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- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Dr. Jekyll and Mr. Hyde

based on the book by
Robert Louis Stevenson

Written by
Barbara M. Linde, MA Ed.

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A FEW NOTES ABOUT THE AUTHOR

Robert Louis Stevenson

STEVENSON, ROBERT LOUIS (1850-1894) Robert Louis Stevenson was born in November, 1850, in Edinburgh, Scotland. He was a sickly child and suffered from tuberculosis throughout his adult life.

The men in Stevenson's family were engineers who designed and built lighthouses and sea lights. While Stevenson was interested in the sea, he had no desire to follow in the traditional family occupation. He was considered a rebel, and disagreed with his family's strict Presbyterian lifestyle. Instead, he completed law school and passed the Scottish bar. Soon after this, he turned to writing as a career, which disappointed his parents. He wrote essays about Edinburgh, which were printed in the Edinburgh University Magazine.

Stevenson traveled frequently both to visit new places and to try and find a comfortable climate for his illness. While in France, he met an American widow named Fanny Osbourne. He went to San Francisco with her and married her in 1880. Both Fanny and her son, Lloyd, encouraged Stevenson to write. His first piece of fiction, a short story called "A Lodging for the Night" was published in 1877.

The inspiration for *The Strange Case of Dr. Jekyll and Mr. Hyde* came to him in a nightmare. Fanny woke him from the dream, and he jotted down as much as he could remember. For the next three days he worked incessantly, and completed the first draft. Fanny suggested that he revise it and present it as an allegory of contemporary Victorian morality.

Stevenson spent his last years living in Samoa with Fanny and Lloyd. He continued to write, even as his health continued to decline. In December of 1894, while working on *Weir of Hermiston*, he died.

Published Works:

1877 *A Lodging for the Night*, 1878 *An Inland Voyage*, 1879 *Travels with a Donkey in Cevennes*, 1881 *Virginibus Puerisque*, 1882 *Familiar Studies of Men and Books*, 1882 *New Arabian Nights*, 1883 *Silverado Squatters*, 1883 *Treasure Island*, 1885 *A Child's Garden of Verses*, 1885 *The Body Snatcher*, 1885 *Prince Otto*, 1886 *The Strange Case of Dr. Jekyll and Mr. Hyde*, 1886 *Kidnaped*, 1888 *The Master of Ballantrae*, 1892 *The Wrecker* (in collaboration with his stepson, Lloyd Osbourne), 1893 *Island Nights Entertainment*, 1893 *Catriona*, 1894 *Weir of Hermiston* (uncompleted)

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *The Strange Case of Dr. Jekyll and Mr. Hyde* by R. L. Stevenson. It includes seventeen lessons, supported by extra resource materials.

In the introductory lesson, students discuss what they already know about Dr. Jekyll and Mr. Hyde. They also become familiar with 19th century England through a bulletin board activity.

The reading assignments are approximately twenty pages each; some are a little shorter while others are a little longer. They are intentionally short because the vocabulary load in this book is heavy. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading. Vocabulary words have been chosen because they are the ones most likely to appear on standardized tests. Definitions for additional words that will not be tested are also included. You may want to review these with the students prior to reading, or introduce them in context.

The study guide questions are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The vocabulary work is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a vocabulary review lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the extra discussion questions/writing assignments. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a group activity. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a reports and discussion session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three writing assignments in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express a personal opinion: students will keep a journal relating their personal responses to the reading. The second assignment is to inform: students will write a report about a related non-fiction topic. The third assignment is to persuade: students will take a stand for or against Mr. Hyde in the murder trial of Sir Danvers Carew.

The nonfiction reading assignment for this unit will be done in conjunction with Writing Assignment #2. Students are required to read a piece of nonfiction related in some way to *The Strange Case of Dr. Jekyll and Mr. Hyde*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make oral presentations about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice public speaking.

The review lesson pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The unit test comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional support materials included with this unit. The unit resource section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of bulletin board ideas which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys are located directly after the reproducible student materials throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *The Strange Case of Dr. Jekyll and Mr. Hyde*

1. Through reading *The Strange Case of Dr. Jekyll and Mr. Hyde* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Strange Case of Dr. Jekyll and Mr. Hyde* .
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE *The Strange Case of Dr. Jekyll and Mr. Hyde*

1 Introduction Writing Assignment 1	2 MiniLesson Theme PVR Section 1	3 ??s Section 1 Writing Assignment 2	4 PVR Section 2 Oral Reading Evaluations	5 ?? Section 2 MiniLesson Fig. Lang.
6 PVR Section 3 MiniLesson Types of Sent.	7 ?? Section 3 MiniLesson Character	8 PV Section 4 MiniLesson Plot	9 R Section 4 Writing Conferences	10 ?? Section 4 Projects
11 Writing Assignment 3	12 Extra Discussion ?s	13 Vocabulary Review	14 Unit Review	15 Unit Test
16 Nonfiction Presentations	17 Movie			

Key: P = Preview Study Questions V = Vocabulary Work R = Read ??s = Study Questions

READING ASSIGNMENT SHEET *The Strange Case of Dr. Jekyll and Mr. Hyde*

Date Assigned	Assignment	Completion Date
	Story of the Door, Search for Mr. Hyde	
	Dr. Jekyll was Quite at Ease, The Carew Murder Case, Incident of the Letter, Remarkable Incident of Dr. Lanyon	
	Incident at the Window, The Last Night, Dr. Lanyon's Narrative	
	Henry Jekyll's Full Statement of the Case	

LESSON ONE

Objectives

1. to preview the unit on *The Strange Case of Dr. Jekyll and Mr. Hyde*
2. To receive books and other related materials
3. To relate prior knowledge to the new material
4. To become familiar with the nonfiction writing assignment
5. To practice writing to inform
6. To learn to do library research

Activity 1

Note to the Teacher: Most of the students will probably have heard of Jekyll and Hyde, although they have not read the book. Some of their information may be inaccurate. It will be important during this activity not to correct their inaccurate information and reveal the climax of the novel.

Before class begins, put pictures of 19th century England, especially London, on a bulletin board. You may also want to play some music to get students in the mood of the novel.

Do a group KWL sheet with the students (form included). Write the phrases “Dr. Jekyll” and “Mr. Hyde” on the board. Show any pictures of Jekyll and Hyde that you may have. Ask students what they know about Dr. Jekyll and Mr. Hyde. Put this information in the K column (What I Know). Ask students what they want to find out from reading the book and record that in the W column (What I Want To Find Out). Keep the sheet and refer back to it after reading the book. Complete the L column (What I Learned) at that time.

Activity 2

Tell students *The Strange Case of Dr. Jekyll and Mr. Hyde* is a mystery story. Encourage them to talk about other mysteries they have read, or mystery television shows or movies they have seen. Discuss the methods the authors use to plant clues in the story. Remind students to look for clues as they are reading, and to try to solve the mystery before the author reveals it.

Activity 3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

WRITING ASSIGNMENT 1 *Dr. Jekyll and Mr Hyde*

PROMPT

You are reading about Dr. Jekyll and Mr. Hyde. The setting for the story is London, sometime in the 1800s. Although the exact date is not given, the story was originally published in 1886. The descriptions are those of typical 19th century life. Choose a topic related to the story, learn more about it, and write a composition about what you have learned. Some suggested topics are: social conditions in Victorian era England, the moral ideas prevalent in Victorian England, the life of Robert Louis Stevenson, the class system in England, treatment of the mentally ill in the 19th century and today, research on multiple personalities, schizophrenia and other mental disorders, man's duality, or the nature of good and evil.

PREWRITING

Go to the library and find as many sources as you can on the topic you have chosen. Look for encyclopedias, books, magazine articles, videos, and Internet sources. You may want to interview an expert on the topic of your choice.

Think of questions you have about your topic. Write each one on a separate index card. Then, read to find the answers, and write the answers on your cards. Also take notes on interesting and important facts, even if you did not have questions directly related to them. Put each fact on a separate card. Make sure to cite your references. That means to write down the source and the page number for each one. Arrange your note cards in the order you want to use for your composition. Number them, perhaps in the upper right-hand corner. Read through them to make sure they make sense in that order. Rearrange as necessary.

DRAFTING

Introduce your topic in the first paragraph. Tell why you chose it and give a preview of what the rest of the paper will be about. Then write several paragraphs about the topic. Each paragraph should have a main idea and supporting details. Your last paragraph should summarize the information in the report.

PEER CONFERENCE/REVISING

When you finish the rough draft, ask another student to look at it. You may want to give the student your note cards so he/she can double check to see that you have included all the information you intended to include. After reading, he or she should tell you what was best about your report, which parts were difficult to understand or to follow, and ways in which your composition could be improved. Reread your report considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your report, double-checking your grammar, spelling, organization, and the clarity of your ideas.