

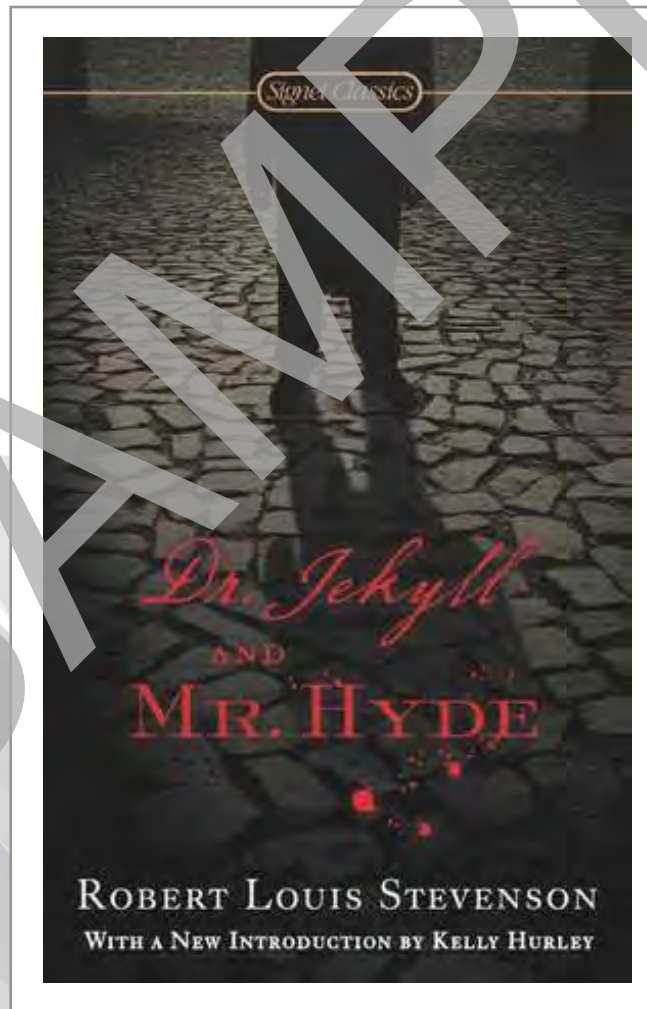


STUDENT PACKET

GRADES 9-12

Dr. Jekyll and Mr. Hyde

Robert Louis Stevenson



READ, WRITE, THINK, DISCUSS AND CONNECT

Dr. Jekyll and Mr. Hyde

Robert Louis Stevenson

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Activity #3 • Vocabulary
Pages 1–19

- | | | | |
|-----------------|------------------|-----------------|------------------|
| austere (1) | heresy (1) | catholicity (1) | emulously (2) |
| Juggernaut (3) | apothecary (4) | harpies (4) | apocryphal (5) |
| proprieties (5) | sombre (11) | citadel (9) | balderdash (10) |
| labyrinth (11) | inordinate (11) | disquieted (14) | troglodytic (14) |
| fortnight (17) | unobtrusive (17) | pedant (18) | abominable (18) |

Directions: In the chart below, (1) place a check mark in the column that best describes your familiarity with the word; (2) find the sentence in which the word appears in the text of the novel; and (3) look up each word in the dictionary to find the definition as used in the novel.

Vocabulary Word	I Can Define	I Have Seen/Heard	New Word for Me
1. austere (1)			
2. heresy (1)			
3. catholicity (1)			
4. emulously (2)			
5. Juggernaut (3)			
6. apothecary (4)			
7. harpies (4)			
8. apocryphal (5)			
9. proprieties (5)			
10. sombre (8)			
11. citadel (9)			
12. balderdash (10)			
13. labyrinth (11)			
14. inordinate (11)			
15. disquieted (14)			
16. troglodytic (14)			
17. fortnight (17)			
18. unobtrusive (17)			
19. pedant (18)			
20. abominable (18)			

Directions: Answer the following questions on separate paper. The starred questions indicate a thought or opinion question or an activity. Use the answers in class discussions, for writing assignments, and to review for tests.

Story of the Door, pp. 1–7

1. Identify Mr. Utterson and Mr. Enfield. Why are they together?
2. Explain the nature of the crime Utterson and Enfield are discussing.
3. Why is Enfield involved in the crime? What does he reveal to Utterson?
4. *What is Black Mail house? Why does Enfield refer to the house in this way? Do you think the caption is appropriate?
5. *What is Enfield's impression of Hyde? Why do you think he has difficulty describing him?
6. *What "bargain" do Utterson and Enfield make? Why do you think they do so?
7. *Why has Enfield never asked about the door through which Hyde enters? Explain why you agree or disagree with his rationale.
8. *Prediction: Will either of the men ever discuss the door with anyone else?
9. *Activity: Write name poems for Utterson and Enfield. Pattern—Place the letters of each name vertically on your paper. Write a descriptive word or phrase beginning with each letter.

Search for Mr. Hyde & Dr. Jekyll Was Quite at Ease, pp. 8–19

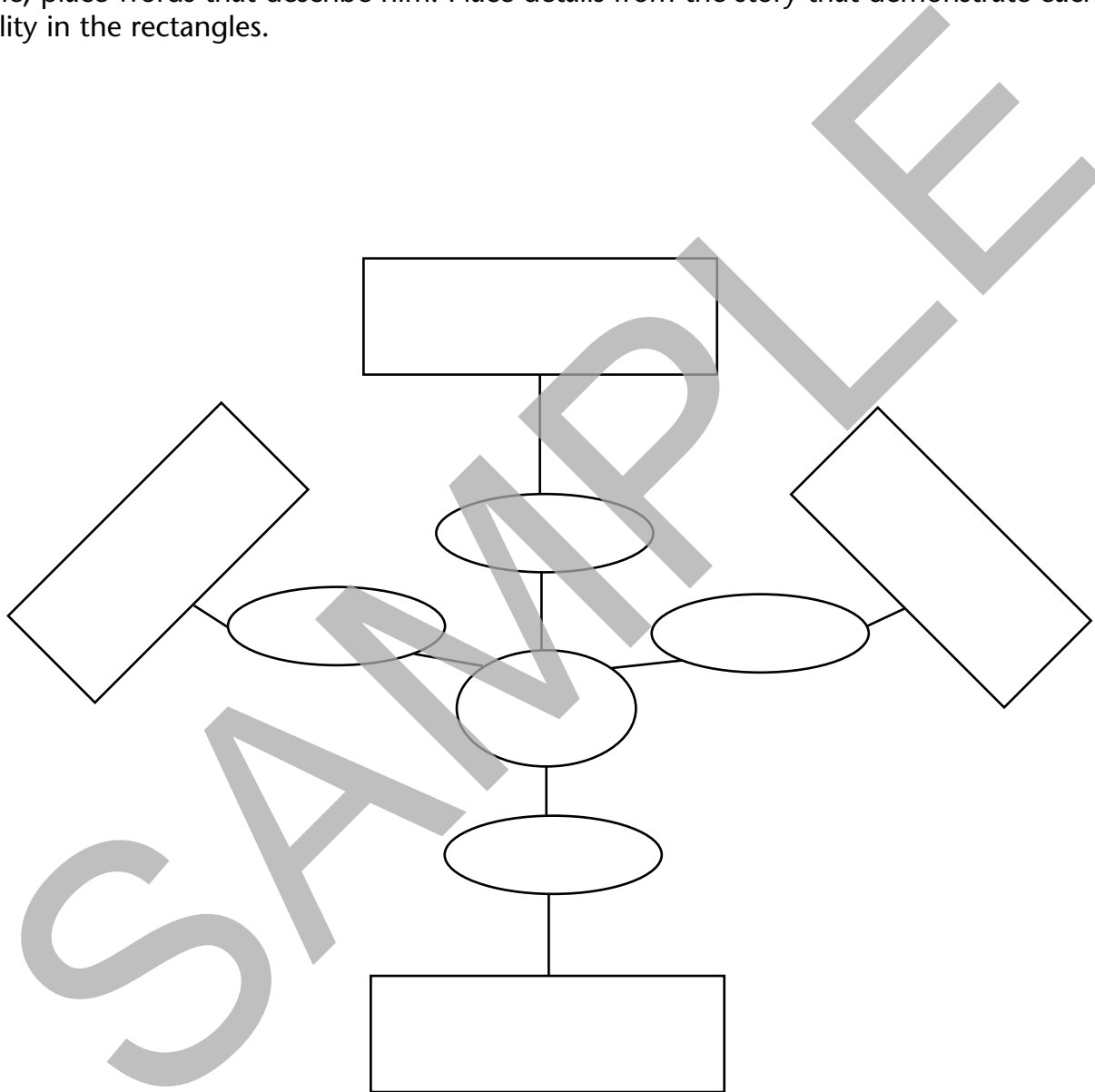
1. *What are the contents of Dr. Henry Jekyll's will? Why is Utterson concerned? Why do you think this is significant?
2. Who is Dr. Lanyon? Why does Utterson visit him? What is the result?
3. *Explain your interpretation of Utterson's statement, "If he be Mr. Hyde, I shall be Mr. Seek" (p. 12).
4. How does Utterson find Hyde? How do they react to each other? Why does Hyde become angry?
5. *Explain the correlation of Hyde's door with Dr. Jekyll's house. Why do you think this is important?
6. *What does Utterson say to Jekyll about his will? How does Jekyll react? Explain why you do or do not think this is significant.
7. *Prediction: Will Utterson continue to pursue information about Hyde? What is Jekyll failing to reveal to Utterson?

Name _____

Activity #8 • Character Analysis
Use During and After Reading

Characterization

Directions: Place the name of John Utterson in the center oval. In the bubbles around his name, place words that describe him. Place details from the story that demonstrate each quality in the rectangles.



Story Map

Directions: Use the diagram below with a partner or small group to free-associate thoughts about the novel after you have finished reading it. Jot down your thoughts in a similar format on a large piece of paper.

