DISCUSS
In small groups, discuss:
What two considerations?
In what way was he moved?
Where did the £400 come from?
What happens to the £400?
What happens to him?

SHARE
Group post-it note responses around the room

WRITE
In small groups (or individually), expand on the excerpt. What happens before John enters Randolph Crescent? Alternatively, take the excerpt as your starting point and write what happens next.

The Misadventures of John Nicholson

...Between these two considerations, at least, he was more than usually moved; and when he got to Randolph Crescent, he quite forgot the four hundred pounds in the inner pocket of his great-coat, hung up the coat, with its rich freight, upon his particular pin of the hatstand; and in the very action sealed his doom. ...

- Robert Louis Stevenson, 1887

Share your writing with us: littlongedinburgh@gmail.com
Twitter: @littlong #RLSDoom Facebook: LitLong Community

Edinburgh LitLong logo and pen nib pin designed by Mark Haddon
Photo: Robert Louis Stevenson by Henry Walter Barnett  Source: State Library of New South Wales, licensed under CC0.
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LISTENING AND TALKING
When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking LIT 2-02a
I can recognise how the features of spoken language can help in communication, and I can use what I learn ENG 2-03a
I can recognise different features of my own and others’ spoken language ENG 2-03a
As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate LIT 2-05a
I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience LIT 2-06a
When listening and talking with others for different purposes, I can:
- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more LIT 2-09a

READING
Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression ENG 2-12a / ENG 3-12a / ENG 4-12a
I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection LIT 2-13a
To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail LIT 2-16a
To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own ENG 2-17a
I can:
- recognise structure, characterisation and/or setting
- recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences
- discuss the writer’s style and other features appropriate to genre ENG 2-19a

WRITING
I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience LIT 1-20a / LIT 2-20a
I can convey information, describe events, explain processes or combine ideas in different ways LIT 2-28a
As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel ENG 2-30a
Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life ENG 2-31a

About Litlong
LitLong is a unique map of literary Edinburgh. Behind it sits a database of 50,000 excerpts from around 550 books (novels, short stories, letters, memoirs). Excerpts feature the use of an Edinburgh place name, allowing each to be given a set of coordinates and pinned to the map. The database was created using state of the art text-mining tools by a project team involving researchers in both English Literature and Informatics at The University of Edinburgh.