holmes’ remarkable career, it features one last great case, as well as the romance he sacrificed throughout his years of fame and glory.

Scientific Logic in Literature

Standard: Social Studies Grades 11-12

People in Societies - Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A. (People in Societies) Analyze how issues may be viewed differently by various cultural groups.

Benchmark B. (People in Societies) Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

Benchmark C. (People in Societies) Explain the role of diverse cultural institutions in shaping American society.

Standard: English Grades 11-12

Literary Text - Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short
stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

**Benchmark A.** Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.

**Benchmark B.** Explain ways characters confront similar situations and conflict.

**Benchmark D.** Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.

**Standard: Social Studies Grades 9-10**

**People in Societies** - Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

**Benchmark A.** Analyze the influence of different cultural perspectives on the actions of groups.

**Benchmark B.** Analyze the consequences of oppression, discrimination and conflict between cultures.

**Standard: English Grades 8-10**

**Literary Text** - Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

**Benchmark A.** Analyze interactions between characters in literary text and how the interactions affect the plot.

**Benchmark B.** Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.

**Benchmark C.** Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

**Benchmark F.** Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.

**Benchmark G.** Explain techniques used by authors to develop style.
Standard: Social Studies Grades 6-8

People in Societies - Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

Economics - Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark C. Identify connections between government policies and the economy.

Standard: English Grades 4-7

Literary Text - Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

Benchmark A. Describe and analyze the elements of character development.

Benchmark B. Analyze the importance of setting.

Benchmark C. Identify the elements of plot and establish a connection between an element and a future event.
Answers Keys

The answers provided to the Activity Sheets are one way of looking at the script. Students’ answers may vary as long as they are supported with specific information from the script.

Activity Sheet
Character Objective

Sherlock Holmes: to apprehend Moriarty.
Dr. Watson: to learn from assisting Holmes in apprehending Moriarty.
Irene Adler: to confront and capture (her love).
The King of Bohemia: to “put to rest a terrible scandal.”
James Larrabee: to “swindle an opera singer.”
Madge Larrabee: to “clean up after” her brother.
Professor Moriarty: to defeat Holmes.

Activity Sheet
Theme

1. Watson has married and rearranged his life.
2. Holmes witnesses a wedding, which is actually a swindle.
3. The King of Bohemia wants to marry, but first must clean up a scandal.
4. Madge says to her brother, “…you’re supposed to swindle and opera singer, but instead you fell in love with her.”
5. Holmes says, “So you really think, Watson, that I would put your life and mine needlessly at risk – all to secure the affection of a woman?” Watson replies, “That Holmes, would be the greatest cause imaginable.”
6. Moriarty says to Larrabee, “That woman (Irene) will be your undoing.”
7. Holmes tells Irene, “Like all kindness – like love itself – a rose is not a condition of life… but an embellishment of it.”

Activity Sheet
A Good Plot

Inciting Incident: The King of Bohemia enters as a masked man and asks for Holmes’s assistance.
Rising Action:
1. Irene Adler marries Godfrey Norton.
2. Holmes meets Moriarty.
3. Holmes gives the photo back to Irene.
4. Moriarty plans to capture Holmes and kill him.
Climax: Irene confronts the King of Bohemia on his wedding day.
Falling Action:
1. Irene confronts Sherlock Holmes
2. Holmes and Moriarty fight to the death by the falls.
3. Holmes reveals himself to Watson.