



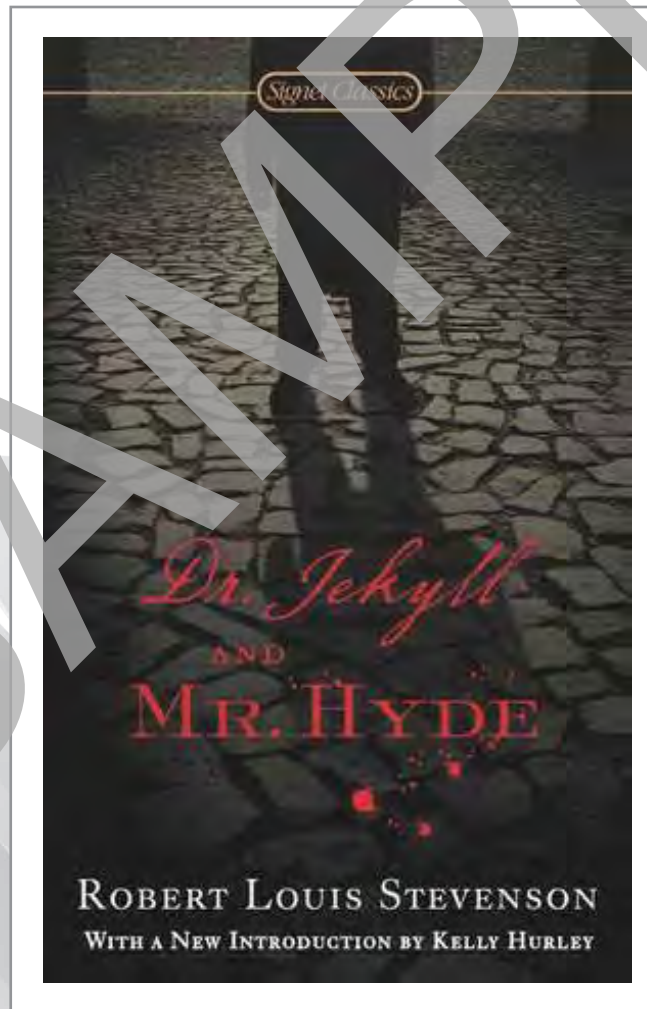
**TEACHER GUIDE**

**GRADES 9-12**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **Dr. Jekyll and Mr. Hyde**

Robert Louis Stevenson



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Dr. Jekyll and Mr. Hyde

Robert Louis Stevenson

## TEACHER GUIDE

**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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**ISBN 978-1-50203-746-6**

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## Skills and Strategies

### Thinking

Comparison/contrast,  
research, inference,  
brainstorming, analysis

### Listening/Speaking

Discussion, drama

### Writing

Poetry, essay, narrative,  
newspaper article

### Comprehension

Cause/effect, predictions  
analysis, application,  
inference

### Vocabulary

Target words, definitions

### Literary Elements

Characterization, simile,  
metaphor, personification,  
allusion, plot development,  
setting, theme, genre,  
symbolism

### Across the Curriculum:

Art—sketch, caricature,  
collage; Drama—TV script,  
monologue; Current  
Events—newspaper/  
magazine articles

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**Genre:** fiction

**Setting:** London, England; mid-to-late 1800s

**Date:** written in 1886

**Point of View:** third-person omniscient; first person via letters and other documents

**Themes:** good vs. evil; hypocrisy

**Conflict:** person vs. self; person vs. society

**Style:** narrative

**Tone:** horror; pessimism

## Summary

Through the eyes of a respected lawyer, Mr. Utterson, the story of Dr. Jekyll's dual personality unfolds. Dr. Henry Jekyll, a respected, middle-aged London doctor, is enthralled with questions concerning good and evil. While experimenting with various mixtures of drugs, he creates a concoction that enables him to separate the good and evil within himself. When Jekyll first drinks the potion, the evil Edward Hyde emerges, but the respected Jekyll returns when he drinks the mixture a second time. Jekyll's physical changes symbolize his moral deterioration. As Hyde continues to emerge, his capacity for evil increases and culminates in a brutal murder. Jekyll and Hyde struggle for mastery, and Hyde gradually becomes the dominant figure. After Hyde commits murder, Jekyll realizes he can no longer control his other "self." Finally, Hyde's dead body is found in Jekyll's laboratory.

**Note:** *Dr. Jekyll and Mr. Hyde* evolved from a terrible nightmare Stevenson experienced. With his wife's encouragement, he developed the sensational tale from the sketchy details of his dream. The full title of the novella is *The Strange Case of Dr. Jekyll and Mr. Hyde*, however this literature guide refers to the story by its shorter, more widely-known title, *Dr. Jekyll and Mr. Hyde*.

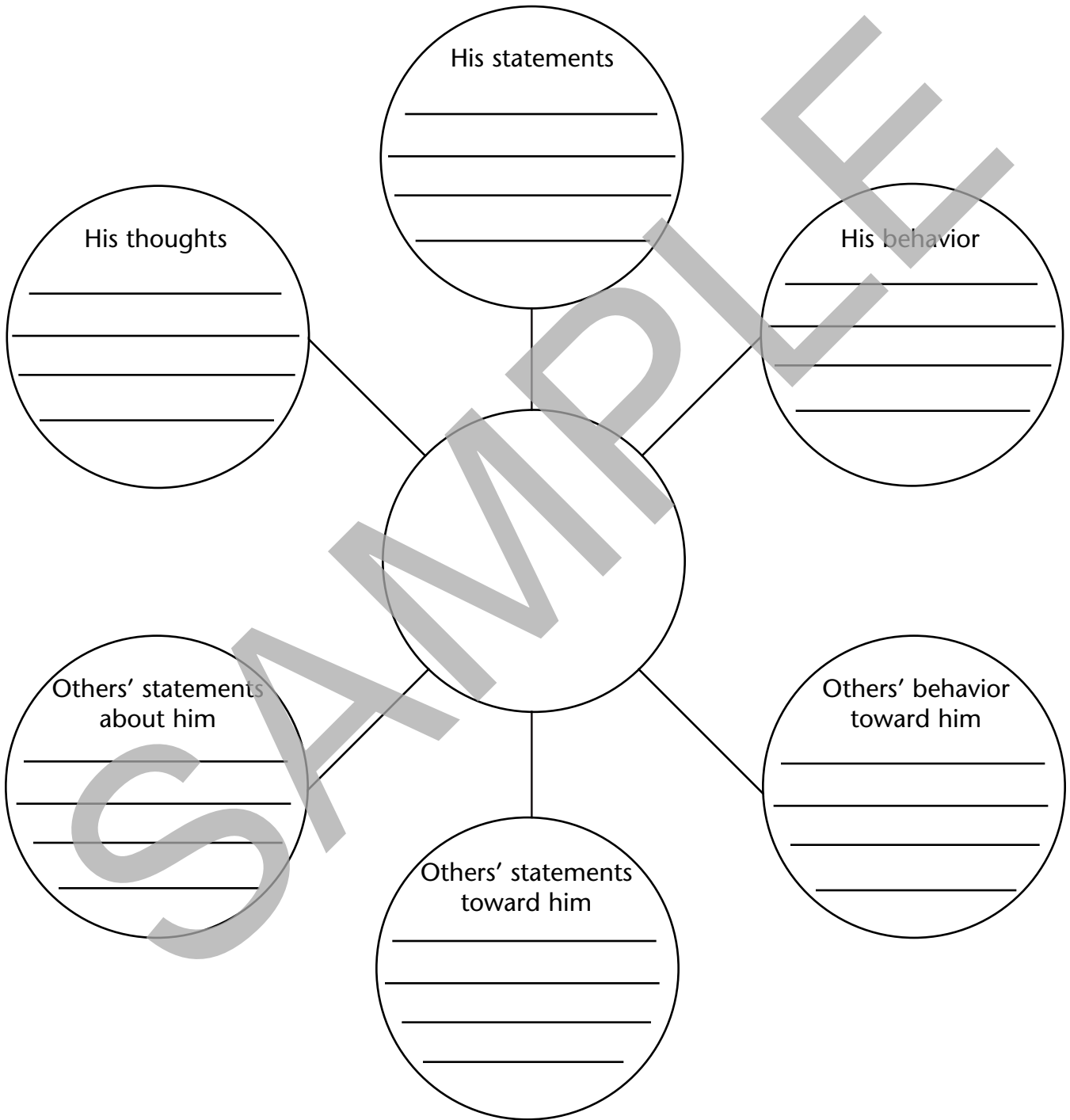
## Historical Background

The novel, written during the Victorian Age (1837–1900), reflects the social and moral customs of this era. The age is noted for hard work, respectability, repression of self-expression, and religious conformity. Significant changes in the field of medicine and scientific experimentation occurred during this era. Note that the primary characters are all bachelors. Most of them adhere to social and moral conventionalities and repress, at least outwardly, the disreputable facets of their personalities.

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## Attribute Web

**Directions:** Within each box, record evidence about a character from *Dr. Jekyll and Mr. Hyde*.



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Note: Examples of literary devices found in each section are included in the Supplementary Activities. Guide students to identify these devices as they read the novel.

## Story of the Door, pp. 1–7

Utterson and Enfield pass by a sinister building while taking their usual Sunday stroll. Enfield reveals the story of a wicked man who trampled a little girl.

### Vocabulary

austere (1)

Juggernaut (3)

proprieties (5)

heresy (1)

apothecary (4)

catholicity (1)

harpies (4)

emulously (2)

apocryphal (5)

### Discussion Questions

1. Discuss Mr. Utterson and Richard Enfield and examine their conversation. *(They are distant relatives. Utterson is an undemonstrative yet lovable lawyer. Enfield is friendly and well known about town. The two men are distant relatives who enjoy a stroll around London together each Sunday afternoon. On one of their excursions, they pass a sinister-looking building whose door has neither bell nor knocker. The sight of the door triggers Enfield's memory, and he relates a story about observing a small man who, without provocation, trampled a child in the street at about three o'clock in the morning. Enfield had grabbed the man and brought him back to the screaming child, who was more scared than injured. The doctor who attended the child and Enfield then forced the man to make restitution to the child's family. The man had taken them to the door Enfield and Utterson have just observed, opened the door with a key, and returned with ten pounds in gold and a check to cover the balance of the demanded 100 pounds for the child's family. The man's name is Hyde. pp. 1–5)*
2. Analyze Utterson's character based on the allusion, "I incline to Cain's heresy; I let my brother go to the devil in his own way." *(Genesis 4:8–10 tells about the first murder in the Bible. Cain kills his brother Abel; God asks Cain where Abel is. Cain replies, "I do not know. Am I my brother's keeper?" Utterson does not try to act as his friends' conscience. He accepts them as they are and is inclined to help rather than condemn them. Just as Cain implies that Abel is not his responsibility, Utterson does not view his friends or their actions as his responsibility. pp. 1–2)*
3. Discuss the house and analyze why Enfield refers to it as "Black Mail House." *(It has a gable that protrudes into the street, has no window at street level, is two stories high, and the door is scorched and damaged. Three windows, which are always shut but clean, look out on the court from the first floor, and smoke usually rises from the chimney, indicating that someone lives there. Enfield believes that Hyde must be blackmailing the man who wrote the check to cover damages for the child's family. He envisions the man who is being blackmailed as an honest man who is paying Hyde to keep quiet about something he did in his youth. p. 5)*
4. Examine the details about Hyde's appearance. *(Enfield says he is not easy to describe, but something is wrong with his appearance. He thinks he is displeasing and detestable and gives the impression of deformity. Enfield has never seen a man he so disliked, but he can't explain exactly why. pp. 5–7)*

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- Analyze why Enfield has never asked about the place with the door. Refer to the simile, "You start a question, and it's like starting a stone" (p. 6). (*He doesn't want to start an investigation of something that will lead to the disgrace of the man who wrote the check. One question will lead to another and another, just as a stone rolling down a hill disrupts and takes other stones with it. The man's reputation could eventually be destroyed.*)
  - Inference: Why can't Utterson mention the name of the man who wrote the check, and why do the two men make a bargain never to refer to the story of Hyde again? (*Answers will vary. Suggestion: Utterson is well acquainted with the man who wrote the check. He regrets his part in the discussion and foresees problems for a friend if the truth about Hyde is revealed. Therefore, he and Enfield agree never to discuss it again. p. 7*)

### Supplementary Activities

- Have students bring to class pictures of nineteenth-century London that portray the setting of the story.
- Write name poems for Utterson, Enfield, and Hyde.
- Literary Devices: **Similes**—shop fronts...like rows of smiling saleswomen (p. 2); street shone...like a fire in a forest (p. 2); [the man who trampled the child] was like some damned juggernaut (p. 3); [doctor] about as emotional as a bagpipe (p. 4); women...as wild as harpies (p. 4); man with a kind of black, sneering coolness...carrying it off like Satan (p. 4) **Metaphor**—person being talked about: bland old bird (p. 6)

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

Utterson reviews Dr. Jekyll's will, which leaves everything to Hyde, then questions Dr. Lanyon about Jekyll. He later talks to Jekyll about the will, and Jekyll assures him that he can be rid of Hyde when he wishes. Utterson finally meets Hyde.

### Vocabulary

sombre (8)	citadel (9)	balderdash (10)	labyrinths (11)
inordinate (11)	disquietude (14)	troglydytic (14)	fortnight (17)
unobtrusive (17)	pedant (18)	abominable (18)	

### Discussion Questions

- Examine the contents of Dr. Jekyll's will. Discuss Utterson's concern. (*Dr. Jekyll acted alone in preparing the will as Utterson refused to help him. Utterson, as Jekyll's lawyer, now has the will in his possession. Jekyll leaves everything he has to Edward Hyde, whom he calls his "friend and benefactor." The will stipulates that, if Jekyll disappears or is unexplainably absent for over three months, Hyde is to be allowed to "step into Jekyll's shoes" without delay or obligation except small payments to the household staff. Utterson originally thought Jekyll wrote his will in madness, but now fears Jekyll's disgrace prompted the will. pp. 8–9*)