

## Teaching the Book

Robert Louis Stevenson created a classic metaphor for the dual natures of human beings when he wrote *Dr. Jekyll and Mr. Hyde*. This disturbing study of one man’s struggle with good and evil is also a compelling story of terror and suspense that will fascinate students with its strange twists. The book gives students the opportunity to explore the theme of good and evil and the author’s use of synonymous words. Activities engage students in comparing Stevenson’s stories with other famous legends and reflecting on their own positive and negative traits.

**Theme Focus:** Classic Stories

**Comprehension Focus:** Analyze Themes

**Language Focus:** Sinister Synonyms

### ABOUT THE AUTHOR

Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. At the age of 17, he enrolled at Edinburgh University to pursue engineering, following in his father’s footsteps. However, Stevenson never became an engineer or a lawyer, his next course of study. Instead, he followed his dream of becoming a writer. Stevenson met his future wife, Fanny Osbourne, in France, and the two spent much of their life traveling around the world.

*Dr. Jekyll and Mr. Hyde*, which is really a short story, was considered Stevenson’s breakthrough book. He also wrote the popular adventure books, *Kidnapped* and *Treasure Island*. He died in 1894 in Samoa, where friends and neighbors fondly called him Tუსitala—“a teller of tales.” Stevenson will always be remembered for his stories that capture the excitement, adventure, and mystery of faraway places—as well as the strange nature of the human heart and mind.

## BOOK STATS

**Grade Level Equivalent:** 7–12

**Ages:** 13+

**Lexile Measure:** 990L

**Pages:** 148

**Genre:** Classic Stories

**Subject/Theme:** Good and Evil, Human Nature, Supernatural

Common Core State Standards	Reading	Writing	Listening & Speaking	Language
Grade 7	RL.7.1, RL.7.2, RL.7.4, RL.7.7	W.7.3	SL.7.1	L.7.4, L.7.5
Grade 8	RL.8.1, RL.8.2, RL.8.4, RL.8.7	W.8.3, W.8.7	SL.8.1	L.8.4, L.8.5
Grade 9–10	RL.9–10.1, RL.9–10.2, RL.9–10.3, RL.9–10.4	W.9–10.3	SL.9–10.1	L.9–10.4, L.9–10.5
Grade 11–12	RL.11–12.1, RL.11–12.2, RL.11–12.3, RL.11–12.4	W.11–12.3	SL.11–12.1	L.11–12.4, L.11–12.5

## OVERVIEW

### Book Summary

Good and evil, right and wrong—both are seen through the eyes of John Utterson, a lawyer and friend of the scientist, Dr. Jekyll. After hearing the alarming account of the horrendous trampling of a small girl by a violent man named Mr. Hyde, who also holds a connection to Dr. Jekyll, Utterson’s curiosity gets the better of him and he begins to investigate. As he probes further into the events and the hidden life of Mr. Hyde, Utterson slowly uncovers a terrifying and ghastly story. This is Robert Louis Stevenson’s harrowing tale of good and evil caught in the same person—a kind and well-respected doctor who has discovered a powerful and deadly drug.

Stark and skillfully woven, this fascinating novel explores the nature of humans. Anticipating modern psychology, *Dr. Jekyll and Mr. Hyde* is a brilliantly original study of man’s dual nature, as well as, an immortal tale of suspense and terror.

The collection also includes three other stories by Robert Louis Stevenson, “The Bottle Imp,” “Markheim,” and “The Body Snatcher.”

# Get Ready to Read

## Pre-Reading Activities

**Good and Evil** Remind students that many classic books, stories, and movies are based on a battle between good and evil. Even modern classics like *Star Wars* have a character that represents good—Luke Skywalker—and a character that represents evil—Darth Vader. Begin a list on the whiteboard or chart paper with the heading: “Battle Between Good and Evil.” Ask students to contribute the names of more stories and movies that fall under this theme and the characters that represent good and evil. Take the discussion another step by asking if the characters are one-dimensional, or if they have battles between good and evil within themselves. Are characters that have this internal battle more interesting?

**Preview and Predict** Have students study the cover of the book. Ask what they think the picture represents. Then have them turn a page to read the quote: “All human beings . . . are comingled out of good and evil.” Ask them to predict what this quote means.

## Vocabulary

**Sinister Synonyms** Stevenson has a seemingly endless vocabulary to describe the depravity of Mr. Hyde. Students will enjoy learning the sinister synonyms that the author uses in his descriptions. Remind students that a synonym is a word that has the same or nearly the same meaning as another. Encourage students to use context clues to determine the nuances of meanings of the words and to check their definitions as they read. Ask them to list other unfamiliar words they encounter as they read.

Use **Resource #1: Vocabulary Cards** on page 7 and distribute copies to students.

sinister (p. 2)	detestable (p. 6)
abominable (p. 16)	odious (p. 22)
ghastly (p. 55)	accursed (p. 59)
malign (p. 62)	villainous (p. 62)



## BIG QUESTION

**Critical Thinking** Ask students to think about this question as they read. Write the question on chart paper or the whiteboard.

**Why do you think some people are mostly good and other people are mostly evil?**

## STORIA ENRICHMENTS

This Storia e-book has the following enrichment to enhance students' comprehension of the book.

- Did You Know?

## As You Read

### Reading the Book

**Shared Reading** Read the first chapter or the first few pages of the book with students, using enlarged text projected on a whiteboard or a screen. Help students become familiar with the structure of the story including long descriptive passages and long narrated stories. Also point out the complex language and sentence structure of the time period. Answer students' questions and clarify comprehension issues, as necessary.

**Independent Reading** Assign students to read the book independently. Encourage students to work with a partner to share questions, discuss responses, and support each other's comprehension.

### Comprehension Focus

**Analyze Theme** *Dr. Jekyll and Mr. Hyde* is often read as a tale of terror and suspense. However, Robert Louis Stevenson wrote it with a serious theme in mind—the comingling of good and evil in every human being. Remind students that the theme of a book is the message about life or society that the

author is conveying to the reader. Ask students to decide what the theme of the book is by thinking about the characters, as well as, the author’s purpose. Ask students to use evidence from the text to support their interpretation of the theme.

Use **Resource #2: Analyze Theme** to support students in examining the themes in *Dr. Jekyll and Mr. Hyde*. Ask them to list the traits and actions of both “characters” as they read. When they have finished the story, ask students to state its theme in one or two sentences using the traits from their list as support. Guide a discussion, encouraging students to share their answers and evidence.

## After You Read

### Questions to Discuss

Lead students in a discussion of these focus story elements.

**1. Genre Focus: Classic Story** Why do you think *Dr. Jekyll and Mr. Hyde* has become an all-time classic story? Do you think it still speaks to young people of your generation? (*Answers will vary.*)

**2. Analyze Theme** How would you describe the

theme or message of the short story, “The Bottle Imp?” (*Sample answer: It is wrong to wish for something that you get through magic or unnatural means.*)

**3. Sinister Synonyms** While Mr. Hyde was sinister and detestable, Dr. Jekyll was, at the beginning of the story, charming and likeable. What other words could be used to describe Dr. Jekyll—the opposite of Mr. Hyde? (*Sample answers: amiable, intelligent, sociable, benign, cordial, genial.*)

### Questions to Share

Encourage students to share their responses with a partner or small group.

**1. Text-to-Self** Do you think that the use of illegal drugs today can have an effect that is similar to that of Dr. Jekyll’s potion?

**2. Text-to-World** What are some real-life examples of human evil, either in history or current times? Describe why you think these people are evil. Did they influence or harm other people with their evil?

**3. Text-to-Text** What do you think of the writing style that Stevenson uses in the stories? Do you think it is effective? Do you think the story would be more effective if written in a more modern style?

## WORDS TO KNOW

### Sinister Synonyms

Ask students to refer to the definitions they wrote on their vocabulary cards to answer each question below. The questions require them to apply the meaning of the words to their own experiences.

1. What is an experience that you find **detestable**?
2. When have you seen something that was **odious**?
3. Describe a **villainous** character from a movie.
4. Tell about a **sinister** event from the news.
5. What would you describe with the word **ghastly**?

Ask students to think of more synonyms for **sinister** and the other vocabulary words. Then challenge them to brainstorm and research antonyms for these words.

## Extension Activities

### Reading/Writing Connection

**Transformation** Transformation or metamorphosis is a favorite literary theme from *Dr. Jekyll and Mr. Hyde* to *Batman* to *Twilight*. Challenge students to create their own story of transformation in which a character turns from a normal adolescent into something strange and unnatural. Provide students with prompts to get them started. Who is the main character or protagonist? What event causes the transformation in him or her? How does the character change as a result? How does the character regain his or her normal state again? Ask students to write down the answers to these questions and then write a short story of transformation.

Don't forget the



### BIG QUESTION

**Critical Thinking** Give each student an opportunity to answer the big question. Encourage students to support their answers with details and evidence from the text. Tell them there is more than one right answer.

**Why do you think some people are mostly good and other people are mostly evil?**

## Content Area Connections

**Math** **The Price of the Bottle Imp** A central plot element of "The Bottle Imp" is that the bottle is sold for less than what was paid for it. Challenge students to calculate what the lowest possible price would be for the bottle. Encourage them to use a currency calculator and research the coins or currency that would be the "bottom dollar" for the bottle.

**History** **Treasure Island** Robert Louis Stevenson is responsible for much of the romance and legend surrounding the pirates of the Caribbean through his classic novel *Treasure Island*. Encourage students to research the history behind the story on sites such as *Treasure Island: The Untold Story*, by visiting: <http://bit.ly/XXdrBJ>. Ask them to report to the class on their research about the real pirates of the Caribbean.

**Language Arts** **Be Careful What You Wish For** "The Bottle Imp" is only one of the many stories written about accursed wishes. "The Monkey's Paw" and "King Midas" are others. Ask students to read another story or legend about the theme: be careful what you wish for. Ask them to write why they think this theme is so enduring in world literature.

**Arts** **Movie and Novel** Interested students can watch one of the film versions of *Dr. Jekyll and Mr. Hyde* or read a graphic-novel version. Encourage students to compare the movie or graphic version with the book itself and discuss the advantages and disadvantages of both. They may also enjoy casting a contemporary film version of the book.

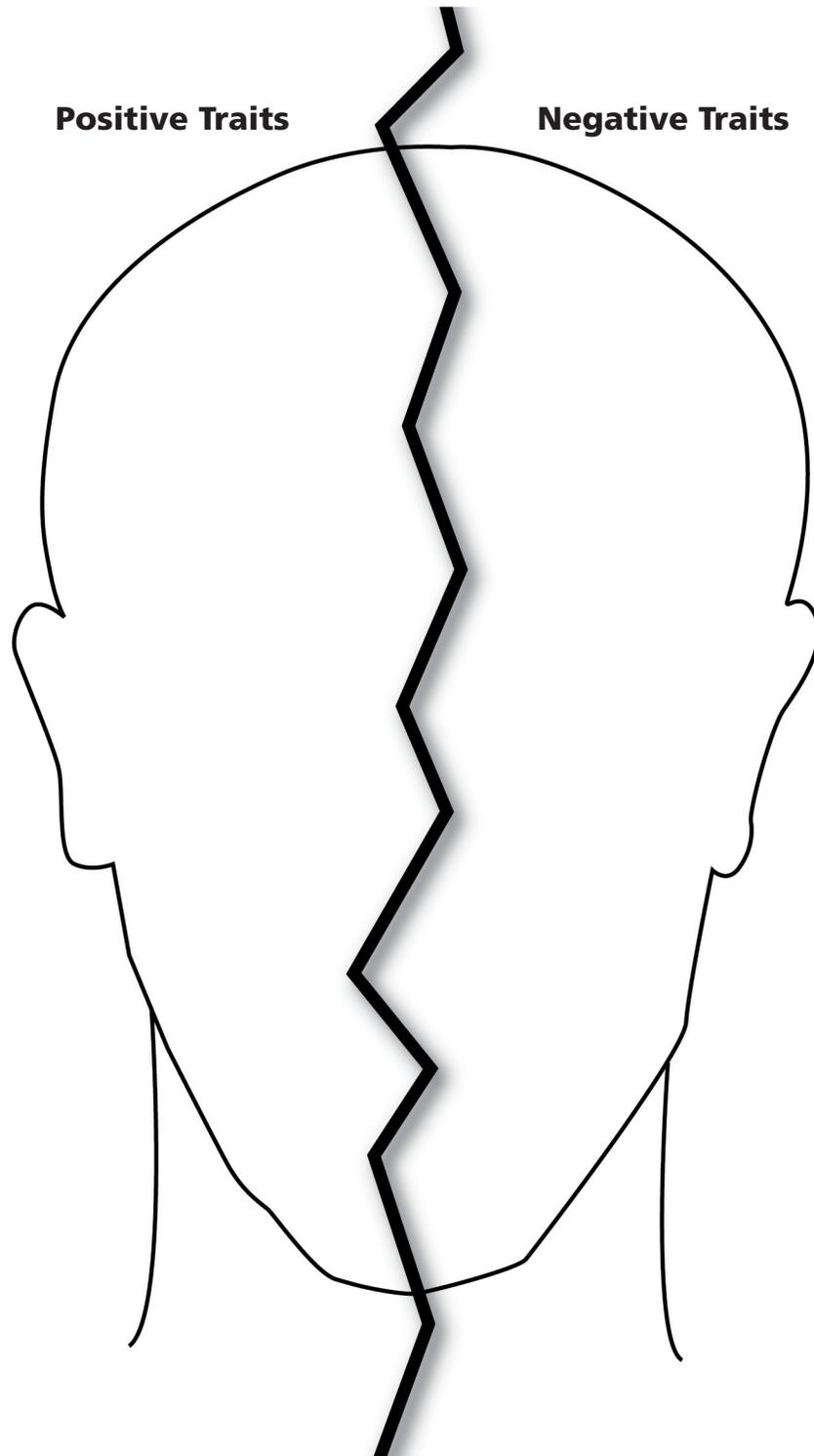
### BIG ACTIVITY

**Your Two Faces** Ask students to study the cover illustration for *Dr. Jekyll and Mr. Hyde*. The artist has split the face in half, just as the character's identity is split in half. Brainstorm with students to create a list of personality traits. Then ask students to think about their own positive and negative traits and record them in their notebook. Pass out the **Big Activity: Your Two Faces** printable and ask students to draw their "two faces" and write the traits they associate with each.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **BIG ACTIVITY:** Your Two Faces

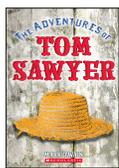
Using the cover illustration as a model, draw your two faces—the positive side and the negative side. Then write your traits for each side around the face.



## READ MORE AND LEARN MORE

Use these books and other resources to expand your students' study of the book or theme.

### Classics Connections



#### The Adventures of Tom Sawyer

Mark Twain

**Ages:** 13+

**Grades:** 8–12

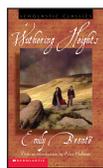
**Lexile Measure®:** 950L

**Pages:** 240

**Guided Reading Level:** Z

Tom Sawyer can't seem to stay out of trouble. Whether he's busy tricking his friends into doing his work or teaming up with his pal Huck Finn for a grave-robbing mission, Tom's love of adventure often results in excitement for him, mayhem for others, and fun and humor for the reader. This edition of Twain's classic story features an introduction by Newbery medalist Jean Craighead George.

**Available as a Storia e-book**



#### Wuthering Heights

Emily Bronte

**Ages:** 14+

**Grades:** 10–12

**Lexile Measure®:** 880L

**Pages:** 320

**Guided Reading Level:** X

Heathcliff arrives at the gloomy, remote mansion of Wuthering Heights as an orphan child. Cathy is the haughty, beautiful daughter of the wealthy family that takes him in. From the moment they meet, they seem to be two people with a single soul. Filled with mystery, passion, and brooding gothic suspense, this timeless novel of intense love—and all its complications and contradictions—weaves an unforgettable spell. **Available as a Storia e-book**

### Theme Connections



#### The Bar Code Tattoo

Suzanne Weyn

**Ages:** 13+

**Grades:** 8–12

**Lexile Measure®:** 720L

**Pages:** 256

**Guided Reading Level:** T

The setting is the near future, when anyone turning seventeen receives a bar code tattoo. It's an important rite of passage and the ultimate in a person's identity. But what about those who don't want to be coded? For Kayla, her choice changes everything, and eventually she has no option but to run . . . for her life! This edge-of-your-seat thriller merges the headlines of today with the nightmares of tomorrow!

**Available as a Storia e-book**



#### The Eleventh Plague

Jeff Hirsch

**Ages:** 13+

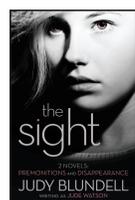
**Grades:** 8–12

**Lexile Measure®:** 790L

**Pages:** 288

In the aftermath of a war, America's landscape has been ravaged, with two-thirds of the population left dead from a vicious strain of influenza. 15-year-old Stephen Quinn and his family were among the few that survived, living hand-to-mouth in a surreal world. But when Stephen's grandfather dies and his father falls into a coma, Stephen finds his way to Settler's Landing, a community where there are still real houses, barbecues, a school, and even baseball games. Is it too good to be true? With his rebellious new friend, Jenny, he intends to find out!

**Available as a Storia e-book**



#### The Sight

Jude Watson

**Ages:** 13+

**Grades:** 8–12

**Lexile Measure®:** HL580L

**Pages:** 464

Gracie has premonitions. They've haunted her since before her mother's death, and she can't

get rid of them—and she never knows whether she's seeing the past, the present, or the future. In *Premonitions*, the first book in this pair of novels, Gracie is forced to use her psychic powers when her best friend, Emily, disappears and the premonitions lead to the only clues to where she might be—and how she might be saved. Then in the second book, *Disappearance*, Gracie's long-absent father reappears, and his history appears to be mysteriously linked to the fate of a student who vanished many years ago—and the recent appearance of a body. Only Gracie's premonitions can lead to answers to some of the family's dark secrets.

**Available as a Storia e-book**

To find PDF versions of the Storia teacher guides and links to purchase the related books, visit:

<http://teacher.scholastic.com/ereading-resources/>

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## **RESOURCE #2: Analyze Theme**

Fill in the characteristics and actions of Dr. Jekyll and Mr. Hyde. Then analyze the theme or message of the story.

**Dr. Jekyll Traits and Actions**

**Mr. Hyde Traits and Actions**



**What is Stevenson saying about human nature?**