

ROA revision power point

This power point consists of two parts:

1. The Speckled Band (slides 2 – 15)
2. Non-fiction writing (slides 16 – 24)

Your class teacher may have provided you with bespoke revision material, that should be used first as it is made for your class and the specific content you have been covering. If you have not been given one, then the information on this power point can be used for revision.

For all, there are opportunities for practice questions on slides 12-15 and slides 22 – 24.

The Adventure of the Speckled Band begins with **Dr. Watson** recounting one of the most unusual cases he and **Sherlock Holmes** have encountered. The story centers around **Helen Stoner**, who seeks **Holmes's** help after her sister's mysterious death. **Helen** fears for her own life, believing that her stepfather, **Dr. Grimesby Roylott**, is responsible. **Holmes** investigates the case, uncovering a sinister plot involving a venomous snake used as a murder weapon. Ultimately, **Holmes** saves **Helen** and reveals the truth behind the speckled band, which refers to the snake.

<https://youtu.be/PfmeOf3Qmjw>



Sherlock Holmes
The Speckled Band



FULL MOVIE

Key Characters & Themes

Sherlock Holmes

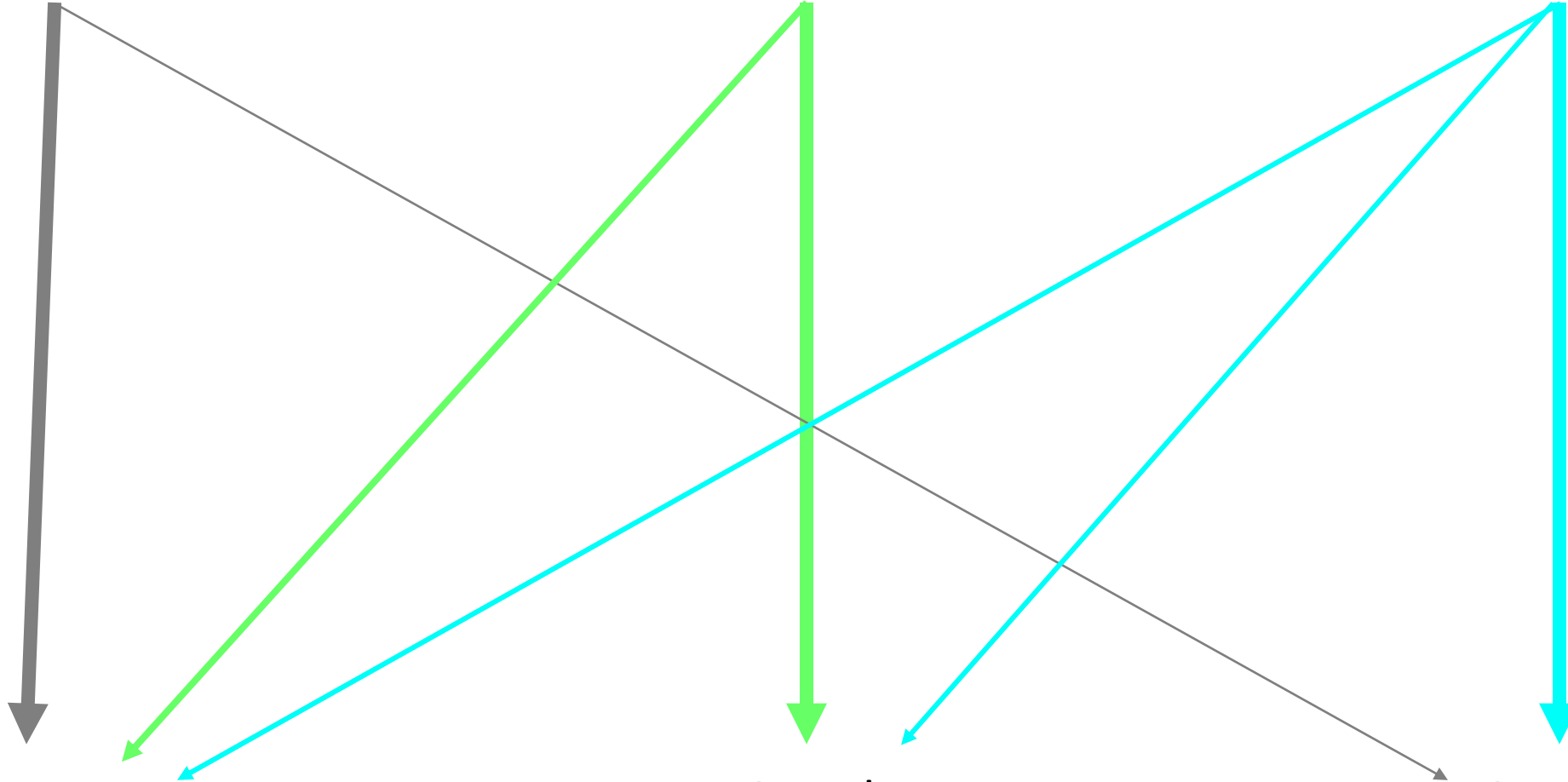
Dr. Grimesby Roylott

Helen Stoner

Power

Greed

Gender



Helen Stoner

The young woman who seeks Holmes's help. She is the twin sister of Julia Stoner, who died under mysterious circumstances. Helen is portrayed as a victim of her abusive stepfather, Dr. Grimesby Roylott, and her fear for her own life drives her to seek Holmes's assistance.



Core adjectives

- vulnerable
- frightened
- traumatised
- isolated
- desperate
- powerless
- anxious
- trapped
- mistreated
- victimised

More precise adjectives

- oppressed
- constrained
- marginalised
- silenced
- endangered
- dependent
- perceptive
- resilient
- active
- disregarded
- narratively sidelined

Dr. Grimesby Roylott

The story's antagonist and Helen's stepfather. He is depicted as a violent and unscrupulous man who has a history of abusive behaviour. His character is central to the plot, as he is suspected of being involved in Julia's death and is ultimately revealed to be the murderer.



Core adjectives

- violent
- aggressive
- cruel
- dangerous
- controlling
- greedy
- selfish
- intimidating
- abusive
- powerful

More precise adjectives

- Tyrannical
- Patriarchal
- Corrupt
- Predatory
- Volatile
- Unscrupulous
- morally diseased
- Degraded
- Domineering
- Brutal
- Manipulative
- self-destructive
- monstrous

Sherlock Holmes

The brilliant detective known for his exceptional powers of observation and deduction. In this story, he is approached by Helen Stoner to investigate the mysterious death of her sister, Julia. Holmes's keen intellect and logical reasoning are central to solving the case, as he uncovers the truth behind the "speckled band".



Core adjectives

- intelligent
- logical
- observant
- calm
- brave
- confident
- rational
- controlled
- protective
- authoritative

More precise adjectives

- analytical
- deductive
- methodical
- composed
- detached
- clinical
- intellectually superior
- perceptive
- imperturbable
- forensic
- paternalistic
- dominant
- morally assured

Potential ideas for power

Sherlock Holmes (good power) Dr Roylott (bad power)

Possible big ideas:

- Doyle presents power as dangerous when it is inherited rather than earned.
- Roylott's power is physical, financial, patriarchal and domestic.
- Holmes's power is intellectual, rational and controlled.
- The story contrasts brute force with disciplined reasoning.
- Roylott's downfall suggests that corrupt power eventually destroys itself.

Potential ideas for Gender

Helen Stoner

Sherlock Holmes

Possible big ideas:

- Women are trapped by Victorian patriarchy, especially through marriage, inheritance and domestic control.
- Helen is both vulnerable and active: she is victimised, but she also seeks help and survives.
- Holmes protects Helen, but the narrative still sidelines her by the end.
- The story exposes female vulnerability but does not fully give women agency.

Sherlock Holmes

Power

Start

Sherlock is first described by Watson: 'as swift as intuitions'

Sherlock comforts Helen: 'patting her arm soothingly'

Later

Sherlock finds Roylott humorous instead of frightening: 'my friend smiled...his smile broadened'

End

Sherlock saves everyone from the snake: 'Let us thrust this creature back into it's den'

Sherlock knew what had happened to Julia Stoner before anyone else: 'I had come to these conclusion before ever I had entered his room'

Dr Roylott

Power

Start:

Helen describes Roylott: 'a man of immense strength and uncontrollable anger'

Later:

Dr Roylott confronts Sherlock: 'What has she been saying to you?' screamed the old man furiously'

Dr Roylott threatens Sherlock: 'taking a step forward and shaking his hunting crop'

End:

Dr Roylott is dead: 'violence does in truth, recoil upon the violent'

Sherlock Holmes

Gender

Start

Sherlock is asking about the situation Helen is in: “your sister is dead, then?”

Sherlock comforts Helen: ‘patting her arm soothingly’

Sherlock is not giving Roylett information about his stepdaughter:

“What has she been saying to you?”/”It is a little cold this time of year,” said Holmes’

Later

Sherlock comments on the financial situation of the case: “It is evident, therefore, that if both girls had married, this beauty would have had a mere pittance, while even one of them would cripple him to a very serious extent.”

Sherlock tells Helen to follow his plan: “Good-bye, and be brave, for if you will do what I have told you, you ...

End

Helen is dismissed at the end of the story after having been saved: ‘It is not necessary that I should prolong a narrative which has already run to too great a length by telling how we broke the sad news to the terrified girl’

Helen Stoner

Gender

Start:

Helen is described by Sherlock: ‘with restless frightened eyes, like those of some hunted animal’

Helen seeking agency: ‘I shall go mad if it continues. I have no one to turn to’

Later:

Sherlock is reassuring Helen: ‘Good bye and be brave, for if you will do what I have told you, you may rest assured that we shall soon drive away the dangers that threaten you’

Holmes directing Helen: ‘Your life may depend upon your compliance’

End:

Helen is dismissed at the end of the story: ‘It is not necessary that I should prolong a narrative which has already run to too great a length by telling how we broke the sad news to the terrified girl’

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Planning 45:00 – 41:00

Thesis 41:00 – 36:00

Start 36:00 – 25:00

Later 25:00 – 14:00

End 14:00 – 04:00

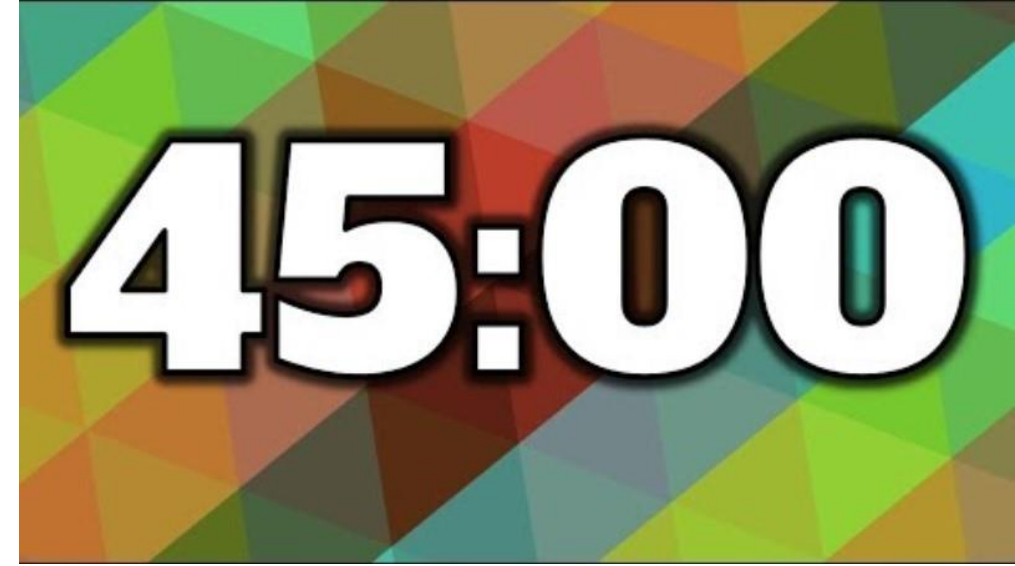
Self check 04:00 – 00:00

Self Check:

Big and bold –
Capitals/punctuation

Checklist – go through
the list and ensure you
included all the steps

Practice
Question



How does Doyle present Sherlock Holmes
in The adventures of the Speckled Band?

Timestamps:

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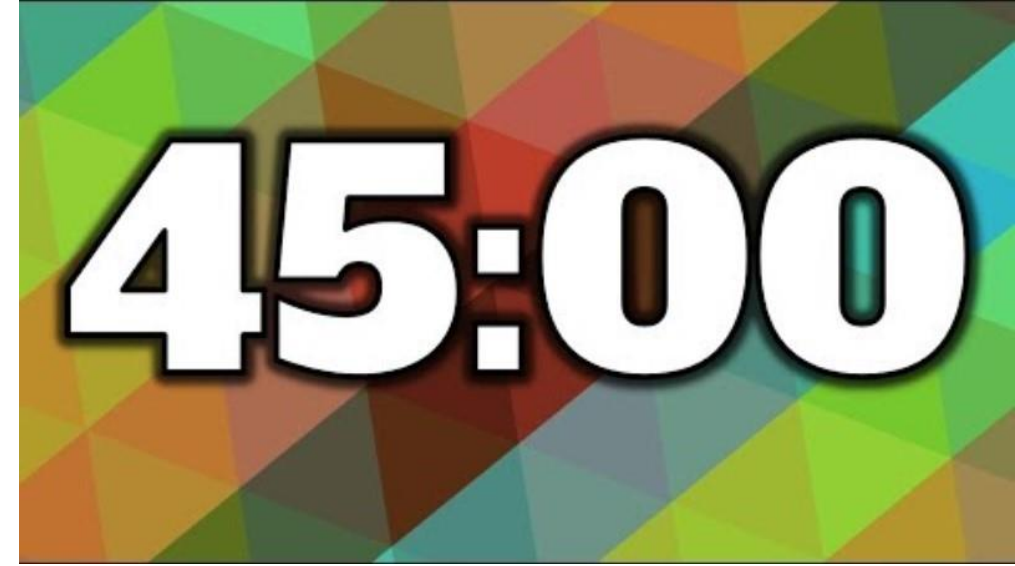
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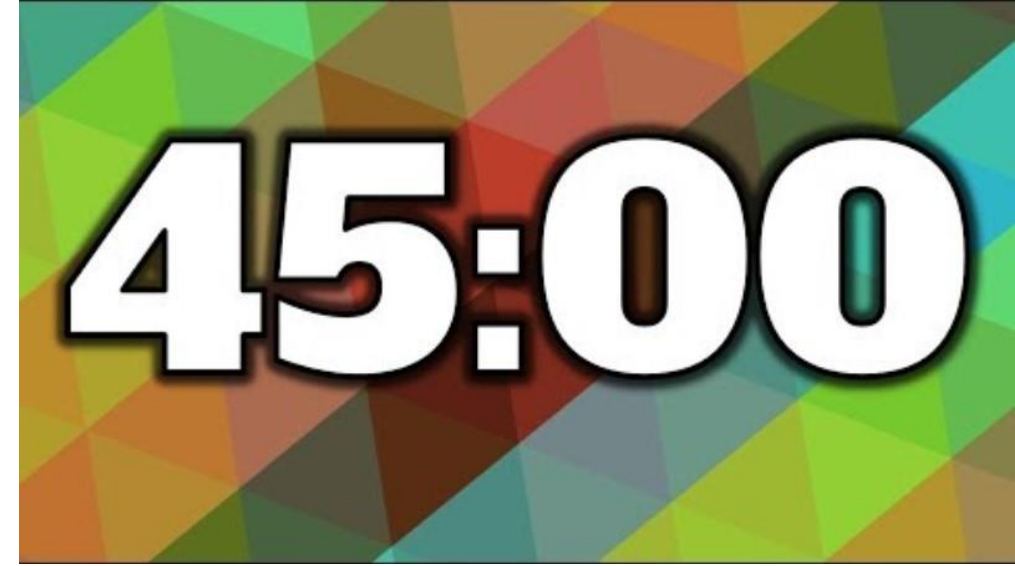
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Practice
Question



How does Doyle present Helen Stoner in
The adventures of the Speckled Band?

Before you write: FAPTO

Form: speech / article / letter

Audience: who are you writing to?

Purpose: argue / persuade / explain your viewpoint

Topic: what is the issue?

Opinion: what do you believe?

Letter

Dear Sir/ Madam/ whoever this may concern,

I am writing to inform/ ask/ raise...

HOOK

- Triple colon
- Question focus
- Opinion
- Rhetorical question
- Imperative

Local-level paragraph

Explain how the issue affects people around us: School, students, families, local area, community, lessons, friendships.

Wider-level paragraph

Explain why the issue matters beyond school: Society, future adults, national problems, long-term consequences, culture, public services.

Call to action

- Repeat triple colon
- remind the audience of the issue
- explain what will happen if nothing changes
- What do we need to do? (Three things)
- use direct address
- use imperatives
- end with a memorable final sentence

Thankyou for taking the time to read this letter,

Yours faithfully/ Yours sincerely,

Article

HEADLINE

HOOK

- Triple colon
- Question focus
- Opinion
- Rhetorical question
- Imperative

Local-level paragraph

Explain how the issue affects people around us: School, students, families, local area, community, lessons, friendships.

Wider-level paragraph

Explain why the issue matters beyond school: Society, future adults, national problems, long-term consequences, culture, public services.

Call to action

- Repeat triple colon
- remind the audience of the issue
- explain what will happen if nothing changes
- What do we need to do? (Three things)
- use direct address
- use imperatives
- end with a memorable final sentence

Speech

Greet the audience

HOOK

- Triple colon
- Question focus
- Opinion
- Rhetorical question
- Imperative

Local-level paragraph

Explain how the issue affects people around us: School, students, families, local area, community, lessons, friendships.

Wider-level paragraph

Explain why the issue matters beyond school: Society, future adults, national problems, long-term consequences, culture, public services.

Call to action

- Repeat triple colon
- remind the audience of the issue
- explain what will happen if nothing changes
- What do we need to do? (Three things)
- use direct address
- use imperatives
- end with a memorable final sentence

Thank them for their time.

Hook

recipe

Hook formula

1. Choose three powerful words.
2. Add a colon.
3. Name the issue.
4. Give your opinion.
5. Ask a rhetorical question using 'we' or 'you'.
6. Add an imperative if possible.

Scaffold

_____, _____, _____: _____.

I believe that _____.

Can we really _____?

[verb] _____.

Local - explain how the issue present itself at a local level (at schools/ around you)

Example sentence starters:

- You don't have to look far to see evidence of this issue: young people in schools [...]
- Quite simply, there is simply not enough...
- Young people's ever-growing obsession with social media has resulted in...
- Not only... but also...
- Do you think it is inspiring for young people to...?

Wider – explain how the issue presents itself at a wider level

Example sentence starters:

- Looking beyond the school gates and into the wider community, we can see that...
- It is a troubling reality that...
- The more.... the more... the more...
- Social media's absurd amount of power means that...
- We normalise... and this can't continue.

A strong ending should:

- remind the audience of the issue
- explain what will happen if nothing changes
- use direct address
- use imperatives
- end with a memorable final sentence

Scaffold

We cannot continue to ignore _____.

If nothing changes, _____.

We must _____, _____ and _____.

[verb] _____.

_____. _____.

Issue → consequence → action → final message

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C to A 14:00 – 04:00

Self check 04:00 – 00:00

Practice

45:00

Self Check:

Big and bold –

Capitals/punctuation

Make it bright – Extended
metaphor imagery

Checklist – go through
the list and ensure you
included all the steps



‘YOUNG PEOPLE
ARE TOO OFTEN,
AND TOO EASILY,
BLAMED FOR
SOCIETY’S PROBLEMS.
IT’S A LAZY, YET
DAMAGING,
STEREOTYPE.’

WRITE AN ARTICLE FOR YOUR
SCHOOL WEBSITE
GIVING YOUR OPINIONS.

Timestamps:

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Practice

45:00

Self Check:

Big and bold –

Capitals/punctuation

Make it bright – Extended metaphor imagery

Checklist – go through the list and ensure you included all the steps



'SCHOOL DOESN'T TEACH YOU THE IMPORTANT THINGS: WHO TO VOTE FOR, HOW TO DO TAXES & MANAGE MONEY, HOW TO LEARN INDEPENDENTLY, HOW TO MANAGE TIME... THE LIST GOES ON AND ON.'

WRITE A LETTER TO YOUR HEADTEACHER GIVING YOUR OPINIONS.

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Practice

45:00

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Make it bright – Extended metaphor imagery

Checklist – go through the list and ensure you included all the steps



'TRAVELLING ABROAD DAMAGES THE ENVIRONMENT, IS EXCESSIVELY EXPENSIVE & CAN BE EXTREMELY DANGEROUS. UK-BASED HOLIDAYS ARE BETTER.'

WRITE A LETTER TO A LOCAL NEWSPAPER GIVING YOUR OPINIONS.