



 Prestwick House

Activity Pack

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE

BY ROBERT LOUIS STEVENSON



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Item No. 201420

ISBN-13 978-1-60389-218-6

Written by Nicole Guertin

Name: _____

Date: _____

Pre-Reading**Theme and Debate**

Objectives: Thinking about the themes of the novel
Discussing the themes of the novel
Applying literature to life

Activity

Research and bring in newspaper, magazine, or Internet articles of apparently average, upstanding citizens who have been accused or convicted of heinous crimes.

Have students share, in brief, a summary of their stories focusing on the personal history of the accused and the nature of his or her crime.

From your article, write a summary of your story focusing on the personal history of the accused and the nature of his or her crime.

Discuss the nature of evil. Consider using the following questions:

- Are people basically good or basically bad?
- Can “good” people do “bad” things?
- Is everyone capable of doing horrible things such as the crimes described in the articles?
- If not, what sets apart the people described in the articles from others?
- Is it possible to know a person so well that you can say with assurance that he or she would never commit a crime like those described? Why or why not?

Support your answers with specific, detailed examples from life, literature, or personal experience.

Name: _____

Date: _____

Chapters 1 – 10**Suspense****Objective:** Recording questions and answers**Activity**

One way authors create suspense in a novel is to raise questions that are not answered immediately at all, even by the end of the book.

As you read each chapter, keep a list of questions that arise in your mind and are left unanswered at the end of the chapter. Note the page number on which each question occurred to you. When a question is answered in a later chapter, record the answer and the page number on which it occurs. If a question is not directly answered, but you can infer the answer based on later information, record your inference. If a question is never answered, leave the answer column blank.

Example questions from chapter one have been recorded for you.

Name: _____

Date: _____

Chapter 1

Pantomiming and Tableaux

Objectives: Visualizing a sequence of events
Pantomiming a scene and creating tableaux

Activity

In your groups, re-read Mr. Enfield's story about the trampling of the little girl on pages 2-3, ending with the man's agreeing to pay the girl's family one hundred pounds. Assign the following roles: Mr. Enfield, the evil looking man, the little girl, the girl's mother, the girl's father, two other members of the girl's family, and the doctor.

Practice acting out the scene, using only your facial expressions and body language (posture, gestures, mouthed words, etc.) to convey the sequence of events. You may not speak any words in your performance.

At the end of the action, create a human tableau in which the group freezes into a scene which you feel best summarizes the events of the incident and the emotions that resulted.

Name: _____

Date: _____

Chapters 2 – 5**Cliché II****Objective:** Recognizing, understanding, and rewriting clichés**Activity**

Fill in the chart that follows for some common clichés. Explain the meaning of each one, and if it has a specific historical or cultural significance or origin, record that as well. You may need to consult a library or the Internet to help you. Finally, re-write the worn-out metaphors by creating a new image that conveys the same meaning as the cliché. Consider common metaphors that are unique to our time and culture, such as computer or technology related images. Caution: don't just re-word the phrase or record another cliché. Create an entirely new image that means the same thing as the original.

An example has been done for you.

Name: _____

Date: _____

Chapters 8 – 10**Advice I**

Objectives: Assuming the persona of a character
Writing letters of request and advice

Activity

Dr. Jekyll chose to struggle against Mr. Hyde alone. He did not willingly invite any of his friends or colleagues into his private world of horror, nor did he accept their many offers of help. Sometimes it is easier to accept help and advice from someone who is a stranger. Imagine that shortly after he involuntarily turns into Hyde for the first time, he does, in fact, write a letter to an advice columnist asking for help.

Assume the persona of Dr. Jekyll, and using what you now know of his circumstances and his mental and emotional dilemmas, write an anonymous letter to an advice columnist. Sign the letter with a creative alliterative nickname that sums up Dr. Jekyll's emotional state such as "Chemically Confused" or "Losing It in London." Then, take on the persona of an advice columnist, and write a letter back to Dr. Jekyll advising him of what he should do to free himself from Hyde's increasing influence in his life.

Name: _____

Date: _____

Chapters 9 – 10**Creative Writing**

Objectives: Creating a new character
 Writing an additional chapter to the novel

Activity

At the end of chapter 8, Mr. Utterson tells Poole that he will return at midnight, after he reads Lanyon's and Jekyll's narratives of the strange events, and will summon the police. In their investigation of the events and their questioning of those closest to Henry Jekyll, imagine that the detectives of Scotland Yard discover another eyewitness to the true identity of Mr. Hyde. This could be a relative, a servant, a shopkeeper, another friend, or a colleague of Jekyll's or Hyde's. You decide.

Give this new character a name, and tell his or her story in a first-person narrative similar to Lanyon's and Jekyll's in chapters 9 and 10, respectively. Explain the nature of your character's relationship to Jekyll or Hyde (or both), describe incidents that your character witnessed, explain how he or she finally discovered the horrible truth, and describe its affects on him or her. Draw on your knowledge of Jekyll's/Hyde's actions in the story, but feel free to embellish your narrative with new details not included by Stevenson. Entitle your chapter "(insert name)'s Narrative".

Name: _____

Date: _____

Wrap-Up**Visual Essay**

Objective: Creating a collage that expresses a theme

Activity

A visual essay is a collage of pictures, words, and short phrases that expresses a theme.

Do you more pity or condemn Dr. Jekyll at the end of the story?

On a sheet of poster board, create a visual essay in which you clearly reveal whether you view Dr. Jekyll more as an unfortunate man who was overcome by his bad choices or as a villain who got what he deserved. You may use clip art, hand-drawn sketches, computer drawn images, pictures cut from magazines, photographs, stickers, stamps, or three-dimensional objects to create your essay. Let your choices of images and the way you arrange them speak for you; limit yourself to five words or phrases.

Name: _____

Date: _____

Wrap-Up

Characterization

Objectives: Creating a vanity license plate for a character
Analyzing a character's personality

Activity

Many people choose to reveal their personalities, philosophies, interests, hobbies, or careers through vanity license plates on their cars. For example, a family of five might advertise on their mini-van or S. U. V. the explanation 45OFUS (for five of us). The license plates **IMBROKE** (I am broke), **URBHIND** (You are behind), and **IOALOT** (I owe a lot) all reveal things about their owners' personalities.

Create a vanity license plate for Dr. Jekyll and/or Mr. Hyde. You may use no more than seven numbers or letters (spaces count as letters).

Use two sheets of colored construction paper, one for the license plate and one for the letters. Cut out the license plate and the letters. Draw a border around the plate and cut out or draw in the border the abbreviation of a state and the last two digits of the year of your choice. Finally, glue on the letters.

Name: _____

Date: _____

Wrap-Up

Timed Writing and Persuasive Writing

Objective: Writing a persuasive essay within a time limit

Activity

In persuasive essays, authors try to convince or influence readers to agree with their point of view. If it is important to present contrary opinions, they do so, but in a way that makes their position clear. In well-developed persuasion, authors use specific, detailed examples or anecdotes, such as those from history, current affairs, literature, or personal experience to support their opinions.

Choose one of the quotations on the chart that follows, and write a well-developed, multi-paragraph essay explaining why you agree or disagree with it. You will have twenty-five minutes to complete your essay.