

DR. JEKYLL AND MR. HYDE

Grade Level: 6th grade Language Arts with modifications to standard 6th grade Language Arts

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Length of Unit: Seven Lessons (Two to three weeks as needed)

I. ABSTRACT

- A. This unit focuses on presenting the novel *Dr. Jekyll and Mr. Hyde* to special needs students (inclusion and pullout) in 6th grade language arts, as well as students ability grouped at the sixth grade level. Students will read and analyze the novel identifying characteristics of human behavior and its social implications. Students will augment their awareness of literacy concepts through a comprehensive reading and writing program.
- B. The book *Dr. Jekyll and Mr. Hyde Eyewitness Classics* will service students ability grouped at a sixth grade level. A second book, *The Strange Case of Dr. Jekyll and Mr. Hyde, a Wishbone Classics* will service special education students that are reading below a sixth grade level.
- C. Students will be asked to keep Literature Notebooks which will hold all information gathered during the course of this class.
- D. It is our goal to provide multiple modalities in this unit. With Gardener's Multiple Intelligences in mind, this unit provides opportunities for students to showcase their talents in a variety of ways. Gardener's Multiple Intelligences include opportunities to show proficiency using musical, interpersonal, spatial, bodily/ kinesthetic, interpersonal, logical/mathematical, and linguistic means.

II. OVERVIEW

A. CONCEPT OBJECTIVES

- 1. Students will develop an understanding of human behavior and its social implications.
- 2. Students will increase their understanding of literacy concepts as outlined in the Core Knowledge scope and sequence.
- 3. Students will write and speak for a variety of purposes and audiences.

B. CONTENT

- 1. Novel: *Dr. Jekyll and Mr. Hyde*

C. SKILLS

- 1. The student will define the meaning of new words in context.
- 2. The student will compare and contrast *Dr. Jekyll and Mr. Hyde* for character development.
- 3. The student will produce a variety of writing samples using the 8 sentence paragraph from Mareen Auman.
- 4. The student will use pre-reading strategies to gain meaning from the literature.
- 5. The student will identify basic elements of literature (protagonist, antagonist, plot, conflict, rising action, climaxes, falling action, resolution, etc.)
- 6. The student will learn how to participate civilly and productively in group discussions.
- 7. The student will learn the conventions of a business letter and how to construct one.

8. The student will use multiple style to convey an understanding of the literature (drawing, discussion, debate, music, reflection, etc.)

III. BACKGROUND KNOWLEDGE

- A. Robert Louis Stevenson (1850-1894)
 1. Robert Louis Stevenson was a sickly child who developed a clear awareness of the good and evil side of human nature. He was torn between the Christian values of his parents and his own rebellious spirit. This looming conflict fostered a belief that human nature was divided into two distinct parts, both good and bad in nature. As a student Stevenson enjoyed visiting Edinburgh's seedy nightclubs, often taking on a false identity. This dichotomy in his own life created the perfect impetus for the fictional characters of Dr. Jekyll and Mr. Hyde.
 2. Interestingly enough, Stevenson's own belief system was reflected in the surrounding culture of London during the late 19th century. With its upscale professional district contrasting its industrial section, London's duplicitous nature was clear to see. Stevenson's London was one of eerie gas lamps, and foggy poorly lit streets. This sense of foreboding is present in the writing style and settings used throughout the novel.
 3. In the 1880's, the nature of medicine took great strides as experimentation and knowledge of chemicals increased. However, with this extended study came uneasiness from the populace about the nature of drugs and drug addiction. Drugs became widely available, with opium commonly used to quiet unruly children. A "scientific" way of thinking was emerging that outlined experimentally sound and ethical means of doing research.
- B. Distinctions will be made between the special education classes in several ways. The assessments for special education will include more formal, daily observation. The standard sixth grade class will have fewer formal assessments, teacher observed (informal) observations, and culminating formal assessments. The curriculum presented here is essentially a special education curriculum that has extensions added to include students from an ability-grouped sixth grade class. Optional special education vocabulary list in Appendix I.

IV. RESOURCES

- A. Dr. Jekyll and Mr. Hyde *Eyewitness Classics* by Robert Louis Stevenson
- B. The Strange Case of Dr. Jekyll and Mr. Hyde *Wishbone Classics* by Robert Louis Stevenson, retold by Joanne Mattern
- C. What your 6th Grader Needs to Know by E.D. Hirsch
- D. What your 5th Grader Needs to Know by E.D. Hirsch
- E. What your 4th Grader Needs to Know by E.D. Hirsch
- F. Easy Grammar by Wanda Phillips
- G. Easy Writing by Wanda Phillips
- H. Daily Grams by Wanda Phillips
- I. Teaching For Learning Success by Gloria Frender
- J. Read, Write Connection by Maureen Auman
- K. Writers Express by Kemper, Nathan, and Sebranak

V. LESSONS

Lesson One: Overview of elements central to Dr. Jekyll and Mr. Hyde

- A. **DAILY OBJECTIVES**
1. **Lesson Content**
 - a. Know, Want, Learn (KWL) chart (see Appendix A) for setting and background of story. Focus also on human aspects of culture.
 - b. Teacher oration, introduction p. 8-17 *Wishbone* (p. 6-9, 60-63 in *Eyewitness Classics*)
 2. **Concept Objectives**
 - a. Student will develop an understanding of human behavior and its social implications.
 - b. Students will increase their awareness of literacy concepts as outlined by core knowledge scope and sequence guidelines.
 3. **Skill Objectives**
 - a. Using KWL chart, the students will compare and summarize human behavior and events that took place in the late 19th century.
- B. **MATERIALS**
1. Individual copies of novel
 2. Individual KWL chart
 3. Literature Notebook
 4. Pencil
- C. **BACKGROUND NOTES**
- Before presenting this novel, the teacher should spend time researching Stevenson's London and the Victorian era. Students are expected to use their literature notebooks for pre-reading activities, vocabulary, and ongoing literature activities.
- D. **KEY VOCABULARY**
- No terms introduced formally today
- E. **PROCEDURES / ACTIVITIES**
1. Representing the K in the KWL chart, students will identify what they already know about Victorian era London.
 2. Students will share their ideas with the class.
 3. Teacher will read introductory passages out loud to class.
 4. Discussion will segue into the W of the KWL chart (what students want to know.)
 5. Students individually write down what they want to learn.
 6. While students work, teacher will monitor student's progress.
- F. **EVALUATION / ASSESSMENT**
1. Students will be evaluated by using the K & W of the KWL chart, with a minimum of 5 items in each column.
- G. **STANDARDIZED TEST CONNECTIONS**
1. Colorado State Standard 1 - Language Arts - Students read and understand a variety of materials.
 - a. Making connections between their reading and what they already know, and identify what they need to know about a topic before reading about it.

Lesson Two: Introduction of Story Boards and Cooperative Groups

- A. **DAILY OBJECTIVES**
1. **Lesson Content**
 - a. Vocabulary introduction
 - b. Individual or small group reading

- c. Introduction of Story Board
- d. Introduction of group norms within cooperative groups
- 2. **Concept Objectives**
 - a. Students will develop an understanding of human behavior and its social implications.
 - b. Students will increase their awareness of literacy concepts as outlined by core knowledge scope and sequence guidelines.
 - c. Students write and speak for a variety of purposes.
- 3. **Skill Objectives**
 - a. Using Storyboard format, students will identify story sequence, character dialogue and elements in the novel during a cooperative group setting.

B. MATERIALS

- 1. Story Board format (Appendix B)
- 2. Dr. Jekyll and Mr. Hyde novel
- 3. Pencil
- 4. Colored pencils
- 5. Literature notebook
- 6. Dictionary
- 7. Overhead transparency, projector

C. BACKGROUND NOTES

- 1. An attempt to use different modalities will be used to accommodate multiple intelligences. This provides an outlet for those who can draw, sequence and pay attention to detail.
- 2. Storyboards will be used throughout the novel for every two chapters to enhance memory and understanding of the story. This has the potential to be a multiple day activity.

D. KEY VOCABULARY

- 1. Ambition – eager desire for honor, superiority or power
- 2. Fiend – character of questionable or negative reputation
- 3. Brutality – with particular evil intent
- 4. Dingy – having dirty, dark qualities
- 5. Sneering – a smile that is evil in nature
- 6. Sullen – sad, dejected
- 7. Hearsay - gossip
- 8. Nocturnal – active primarily at night
- 9. Boisterous – disruptive, vocal behavior
- 10. Menace – a threat to others

E. PROCEDURES/ACTIVITIES

- 1. Group norms are discussed and agreed upon to use in cooperative groups
- 2. Vocabulary is introduced prior to reading the novel. Students will spend 10-15 minutes defining vocabulary.
- 3. Students are directed to read Chapters 1-2 of Dr. Jekyll.
- 4. Storyboards are taught after required reading to incorporate multiple disciplines as a means to review literature. By using drawing, attention to dialogue and setting, the students will be able to discuss the story using small group behavior norms. Possible group norms:
 - a. Respect other's opinion.

- b. Be a good listener by allowing people to finish statements, making eye contact, etc.
- c. Use a quiet voice.
- 5. Discuss elements of the storyboard and clarify expectations of student's responsibility to fill out Storyboard format.
- 6. The students work in cooperative groups while the teacher monitors storyboard production. Group norms are discussed and agreed upon to use in cooperative groups.

F. **EVALUATION/ASSESSMENT**

- 1. See Rubric for grading story board and group norms (Appendix C)

G. **STANDARDIZED TEST CONNECTIONS**

- 1. Colorado State Standards 1 - Adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas' and finding the sequence of steps in a technical publication

Lesson Three: Switch

A. **DAILY OBJECTIVES**

- 1. **Lesson Content**
 - a. Vocabulary definitions for chapters 1, 2, 3, and 4.
 - b. Chapter reading
 - c. Answering comprehensive questions using *Switch* game / method
- 2. **Concept Objectives**
 - a. The student will develop an understanding of human behavior and its social implications.
 - b. The student will increase their awareness of literacy concepts as outlined in the Core Knowledge scope and sequence guidelines.
- 3. **Skill Objectives**
 - a. Formal (handed in to teacher) assignment that asks student to compare, contrast, list, summarize and define terms through contextual reference.
 - b. Defining vocabulary terms from within the text.

B. **MATERIALS**

- 1. Literature Notebook
- 2. Worksheet – Switch (Appendix D)
- 3. Pencil

C. **BACKGROUND NOTES**

- 1. The new element today is the game of switch. Switch involves groups of students working together to complete a project. An element of speed is involved, but can be diffused by teachers who do not want to include elements of speed or competition. This diffusion can be accomplished by de-emphasizing the first team to finish, but instead focusing on the most complete answer, and encouraging teams to work together.
- 2. Switch involves a teacher generated set of questions and vocabulary and literary terms. Students are given the sheet and asked to read the directions. Students are allowed to begin the worksheet, with the understanding that the first person to finish will earn extra credit points for their team. After an arbitrary amount of time, the teacher announces "switch" and the students must pass their paper to

the team member sitting to their right. Each person is now working on someone else's paper. The answering of questions continue until the teacher calls "switch" again or until someone finishes.

3. At the teacher's discretion certain requirements may need to be fulfilled before a team can be declared the winner. Certain in-depth answers may be required, or a certain phrase may need to be included for full credit. The teacher has the authority to determine quality standards, but must make rules fair. The questions for "switch" are generally less in-depth because there is a speed factor involved, and students will respond with the shortest answer possible. This should be considered when creating the worksheet.
4. The worksheet for switch has 20 entries, with a potential for 10 or 20 points.

D. **KEY VOCABULARY**

1. Maniac – a person who exhibits uncontrollable behavior
2. Quail – draw back in fear
3. Truncheon – a policeman's club (English derivation)
4. Audible – able to be heard
5. Brandish – to hold and manipulate
6. Trifle - small, little
7. Abominable – frightful, unspeakable
8. Cronies – a group of close friends with similar backgrounds and ideas
9. Heaved - lifted
10. Hail – to call or beckon

E. **PROCEDURES / ACTIVITIES**

1. Students copy words from board to notebooks.
2. Words are to be defined from dictionary.
3. Read chapter aloud by randomly drawing names.
4. Distribute worksheet.
5. Introduce the game of "switch."
6. Teacher monitors while students complete assignments.
7. **Special Education:** Teacher has the option to read in a small group setting with students using choral reading or a round robin approach.

F. **EVALUATION / ASSESSMENT**

1. Terms are to follow definition found in dictionary.
2. Responses to chapter questions are to be graded based on level of comprehension. (Appendix D comprehension questions)
3. The answers, are generally short and objective, thus the use of a key is possible for quick assessment

G. **STANDARDIZED TEST CONNECTIONS**

1. Colorado State Standard 1. Students read and understand a variety of materials.
 - a. Use information from reading to increase vocabulary and enhance language usage.
 - b. Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading, and self-monitoring, summarizing, identifying the author's purpose, and determining the main idea.

Lesson Four: Persuasive Business Letter

A. **DAILY OBJECTIVES**

1. **Lesson Content**

- a. Students learn how to write a persuasive business letter and a formally addressed business envelope.

2. **Concept Objectives**

- a. Students will increase awareness of literacy concepts as outlined by Core Knowledge Scope and Sequence guidelines
b. Students will write and speak for a variety of purposes and audiences.

3. **Skill Objectives**

- a. Students will write a persuasive business letter as well as address a business envelope.

B. **MATERIALS**

1. Sample pre-addressed envelope
2. Literature notebook
3. Pen/pencil
4. Overhead transparencies
5. Sample business letter (see Easy Grammar 56 and Writers Express pg. 144-147)
6. Maureen Auman Read to Write Connection posters
7. Computer Access for students

C. **BACKGROUND NOTES**

1. Before presenting this lesson, teachers should spend time reviewing pages 143-147 of Writers Express “parts of a Business Letter and Sample Business Letter”. Teacher should also review 8 sentence paragraph format from Maureen Auman, Read to Write Connection. Teachers should be prepared to teach persuasive style. (Appendix J)
2. **Special Education:** Teachers need to be aware that students need different methods of presentation; visual, auditory. Special Education students also need assignments broken down into smaller tasks. Check list included for this purpose.
3. **Checklist for Special Education Students**
 - Maureen Auman 8 sentence rough draft (proceed to computer) _____
 - Business heading (sender’s address, date) _____
 - Inside address _____
 - Salutation _____
 - Name and address of “Henry Jekyll, M.D”. _____
 - Closing _____
 - Signature _____(Teacher may want to highlight one activity at a time and sign off when student is finished.)

D. **KEY VOCABULARY**

1. Exclusion – kept from others
2. Stealthily – without drawing attention to self, quietly, sneaky
3. Baffled – confused, perplexed
4. Odious – with evil intentions
5. Charity – done to benefit others, without compensation
6. Inside Address – Address of receiver found at top of letter
7. Body of Letter – main portion of letter, site of information
8. Salutation – Greeting given to receiver of letter, beneath inside address

9. Closing – one or two word sign off. Sincerely is an example
10. Heading – name and address of sender, as well as date

E. **PROCEDURES/ACTIVITIES**

1. Introduce new vocabulary.
2. After storyboard activity for chapters 5 – 6, teacher will present writing activity.
3. Teacher presents business letter format and how to write a persuasive letter.
4. Pass out Business Letter Checklist to clarify teacher expectation of students written work. (Appendix E)
5. Review 8 sentence Rough draft paragraph format.
6. Students produce an 8 sentence rough draft paragraph.
7. Students will meet with teacher before working on the computer.
8. Teacher circulates while students work , monitoring final draft.
9. **Special Education:** Teacher works with Special Education student in a small group format using graphic organizers or webs to formulate and organize three arguments to support their main idea.

F. **EVALUATION/ASSESSMENT**

1. See checklist for grading persuasive business letter (Appendix E)

G. **STANDARDIZED TEST CONNECTIONS**

1. Colorado State Standards – Students apply thinking skills to their reading, writing, speaking listening and viewing.
 - a. recognize, express, and defend points of view orally and in writing

Lesson Five: Story Maps

A. **DAILY OBJECTIVES**

1. **Lesson Content**
 - a. introduction of story map
2. **Concept Objectives**
 - a. Students will develop an understanding of human behavior and its social implications.
 - b. Students will increase their awareness of literacy concepts as outlined by core knowledge scope and sequence guidelines.
 - c. Students write and speak for a variety of purposes.
3. **Skill Objectives**
 - a. Using the story map, students will identify elements of the novel.

B. **MATERIALS**

1. Story Map
2. Overhead transparency, projector
3. pencil

C. **BACKGROUND NOTES**

Elements of the story map should be discussed throughout the novel so that the students are familiar with the literary terms, protagonist, antagonist, conflict, resolution, climax, etc. Students will be mapping out rising actions that lead to the climax as well as the falling action. This will give students visual overview of the novel.

D. **KEY VOCABULARY**

1. Dismal – gloomy or depressed
2. Odious – particularly bad intentions
3. Bade – to convey an idea to others

4. Chant – rhythmic, musical calling
 5. Ransacked – Destroyed or disturbed
 6. Graphologist – a person who analyzes handwriting
 7. Flourish – performing an action with flair or exuberance
 8. Resemblance – similar to
 9. Manservant - butler
- E. **PROCEDURES/ACTIVITIES**
1. Introduce new vocabulary.
 2. Students will have their own story map while the teacher demonstrates with own on overhead.
 3. Teacher will guide class in discussing the events that took place in the novel and place accordingly on the story map.
 4. Teacher will write his/her ideas on the overhead while giving students freedom to write rising action events, falling action events.
 5. Teacher will discuss climax.
 6. Teacher will allow students to write in antagonist, protagonist, conflict, resolution, etc. while monitoring class.
- F. **EVALUATION/ASSESSMENT**
1. Students will be rated according to checklist (Appendix F)
- G. **STANDARDIZED TEST CONNECTIONS**
1. Colorado State Standard 5 – Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Lesson Six: Debate

- A. **DAILY OBJECTIVES**
1. **Lesson Content**
 - a. Vocabulary, terms defined and added to literature notebook
 - b. Introduction of discussion tactics (See Appendix G)
 - c. Debate on human nature
 2. **Concept Objectives**
 - a. The student will develop an understanding of human nature and its social implications.
 - b. The student will write and speak for a variety of purposes and audiences.
 3. **Skill Objectives**
 - a. The student will define key vocabulary terms.
 - b. The student will be introduced to the characteristics of debate and
 - c. The student will create arguments based on literary evidence to support their claims in a civil discussion of ideas.
 - d. Use of webs to outline arguments (Appendix H)
- B. **MATERIALS**
1. Literature Notebook
 2. Discussion Tactics handout (Appendix G)
 3. 3-5 debate question cards (Appendix H)
- C. **BACKGROUND NOTES**
1. The inclusion of a debate will allow students to:
 - a. observe different forms of communication
 - b. create an argument based on well supported claims (a verbal paragraph)

- c. comment on human nature
 - d. practice the non-verbal elements of conversation (listening and addressing the arguments of others)
2. Before any dialogue can be successful, the students must have an understanding of debate etiquette. The teacher should understand the rules of debate, and establish clear rule for interruption, taking turns, time allotment, equal participation, opening statements, closing statements, statement rebuttal, and audience participation.

D. **KEY VOCABULARY**

- 1. Summons – a call to appear or do something
- 2. Agitated – moved or stirred to anger
- 3. Audibly – able to be heard
- 4. Gadabout – a wanderer
- 5. Accursed – under a curse or damned
- 6. Chap – a fellow, man or boy
- 7. Pursuit – following or seeking
- 8. Crouch – stoop with limbs close to body
- 9. Wholesale – goods in large quantity, **or** encompassing everything
- 10. Rake – a crude man

E. **PROCEDURES / ACTIVITIES**

- 1. Students define words from the board into their literature notebooks.
- 2. Teacher discusses examples of legitimate debate practices, and faulty logic.
- 3. Students are given discussion tactics handout.
- 4. Discussion over debate rules, etiquette, and procedures for in-class debate.
- 5. Distribution of topic cards. Two table will debate each other on a specific statement given on a debate card. (Ex. Silence is the best rule when you witness a crime). The teacher will assign one table to defend this statement, while the second table will have to argue against the statement.
- 6. Students are responsible for creating an introduction to their argument, and arguments that will counter the statements of the other team.
- 7. Suggested team roles 1) introduction (gives basic information on argument, good for shy speakers, who need something concrete with an outlined list in front of them) 2) argument givers (for students who have slightly more flexibility or oration skill. The third position requires the most flexibility. This position responds to the arguments of the other team, and forms a rebuttal to their claims. A potential fourth position could be the information processor. Their duty is to organize the information gathered by the students and hand it to the presenter as they need. The goal, however, is to have all students speak, as oration is part of both the Core unit and State Standards.
- 8. **Special Education:** Teacher will work with Special education students in a small group setting using graphic organizers or webs to brainstorm arguments and solidify their presentation of their argument.
- 9. Teacher monitoring as students formulate argument.

F. **EVALUATION / ASSESSMENT**

- 1. Teacher monitoring of group dynamics, and student understanding of debate roles. See 7 above.
- 2. Students may be asked to turn in their debate outlines, which can be assessed.

G. **STANDARDIZED TEST CONNECTIONS**

1. Colorado State Standard 4 – Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Colorado State Standard 3 – Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
3. Colorado State Standard 2 – Students write and speak for a variety of purposes and audiences.

Lesson Seven: Jeopardy

A. **DAILY OBJECTIVES**

1. **Lesson Content**
 - a. Vocabulary
 - b. Jeopardy question creation and game
2. **Concept Objectives**
 - a. Student will develop an understanding of human nature and its social implications.
 - b. Student will write and speak for a variety of purposes and audiences.
 - c. Students will develop an understanding of literacy concepts as outlined in the Core Knowledge scope sequence manual.
3. **Skill Objectives**
 - a. Defining vocabulary and cultural literacy terms.
 - b. Analyzing the literature for elements of Human nature, vocabulary, setting, character development, and plot sequence that will aid in the construction of Jeopardy-style questions.

B. **MATERIALS**

1. Literature notebooks
2. Jeopardy board, and question cards – library book envelopes and cards work well in this game.

C. **BACKGROUND NOTES**

1. Jeopardy is well known as the quiz show that presents the answers, and has participants produce the questions. Using this format the teacher will ask students to produce questions that cover the portion of the book that has been read, and that cover a certain topic. Example: Table 1 would produce 6 question about the setting, while table two would create 6 questions about the evolution of Dr. Jekyll's relationship with others, etc.
2. This game can conform strictly to the TV show by having each "answer" provide two clues to the "question". Students should be asked to make this challenging, yet at the same time relevant to the story.

D. **KEY VOCABULARY**

1. Remorse – bitter regret
2. Reflect – to mirror **or** to think inwardly on one's actions or beliefs
3. Cherish – hold dear
4. Lapse – to let concentration or focus fade or stop
5. Transformation – to change form or appearance
6. Slay – to kill violently
7. Pallor – paleness
8. Mauled – to beat bruise or tear

9. Hideous – extremely unpleasant
- E. **PROCEDURES / ACTIVITIES**
1. Students define vocabulary and cultural literacy terms in notebook.
 2. Introduction of Jeopardy (play Weird Al's "I lost on Jeopardy")
 3. Define roles of each team, and introduce each to their category (Setting, Mean Ol' Hyde, etc.)
 4. Students respond to given answers by providing questions.
 5. Monitor students as they produce question
 6. Act as moderator (Alex Trebeck) as the group that formed the questions must sit out as their questions are asked. They will win points if no one answers their question. The team that guesses correctly may choose the next category.
 7. Each team is asked to come up with a signature sound as their buzz in signal, and designates one person to buzz in when they know the answer.
 8. **Special Education:** Teacher gives special education students limits and freedoms when developing questions. (e.g. Ask questions concerning characters in the book or ask questions from chapters 1-2 etc.)
 - a. Collect questions at the end of the day.
 - b. Prepare a cheat sheet of all questions to be asked during Jeopardy.
- F. **EVALUATION / ASSESSMENT**
1. Moderator will observe the participation of students both in the game and in the production of student-generated questions.
 2. Questions can be collected and judged for their content, and depth of understanding.
 3. *Optional- teacher can use student generated questions for a multiple choice final.*
- G. **STANDARDIZED TEST CONNECTIONS**
1. Colorado State Standard 1 – Students read and understand a variety of material.
 2. Colorado State Standard 5 – Students read locate, select, and make use of relevant information from a variety of media, references, and technological sources.

VI. **BIBLIOGRAPHY**

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Name _____

K-W-L Chart

Topic: _____

What We L earned	
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What We W ant to Know	
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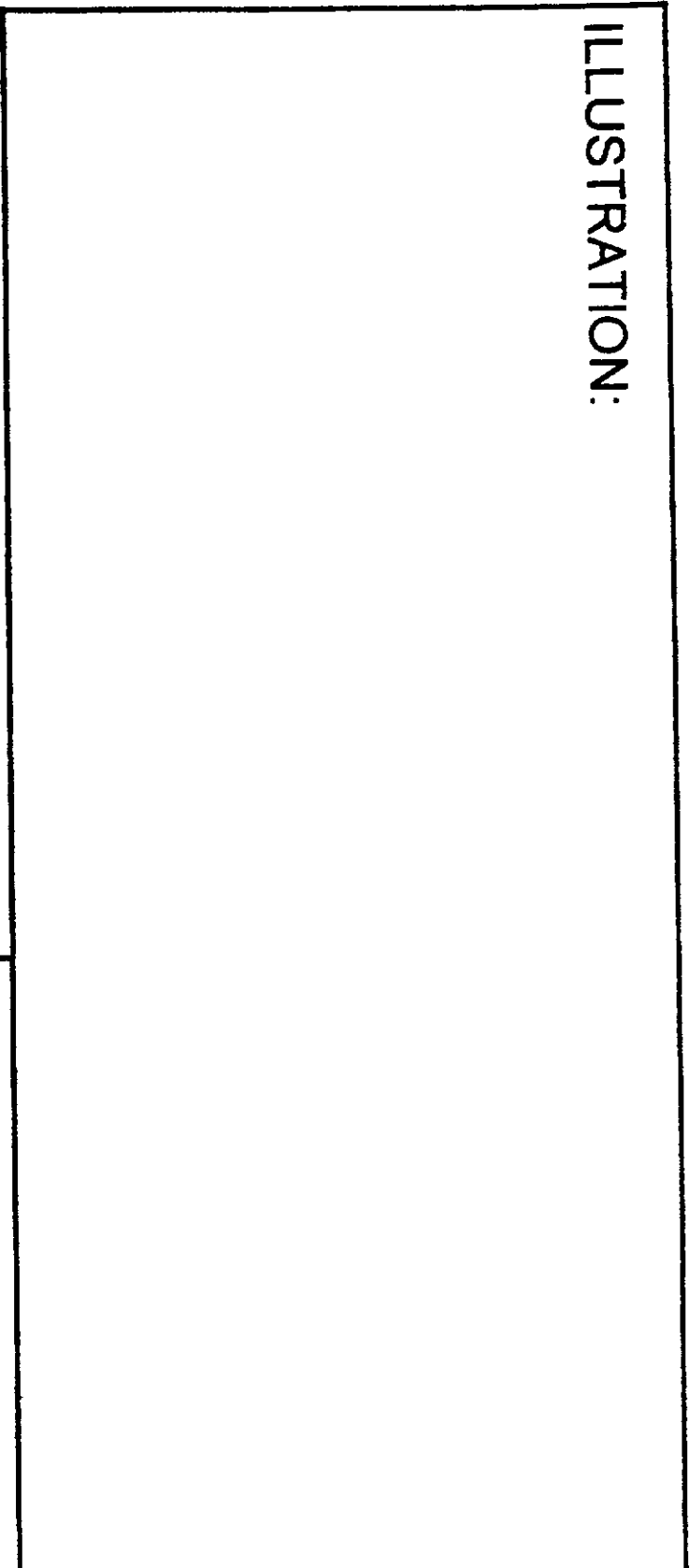
What We K now	
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Activity Masters

STORYBOARD:

Name:

ILLUSTRATION:



DESCRIPTION:

ELEMENTS:
(supplies & materials...)

DIALOGUE:
(or notes)



Rubric for Storyboard

This can be a cooperative group-assessment or teacher assessment

- 6 Four pictures in sequence with detail
Dialogue; 4-6 examples, correctly punctuated
5-6 elements
Followed group norms very well
- 4 Four picture in sequence
Dialogue; at least 3, some mistakes in punctuation
3-4 Elements
Stayed within group norms
- 0-3 Pictures not completed
Dialogue; less than 3 examples, poor punctuation
0-3 Elements
Did not follow group norms

Switch

Or: brother, can you spare an answer?

The following questions are to be answered using information gained from the first four chapters. There are three sections; vocabulary, plot synopsis, and discovering human nature. In each section, answer questions as completely as possible using references from the chapters.

Vocabulary

In this section please define terms using synonyms, and indicate whether the term has a positive or negative connotation (is it generally used in a negative sense or a positive one?)

1. Sneer –
2. Boisterous –
3. Cronies –
4. Menace –
5. Dismal –
6. Ambition –

Plot synopsis

In this section create a list of *three* reason to explain the events in the story.

1. What does Dr. Jekell do to conceal his identity as Mr. Hyde? Give support from the text.
2. What events caused Dr. Utterson to worry about his friend Dr. Jekell's health.

Human Behavior

In this section create compare / contrast columns that illustrate the good acts of Dr. Jekell and the negative acts of Mr. Hyde. Create four elements for each character, and the opposite characteristic seen in his alter ego.

Dr. Jekell

Mr. Hyde

Business Letter Checklist

- Heading
 - Date
 - Senders Address
- Salutation

- Inside Address
 - Senders name
 - Senders address
 - Company of Sender
- Body Eight Sentence Paragraph
- Introduction
 - Conclusion
 - Three argumentative sentences
 - Three supporting sentences
- Closing
- Envelope
 - Return address
 - Sender address
- Semi-Block Style
- COPS
- Neat appearance
- Met with teacher consistently

Name: _____

Appendix F

Climax

Title: _____

Author: _____

Genre: _____

①

②

③

④

⑤

⑥

Falling Action

Rising Action

Conflict: _____

Theme: _____

Protagonist(s) _____
Antagonist(s) _____

Setting _____
Time: _____
Place: _____

Discussion Tactics

or

How not to win an argument

During discussions, debates, and even arguments, differing opinions help stimulate thought. Through these methods of conversation one becomes familiar with the thinking of others, therefore broadening one's horizons. Arguments, however can be very tricky. The element that keeps conversations productive is the use of logic. Logic is a defense against trickery, and attempts to rid a discussion of elements that make certain assumptions or use faulty thought processes.

The following are five examples of logic problems that are detrimental to arguments.

1. Faulty analogy

A king argues to his people that he is the head of his country. He compares himself to the head on an animal's body. If the head is removed, the body and all of it's organs will cease to function. Therefore if the king is removed the country will cease to function also.

2. All or nothing mistake

After a judge declares, "Surely the winning of this prize is as valuable than money," Peter replies, "You mean money doesn't matter?" Turning the discussion into a prize versus money debate.

3. Humor

Humor is often used as a diversion from the true aims of discussion. Including humor in a discussion is often very appropriate, provided it does not distract from the initial argument, or reduce the debate to an insult contest or a stand-up comedy routine.

4. Ad hominem - Personal attacks

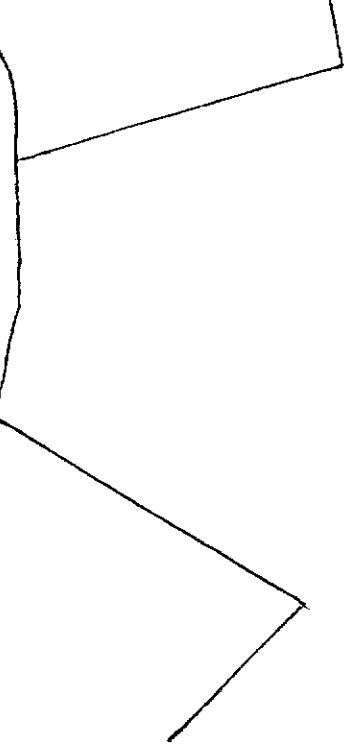
"Clearly Sebastian is in no state of mind to win this election because of his alleged encounters with the state mental institute." Statements that are made only to injure the reputation of an opponent provide no benefit to the argument, and are only used to distract the attention of the audience away from the heart of the discussion.

5. Hasty Generalization

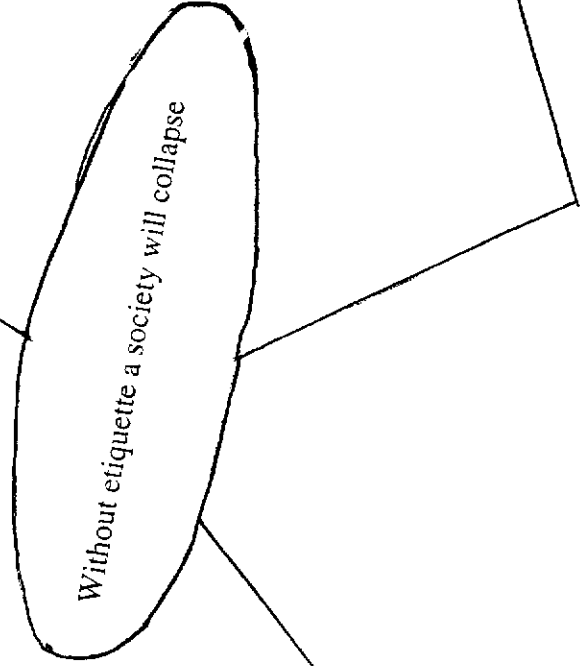
Peter is eating Jane's Frozen Peas when he cracks a tooth on a piece of gravel. He tells all who will listen never to buy any Jane's product. It is only through careful thought that a well constructed point of view can be created.

Webbing for Debates

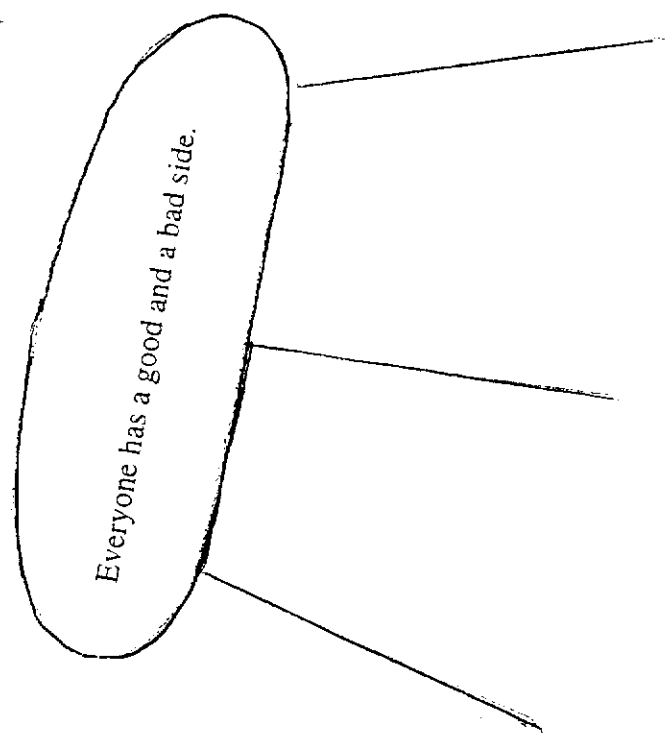
Social rules are needed to keep a civilized society?



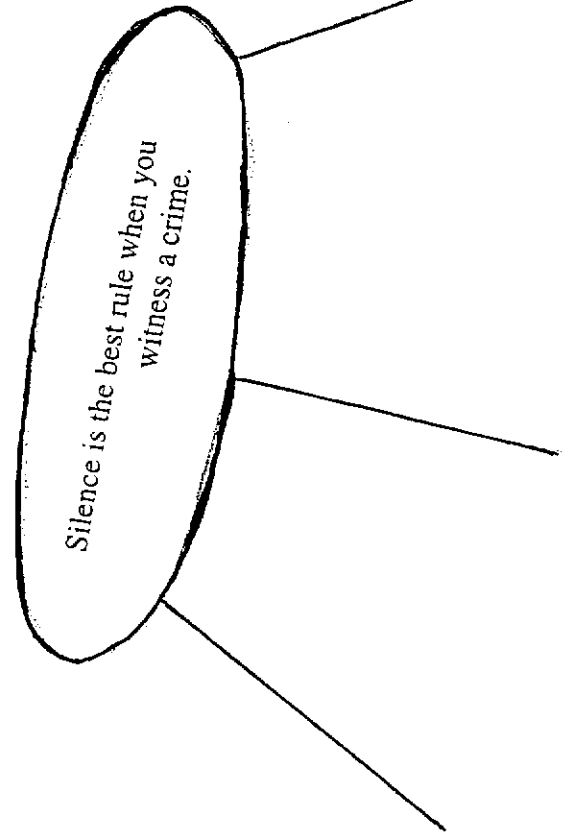
Without etiquette a society will collapse



Everyone has a good and a bad side.



Silence is the best rule when you witness a crime.



Appendix 1.

Special Education Vocabulary Optional

Chapters 1 – 2

Victorian – period of reign of Queen Victoria

Respected – highly regarded or esteemed

Reputation – general opinion of a person held by others

Sinister-suggesting evil force or motive

Will-a legal document regarding one's possessions granted after death

Chapters 3-4

Neglect-ignore or not care for

Dingy-dirty, soiled, grimy

Prank-a mischievous trick

Justice-moral rightness

Decayed-decompose

Chapters 5-6

Madman-man with a disorder of the mind

Handbill-printed sheet or pamphlet distributed by hand

Parliament- a legislative assembly

Trial –an examination of evidence

Headlines – title or caption of a newspaper

Chapters 7-8

Forgery – to falsely reproduce for evil purposes

Shock – a violent change in mind or emotions

Seclusion – to set apart or isolate from others

Frame – to rig or change evidence or events to place blame on someone else

Duty – moral obligation

Chapters 9-10

Recluse – one who lives in solitude and seclusion

Dread – profound fear or fearful anticipation

Pale – whitish in complexion

Clerk – one who performs business tasks

Bustle – hurry energetically

Chapters 11 – 13

Butler – chief male servant of a household

Lash – a stroke or blow with a whip

Chemist – a scientist who specializes in chemistry

Dwarf – small person animal or plant

Impure – not clean, contaminated

Avoid – to keep away from

Inherit –to gain as one's possession

Fond – affectionate and tender

Image – reproduction of the form of a person or thing

Ambition – to achieve something

Practice Guide for 8-Sentence Accordion Paragraph

Name: _____ Date: _____ Class: _____

Title: _____

Topic Sentence (O/P Statement)

Reason/Detail/Fact (TE)

Explain

Reason/Detail/Fact (TE)

Explain

Reason/Detail/Fact (TE)

Explain

Conclusion