

The Strange Case of Dr. Jekyll and Mr. Hyde: Getting Started With Literature Circles

Grade Level or Special Area: 7th Grade English

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Length of Unit: Seven to nine fifty-five minute sessions

I. ABSTRACT

In this unit students will work together to understand and enjoy *The Strange Case of Dr. Jekyll and Mr. Hyde*. Students will think about what they read, write responses to this novel in their discussion logs, and will discuss their ideas in small groups with other students. In this process, students will identify themes, analyze vocabulary, and recognize writing techniques. The following provides the teacher with the organizational structure to form literature circles in a middle school classroom including discussion guidelines, discussion questions, historical and author notes, a culminating book quilt project, and a final book test.

II. OVERVIEW

A. Concept Objectives

1. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and...collaboration. (*Colorado Standard 1 for Theatre*)
2. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado Standard 4 for Reading and Writing*)
3. Students...[u]nderstand a variety of materials. (*Colorado Standard 1 for Reading and Writing*)
4. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado Standard 5 for Reading and Writing*)
5. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)

B. Content from the *Core Knowledge Sequence*

1. *Dr. Jekyll and Mr. Hyde* (p. 160)
2. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
3. Speaking and Listening – Demonstrate the ability to use standard pronunciation when speaking to large groups.... (p. 157)

C. Skill Objectives

1. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)
2. Write in a variety of genres such as personal narratives...to persuade, and to inform. (*Colorado Benchmark for 7th Grade Reading and Writing*)
3. Write with a voice appropriate to purpose and audience. (*Colorado Benchmark for 7th Grade Reading and Writing*)
4. Evaluate strengths and identify areas for improvement in [self and in] peer performance. (*Colorado Benchmark for 7th and 8th Grade Theatre*)
5. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)

6. Recognize an author's point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
7. Plan, draft, revise, and edit for a legible final copy. (*Colorado Benchmark for 7th Grade Reading and Writing*)
8. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Daniels, Harvey, *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. [On-line]. Available URL: <http://www.literaturecircles.com/readings.htm>, Date of Access: 6/8/2003. This book is also available in hard copy and is one of the classics on literature circles. Other good titles on this subject would also be suitable.
 2. *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson.
- B. For Students
 1. Students will have acquired the skills necessary for competent spelling, and usage of a dictionary to check and correct words that present difficulty. (Grade 5)
 2. Students will have the understanding of how to use a topic sentence, how to develop a paragraph with examples and details, as well as the mechanics of the writing process. (Grade 4)

IV. RESOURCES

- A. Stevenson, Robert Louis, *The Strange Case of Dr. Jekyll and Mr. Hyde*. New York: Dover Publications, Inc., 1991. 0-486-26688-5. (all lessons)

V. LESSONS

Lesson One: Unit Overview and Teacher Modeling (one to two fifty-five-minute sessions)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening...
 - b. Students...[u]nderstand a variety of materials.
 - c. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources.
 - d. Students... recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Dr. Jekyll and Mr. Hyde* (p. 160)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 3. Skill Objective(s)
 - a. Develop ideas and content with significant details, examples, and/or reasons.
 - b. Write in a variety of genres such as personal narratives...to persuade, and to inform.
 - c. Recognize an author's point of view and purpose.
 - d. Use reading, writing, speaking, listening ... to solve problems and answer questions.
- B. *Materials*
 1. Appendix A: Sample Schedule

2. Appendix B: Discussion Logs (one copy per student)
 3. Appendix C: Teacher Notes on Chapter One
 4. The Strange Case of Dr. Jekyll and Mr. Hyde (one copy per student)
 5. Appendix K: Evaluation of Discussion Log
- C. *Key Vocabulary*
1. Prediction – what the character might do or how the plot might develop
 2. Observation – details about the characters, setting, and events that stand out to the reader; words, phrases or passages, or the style in which the author writes that leaves an impression on the reader
 3. Clarification – a genuine question about a passage that confuses the reader
 4. Connections – how a character might remind the reader of a friend, or how the story reminds the reader of a movie or another book he or she read
- D. *Procedures/Activities*
1. Before beginning this unit, make a schedule for reading dates and assignments. See Appendix A as a sample. Solicit volunteers who would like to participate as a group member or as an observer. Provide volunteers with schedule and prep material (Appendices B, D, E, F, G, H, I, J and K).
 2. Give students an overview of what literature circles are. (In a literature circle, learners think and write about a book on their own in a “discussion log”, and then discuss their reading with other learners.) Provide them with a schedule.
 3. Read directions from Appendix B. Explain to students that they will be keeping a *Discussion Log*. This is a place where they will write questions, point out things they notice about the story, recall personal experiences, make connections to other texts, etc. Read through Appendix B with your students giving examples and clarifying questions as you read along. Also provide each student with a copy of Appendix K: Evaluation of Discussion Log. This will give them a “heads up” as to how they will be evaluated on their logs.
 4. Read chapter one, *Story of the Door*, aloud to your students. While reading think aloud and jot down notes. Demonstrate how you might use sticky notes to mark interesting passages. See Appendix C for a list of items and questions to highlight that would be suitable material for discussion of this chapter. Talk through how you would complete your discussion log and/or complete one as a sample on an overhead.
 5. Ask students to write down the names of four students with whom they would like to be grouped in a literature circle. Assign groups according to student preference. Also consider experience and ability and group both outgoing and quieter students together. Make diversity a goal in your grouping.
 6. Assign all students to read chapter two, *Search for Mr. Hyde*, and to complete a discussion log according to Appendix B for chapters one and two. Students will be creating a booklet out of their discussion logs from each week. They should make a cover page with a title, their name, and the date. Collect logs a day or two prior to lesson two.
- E. *Assessment/Evaluation*
1. Discussion log for week one (Appendix K)
 2. Appendix N: Book Test

Lesson Two: Fishbowl Discussion (one to two fifty-five-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration.

- b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening...
 - c. Students...[u]nderstand a variety of materials.
 - d. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources.
 - e. Students...recognize literature as a record of human experience.
2. Lesson Content
- a. *Dr. Jekyll and Mr. Hyde* (p. 160)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
3. Skill Objective(s)
- a. Evaluate strengths and identify areas for improvement in [self and in] peer performance.
 - b. Use reading, writing, speaking, listening ... to solve problems and answer questions.
 - c. Develop ideas and content with significant details, examples, and/or reasons.
 - d. Write in a variety of genres such as personal narratives ... to persuade, and to inform.
 - e. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

B. *Materials*

- 1. The Strange Case of Dr. Jekyll and Mr. Hyde (one copy per student)
- 2. Appendix D: Guidelines for Literature Circle Discussions (one copy per student)
- 3. Appendix E: Prompts to Help Your LC Move Along (one copy per student)
- 4. Appendix F: Basic Structure of Your Literature Circle Discussion (one copy per student)
- 5. Appendix G: Evaluation of Discussion (one copy per student)
- 6. Appendix J: Teacher Guiding Questions
- 7. Appendix K: Evaluation of Discussion Log

C. *Key Vocabulary*

- 1. Prompts – questions or suggestions that inspire or keep the conversation moving along
- 2. Summarize – go over the main points
- 3. Other vocabulary to be determined by students in this lesson’s fishbowl LC group (see Appendix B, item three)

D. *Procedures/Activities*

- 1. Before class, choose five students who are particularly outgoing and articulate to hold a fishbowl discussion (a discussion in which a select few participate in front of the others) for chapters one and two. Read through student discussion logs giving students comments for improvement. Use these first entries as an ungraded practice exercise. Make overhead copies of excellent student work. Some criteria for good questions are: they have more than one answer; they focus on the text; they require students to take a stand.
- 2. Have students observe a twenty to twenty-five minute literature circle discussion of chapters one and two by the above selected group. If students get stuck, try the questions outlined in Appendix J, *Week One*.
- 3. Brainstorm with the class what makes for an effective and what makes for an ineffective group discussion. What worked? What didn’t work? Give students a copy of Appendix D and read through this handout together. (Undoubtedly your students will have come up with many of these guidelines on their own.)

4. Next, discuss what kind of questions helped the fishbowl discussion move forward. Then provide students with a list of prompts, Appendix E. This handout provides your students with a list of suggestions and questions to help keep their conversations going in the event they get stuck.
 5. Provide each student with a copy of Appendix F. This handout gives your students the basic structure of their LC – how to start, what the middle might look like, and how to end.
 6. Give each student a copy of Appendix G. This is the form that the teacher will use to evaluate them when observing the groups. Students will also use this form to evaluate themselves and their group in general.
 7. Assign all students to read chapters three through five: *Dr. Jekyll Was Quite at Ease*, *The Carew Murder Case*, and *The Incident of the Letter*, and to complete a discussion log according to Appendix B for chapters three through five. Students should also complete *After Discussion Journal response* (item five) from this week’s discussion. Collect logs a day or two prior to lesson *four*.
- E. *Assessment/Evaluation*
1. Discussion log for week two (Appendix K)
 2. Evaluation of Discussion (Appendix G) for week two
 3. Appendix N: Book Test

Lesson Three: Author and Historical Notes (one thirty-minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening...
 - b. Students...[u]nderstand a variety of materials.
 - c. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources.
 - d. Students...recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Dr. Jekyll and Mr. Hyde* (p. 160)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 3. Skill Objective(s)
 - a. Recognize an author’s point of view and purpose.
 - b. Develop ideas and context with significant details, examples, and/or reasons.
 - c. Use reading, writing, speaking, listening ... to solve problems and answer questions.
- B. *Materials*
1. Appendix H: Author Notes (one copy per student)
 2. Appendix I: Historical Notes (one copy per student)
- C. *Key Vocabulary*
1. Speculate – guess
 2. Dichotomy – division into two contradictory parts
 3. Evolution – growth and change; natural adaptation
 4. Parallel – match; correspond
 5. Addiction – chemical dependency; obsession
 6. Virtuously – morally
 7. Rife – increasingly common; in widespread use
 8. Theme – recurrent idea; main point

- D. *Procedures/Activities*
1. Read together and discuss Appendices H and I as a class. Focus the discussion with questions pointing towards making connections. How do students think the theme of Dr. Jekyll and Mr. Hyde may have been affected by RLS's life? How might science and the customs during RLS's time impacted the theme of *The Strange Case of Dr. Jekyll and Mr. Hyde*?
- E. *Assessment/Evaluation*
1. Discussion logs for weeks two, three, and four
 2. Evaluations of Discussions (Appendix G) for weeks two, three, and four
 3. Appendix N: Book Test

Lesson Four: Literature Circles – Week Two (one fifty-five-minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration.
 - b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... Students read and understand a variety of materials.
 - c. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources.
 - d. Students...recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Dr. Jekyll and Mr. Hyde* (p. 160)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 3. Skill Objective(s)
 - a. Evaluate strengths and identify areas for improvement in [self and in] peer performance.
 - b. Recognize an author's point of view and purpose.
 - c. Develop ideas and content with significant details, examples, and/or reasons.
 - d. Write in a variety of genres such as personal narratives ... to persuade, and to inform.
 - e. Use reading, writing, speaking, listening ... to solve problems and answer questions.
 - f. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- B. *Materials*
1. *The Strange Case of Dr. Jekyll and Mr. Hyde* (one copy per student)
 2. Appendix A: Sample Schedule (one copy per student)
 3. Appendix D: Guidelines for Literature Circle Discussions (one copy per student discussing)
 4. Appendix E: Prompts to help your LC Move Along (one copy per student discussing)
 5. Appendix F: Basic Structure of Your Literature Circle Discussion (one copy per student)
 6. Appendix J: Teacher Guiding Questions
 7. Appendix G: Evaluation of Discussion (one copy per student discussing)
 8. Appendix K: Evaluation of Discussion Log (one copy per student discussing)
- C. *Key Vocabulary*

1. Determined by students in LC groups (see Appendix B, item three)
- D. *Procedures/Activities*
1. Students meet in literature circles according to schedule. (See Appendix A.) Instruct them to follow the steps outlined in Appendix F to help them guide their discussion. Also give copies of *Teacher Guiding Questions* from Appendix J, *Week Two*, to each student.
 2. Select students (whose groups are not scheduled to meet) will sit in each group as a *group* evaluator. This student summarizes contributions from group members and makes suggestions for improvement next time. This student evaluator keeps track of helpful and unhelpful behavior as outlined in Appendix F. Have student evaluators make a simple chart to note helpful and unhelpful behavior. Student evaluators are not to talk until the very end of the discussion. They are merely observing and should sit outside of the group's circle until the end, during the group's evaluation. Please note that *all* group members are expected to participate in their own group's evaluation.
 3. Assign all students to read chapters six through eight: *Remarkable Incident of Dr. Lanyon*, *Incident at the Window*, and *The Last Night*, and to complete a discussion log according to Appendix B for chapters six through eight. Students should also complete *After Discussion Journal response* (item five) from this week's discussion. Collect logs a day or two prior to lesson five.
- E. *Assessment/Evaluation*
1. Appendix G: Evaluation of Discussion
 2. Discussion logs for weeks one (item five) and for week two (Appendix K)
 3. Appendix N: Book Test

Lesson Five: Literature Circles – Week Three (one fifty-five minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration.
 - b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening...
 - c. Students...[u]nderstand a variety of materials.
 - d. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources.
 - e. Students...recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Dr. Jekyll and Mr. Hyde* (p. 160)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 3. Skill Objective(s)
 - a. Evaluate strengths and identify areas for improvement in [self and in] peer performance.
 - b. Recognize an author's point of view and purpose.
 - c. Develop ideas and content with significant details, examples, and/or reasons.
 - d. Write in a variety of genres such as personal narratives ... to persuade, and to inform.
 - e. Use reading, writing, speaking, listening ... to solve problems and answer questions.

- f. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- B. *Materials*
1. *The Strange Case of Dr. Jekyll and Mr. Hyde* (one copy per student)
 2. Appendix A: Sample Schedule (one copy per student)
 3. Appendix D: Guidelines for Literature Circle Discussions (one copy per student discussing)
 4. Appendix E: Prompts to help your LC Move Along (one copy per student discussing)
 5. Appendix F: Basic Structure of Your Literature Circle Discussion (one copy per student)
 6. Appendix J: Teacher Guiding Questions
 7. Appendix G: Evaluation of Discussion (one copy per student discussing)
 8. Appendix K: Evaluation of Discussion Log (one copy per student discussing)
- C. *Key Vocabulary*
1. Determined by students in LC groups (see Appendix B, item three)
- D. *Procedures/Activities*
1. Students meet in literature circles according to schedule. (See Appendix A.) Instruct them to follow the steps outlined in Appendix F to help them guide their discussion. Also give copies of *Teacher Guiding Questions* from Appendix J, *Week Three*, to each student.
 2. Select students (whose groups are not scheduled to meet) will sit in each group as a *group* evaluator. This student summarizes contributions from group members and makes suggestions for improvement next time. This student evaluator keeps track of helpful and unhelpful behavior as outlined in Appendix F. Have student evaluators make a simple chart to note helpful and unhelpful behavior. Student evaluators are not to talk until the very end of the discussion. They are merely observing and should sit outside of the group's circle until the end, during the group's evaluation. Please note that *all* group members are expected to participate in their own group's evaluation.
 3. Assign all students to read chapters nine and ten: *Dr. Lanyon's Narrative* and *Henry Jekyll's Full Statement of the Case*, and to complete a discussion log according to Appendix B for chapters six through eight. Students should also complete *After Discussion Journal response* (item five) from this week's discussion. Collect logs a day or two prior to lesson six.
- E. *Assessment/Evaluation*
1. Appendix G: Evaluation of Discussion
 2. Discussion logs for weeks one (item five) and for week two (Appendix K)
 3. Appendix N: Book Test

Lesson Six: Literature Circles – Week Four (one fifty-five minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration.
 - b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening...
 - c. Students...[u]nderstand a variety of materials.
 - d. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources.
 - e. Students...recognize literature as a record of human experience.

2. Lesson Content
 - a. *Dr. Jekyll and Mr. Hyde* (p. 160)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 3. Skill Objective(s)
 - a. Evaluate strengths and identify areas for improvement in [self and in] peer performance.
 - b. Recognize an author’s point of view and purpose.
 - c. Develop ideas and content with significant details, examples, and/or reasons.
 - d. Write in a variety of genres such as personal narratives ... to persuade, and to inform.
 - e. Use reading, writing, speaking, listening ... to solve problems and answer questions.
 - f. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- B. *Materials*
1. *The Strange Case of Dr. Jekyll and Mr. Hyde* (one copy per student)
 2. Appendix A: Sample Schedule (one copy per student)
 3. Appendix D: Guidelines for Literature Circle Discussions (one copy per student discussing)
 4. Appendix E: Prompts to help your LC Move Along (one copy per student discussing)
 5. Appendix F: Basic Structure of Your Literature Circle Discussion (one copy per student discussing)
 6. Appendix J: Teacher Guiding Questions
 7. Appendix G: Evaluation of Discussion (one copy per student discussing)
 8. Appendix K: Evaluation of Discussion Log (one copy per student discussing)
- C. *Key Vocabulary*
1. Determined by students in LC groups (see Appendix B, item three)
- D. *Procedures/Activities*
1. Students meet in literature circles according to schedule. (See Appendix A.) Instruct them to follow the steps outlined in Appendix F to help them guide their discussion. Also, give copies of *Teacher Guiding Questions* from Appendix J, *Week Four*, to each student.
 2. Select students (whose groups are not scheduled to meet) will sit in each group as a *group* evaluator. This student summarizes contributions from group members and makes suggestions for improvement next time. This student evaluator keeps track of helpful and unhelpful behavior as outlined in Appendix F. Have student evaluators make a simple chart to note helpful and unhelpful behavior. Student evaluators are not to talk until the very end of the discussion. They are merely observing and should sit outside of the group’s circle until the end, during the group’s evaluation. Please note that *all* group members are expected to participate in their own group’s evaluation.
 3. Assign *After Discussion Journal Response* (item five) from this week’s discussion.
- E. *Assessment/Evaluation*
1. Discussion log – *After Discussion Journal Response* - for week four (Appendix K)
 2. Appendix G: Evaluation of Discussion
 3. Appendix N: Book Test

Lesson Seven: Debriefing and Story Quilt (one thirty-minute session)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening...
 - b. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources.
 - c. Students...recognize literature as a record of human experience.
2. Lesson Content
 - a. *Dr. Jekyll and Mr. Hyde* (p. 160)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 - c. Speaking and Listening – Demonstrate an ability to use standard pronunciation when speaking to large groups. (p. 157)
3. Skill Objective(s)
 - a. Evaluate strengths and identify areas for improvement in [self and in] peer performance.
 - b. Recognize an author’s point of view and purpose.
 - c. Develop ideas and content with significant details, examples, and/or reasons.
 - d. Write in a variety of genres such as personal narratives ... to persuade, and to inform.
 - e. Plan, draft, revise, and edit for a legible final copy.
 - f. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

B. Materials

1. *The Strange Case of Dr. Jekyll and Mr. Hyde* (one copy per student)
2. Appendix L: Story Quilt (one copy per student)
3. Appendix M: Story Quilt Presentation Evaluation (one copy per student)
4. Appendix N: Book Test (one copy per student)
5. Appendix O: Book Test Answers
6. Appendix P: Test Essay Rubric

C. Key Vocabulary

1. Quilt – bed cover made with patches of material stitched together to form a pattern

D. Procedures/Activities

1. Hold a class discussion on what students thought of their literature circles. Did they like approaching literature in this way? What problems did they encounter? What would make future literature circles more effective? Use this feedback in organizing future literature circles.
2. Before class, measure the area in which you plan to display the final culminating project of this unit – a story quilt – to determine the size of each paper quilt square. Give each of your students a copy of Appendix L: Story Quilt. Read Appendix L together. Some possible book themes are: good and evil exist in the same person; everyone has somewhat of a split personality; no one can be all good; Victorian standards are too stressful; give evil an inch and it will take a mile; the upper class is full of hypocrisy; don’t mess with human nature – that’s God’s job. Set a deadline for this project. Also inform students that they will give a short oral presentation in which they describe their quilt piece and how it fulfills the requirements from Appendix L. Provide them with a copy of

Appendix F which outlines how they will be evaluated. Have students evaluate one another on their oral presentations. Average the average of student points awarded with your teacher points awarded for a final mark.

3. Also, set a date for the final book test. This test focuses on basic comprehension of the novel.

E. *Assessment/Evaluation*

1. Appendix L: Story Quilt
2. Appendix M: Story Quilt Presentation Evaluation
3. Appendix N: Book Test
4. Appendix O: Book Test Answers
5. Appendix P: Test Essay Rubric

VI. CULMINATING ACTIVITY

- A. Appendix L: Story Quilt
- B. Appendix M: Story Quilt Presentation Evaluation
- C. Appendix N: Book Test

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Sample Schedule
- B. Appendix B: Discussion Logs
- C. Appendix C: Teacher Notes on Chapter One
- D. Appendix D: Guidelines for Literature Circle Discussions
- E. Appendix E: Prompts to Help Your LC Move Along
- F. Appendix F: Basic Structure of Your Literature Circle Discussion
- G. Appendix G: Evaluation of Discussion
- H. Appendix H: Author Notes
- I. Appendix I: Historical Notes
- J. Appendix J: Teacher Guiding Questions
- K. Appendix K: Evaluation of Discussion Log
- L. Appendix L: Story Quilt
- M. Appendix M: Story Quilt Presentation Evaluation
- N. Appendix N: Book Test
- O. Appendix O: Book Test Answers
- P. Appendix P: Test Essay Rubric

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Appendix A Sample Schedule

Students are divided into five groups of five (A, B, C, D, E) that meet once a week for three weeks.

Week One

Reading Assignment: Read chapters one and two: *The Story of the Door*, and *Search for Mr. Hyde*.
Complete *Discussion Log* for week one. (See Appendix B)

Week Two

Reading Assignment: Read through chapters three through five: *Dr. Jekyll Was Quite at Ease*, *The Carew Murder Case*, and *The Incident of the Letter*.
Complete *Discussion Log* for week two.

Week Three

Reading Assignment: Read *Remarkable Incident of Dr. Lanyon*, *Incident at the Window*, and *The Last Night*.
Complete *Discussion Log* for week three.

Week Four

Reading Assignment: Read *Dr. Lanyon's Narrative* and *Henry Jekyll's Full Statement of the Case*.
Complete *Discussion Log* for week four.

October, 2003 Literature Circle Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 * <i>Discussion Logs</i> for all groups due	2	3 *Fishbowl Discussion
6 *A & B: <i>Discussion Logs</i> due	7 *A & B meet *C, D & E work independently	8 *C, D & E <i>Discussion Logs</i> due	9 *C, D & E meet *A & B work independently	10
13 *A, B & C <i>Discussion Logs</i> due	14 *A, B & C meet *D & E work independently	15 *D & E Discussion Logs due	16 *D & E meet *A, B & C work independently	17
20 *A & B <i>Discussion Logs</i> due	21 *A & B meet *C, D & E work independently	22 *C, D & E <i>Discussion Logs</i> due	23 *C, D & E meet *A & B work independently	24

Please remember that students who do not complete their discussion logs will not be allowed to participate in their group's discussion.

Appendix B Discussion Logs

Directions

1. **Read** the entire assigned selection before completing your log. Use sticky notes or jot down page numbers and sections to mark discussion points as you read.
2. Write a **summary** of the selection. Be sure to include each main event, but do not exceed a half of a page in length. It should be clear that you have read the entire selection. Clearly label this with the title **Summary**.
3. Choose **five (5) vocabulary words** which are puzzling to you. Write down these words and the page number on which you found each word. Then make a guess at what you think the word means given its context. Finally, look up the word and write down the definition that fits the way it is used in the novel. Clearly label this second entry for each assigned selection as **Vocabulary Words**. Set this section up as a chart. Column one will be **Word and Page Number**, column two will be **Guess**, and column three **Dictionary Definition**.
4. What were your predictions, questions, observations, and connections about the book? Write **one (1) question** that shows your understanding of the selection, and which may lead to follow-up questions. Good interpretive questions have more than one answer. Your question should focus on the text. Try to create questions that require your classmates to take a stand. Then answer your question in complete sentences. See our prompt list (Appendix E) if you're stuck! Label this as **Discussion Question**. Then choose two **(2) more responses; choose a prediction, observation, clarification, or a connection**. Label these **Prediction, Observation, Clarification or Connection**.

Prediction – what the character might do or how the plot might turn

Observation – details about the characters, setting and events that stand out to you; words, phrases or passages or the style in which the author writes that leave an impression on you

Clarification – a genuine question about a passage that confuses you

Connections – how a character might remind you of a friend, or how the story reminds you of a movie or another book you read

You will also be given a guiding question from your teacher in class before your discussion begins.

5. After your discussion, write on one question – either posed by the teacher or a classmate. Title this **After Discussion Journal Response**.

Your Discussion Log is due the day before your group is scheduled to discuss. If it is not complete, you will not be allowed to participate in your groups' discussion.

Appendix C Teacher Notes on Chapter One

- Think about the title and pictures on the cover of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Read the information on the book jacket. Give your class your first responses to the book. What do you already know about this story?
- **Vocabulary**
Ask students what they do when they come across words they do not know. Remind about context clues and that it is not necessary to define every word they do not know.
Countenance, page 1, paragraph 1 – face; look
Austere, page 1, paragraph 1 – strict
Use of word mortify, page 1, paragraph 1 – kill
Undemonstrative, page 1 – unemotional
Disdained, page 2, paragraph 2 – hated
Juggernaut, page 3 – idol of the Hindu god Krishna who was pulled around in a huge car; true believers are said to have thrown themselves under the wheels of the car to be crushed to death
Harpies, page 3 – greedy monsters in Greek legends with women’s heads and bodies of birds
Apocryphal, page 4, top – questionable
Pedantically, page 4, paragraph 9 – showing knowledge unnecessarily
- What’s your opinion of the pay off? (page three)
- Why does Enfield say, “Let us make a bargain never to refer to this again”? What do you think of this statement? What does it tell you about loyalties of the time?
- What is remarkable about the door? Why do you think RLS makes it dingy, etc?
- Suggest to students to visualize what they read. Instruct them to take a few moments while you are reading to picture the story in their mind. What does the walk that Utterson and Enfield take look like? Describe what you think Utterson and Enfield look like.

Note that page references are from the Dover Publications copy of this novel, ISBN: 0-486-26688-5.

Appendix D
Guidelines for Literature Circle Discussions

Guidelines for Literature Circle Discussions

- Be clear and focused on your purpose. In your literature circles, **your purpose will be to come to a clearer understanding of the text and to consider different viewpoints on the story.**
- **Listen** closely to **all** ideas. *All members should be considered equal. Of course, there will be individuals with more knowledge in certain areas than others, but no one person should be considered above the rest. Remember that sometimes answers to problems are found in unlikely places or people.*
- Be **courteous**.
- **Speak** so that all can hear.
- **Ask** probing questions. (“What words in the book made you think of your idea?” “Can you show me where in the book it says that?” “Do you think this could mean...?”)
- **Summarize** or paraphrase ideas.
- **Check** for agreement.
- Express **support** for one another (“That’s right.” “I never looked at it that way.”)
- **Build** on other’s ideas.
- Be **specific**. Use passages from the book to back up your ideas. Support your ideas with your own experiences. (“Here, let me read this paragraph. It’s an example of what I’m talking about” “I disagree with you because...” “I agree with you because...” “This reminds me so much of...”)
- When opinions differ, **remember that you are criticizing ideas** and not people. *No backstabbing other students outside of class for ideas they hold that you may not agree with.*

Primary Source: *Speaking and Listening: Instructional Philosophy and Teaching Strategies*. [On-line]. Available URL: <http://www.sasked.gov.sk.ca/docs/mla/speak.htm>, Date of Access: 7/19/02.

Appendix E
Prompts to Help Your LC Move Along

Prompts to Help Your LC Move Along

- Talk about **predictions**
 - “What do you think the characters will do?”
 - “How do you think the book will end?”

- Talk about **observations**
 - Look for something that stood out to you
 - Look for events or characters that were scary or ridiculous
 - “Does the author use any strong imagery in the story (similes, metaphors, etc.)? Give examples.
 - Describe your feelings about events and characters
 - Describe your favorite part.
 - “I love the part that says...”
 - “How did you feel when you were reading this part of the book?”
 - “Did anything surprise you in this section?”
 - “What was the most exciting, interesting, funny, or confusing part? Would someone like to read that paragraph aloud?”
 - Start with “I thought...”, “I wonder...”, “I felt...”, “What if...”
 - “How would another character react to that?”
 - “Why do you think the problem got solved in that way?”

- Talk about **clarifications**
 - “I was wondering if anyone knew...”
 - “I just don’t understand this...”
 - “I’m not sure I understand what you’re saying. Could you explain it a little more to me?”

- Talk about **connections**
 - “This reminds me so much of...”
 - “What kind of connections can you make between things that happened in the book and something in your own life?”

Appendix F
Basic Structure of Your Literature Circle Discussion

Basic Structure of Your Literature Circle Discussion

1. Ask someone to summarize the selection.
2. Have a different group member pick two of the vocabulary words they selected. Have them read the sentence or paragraph from which the word came. Ask the group to make a guess about the word using context clues. Have the person give the dictionary definition and discuss any connotations.
3. General Discussion. Have classmates read their questions for the group. Discuss members' predictions, observations, clarifications, and connections (see Appendix B). If your group gets stuck, refer to your list of prompts.

4. Group Evaluation. Think about the helpful behaviors:

- sharing ideas
- asking questions
- encouraging others/ responding to others
- listening well
- keeping on topic

Also consider the unhelpful behaviors:

- interrupting others
- not contributing to discussion
- not listening
- distracting others
- not coming prepared with the book

What did your group do well?

What improvements could be made next time?

5. Self Evaluation. Use Appendix G.

Appendix G
Evaluation of Discussion

Student Name _____

2 points	3 points	4 points	5 points
Rarely shares ideas	Shares ideas occasionally or when asked	Shares appropriately	Significantly contributes to the discussion
Talk is off-task and does not contribute to the group	Difficulty asking questions and responding to others	Generally helps keep the discussion going with questions and responses	Asks questions, responds to others; effectively helps keep the discussion going
Rarely listens or responds to group members	Sometimes listens and responds appropriately, occasionally asks questions or shares ideas	Listens and responds adequately - sometimes reads from journal or from text, listens actively, builds on comments from others, makes connection from book to own experiences, discusses author's style of writing and literary elements	Listens and responds thoughtfully - reads from journal or from text, listens actively, builds on comments from others, makes connections from book to own experiences, discusses author's style of writing and literary elements

Total: /15

Adapted From: Bonnie Campbell Hill, Katherine L. Schlick Noe, and Nancy J. Johnson. (2001)
Literature Circles Resource Guide. Norwood, Ma: Christopher-Gordon Publishers, Inc.

Appendix H Author Notes

Author Notes

- Robert Louis Stevenson (RLS) was born in 1850 in Edinburgh, Scotland and died in 1894 in Samoa where he is buried and lovingly referred to as *Tusitala* (the teller of tales). In addition, he lived in Europe, America and in other parts of the South Pacific.
- RLS was the only child from a wealthy family, his father being a famous engineer.
- RLS was ill as a child and spent a lot of time reading. He was fascinated by the story of the true character, Deacon Brodie. Brodie was a cabinetmaker by day and a thief at night. Even today Brodie's death is an unsolved mystery. Some speculate that he avoided his death at his own hanging by placing a metal ring in his throat. When his grave was exhumed it was found empty. Later, RLS wrote a play about Brodie. This "doubleness" is, of course, a theme of *Dr. Jekyll and Mr. Hyde* as well.
- RLS studied engineering and law in college but finally became an author – a wilder path in comparison to his father.
- In the book *Dr. Jekyll and Mr. Hyde*, Jekyll says that he is like the father and Hyde is like the son.
- RLS had a strict Christian and moral upbringing. The theme of good vs. evil was one that he was quite aware of even as a child.
- RLS was brought up in the wealthy part of Edinburgh. However, as a student he liked visiting the ghettos of Edinburgh and would even put on a false identity for his ventures into the ghettos. This dichotomy is much like differences between Jekyll and Hyde's worlds.
- The idea for *Dr. Jekyll and Mr. Hyde* came to RLS as a dream. He wrote the first version of the book in three days and then burned it due to criticism from his wife. He wrote the second version in three days as well. It became an overnight success and was published in 1886. The book was written when Stevenson lived in England.

Source: Stevenson, Robert Louis, *Dr. Jekyll and Mr. Hyde* adapted by Michael Lawrence. Great Britain: DK Publishing, 1997. 0-7894-2069-4, pages 60-61.

Appendix I, page one Historical Notes

Trivia Tidbits

- Stevenson intended Jekyll to be pronounced “Jeekyll” because “Hyde and Jeekyl” sounds like “hide and seek”.
- The play version of *Dr. Jekyll and Mr. Hyde* came out in London in 1888; this is the same time Jack the Ripper was committing horrible crimes in London. The story of *Dr. Jekyll and Mr. Hyde* became linked in the public’s mind due to this.
- Numerous movie versions of the story have been produced along with a Broadway musical.

Science and Fiction

- Charles Darwin’s theory of evolution came out in 1857. Interestingly, Hyde is described as “apelike” and as moving “like a monkey” in the novel.
- Sigmund Freud, the father of psychotherapy, lived at the same time *Dr. Jekyll and Mr. Hyde* was published. Freud named the conscious part of oneself the *ego*. He named the unconscious part of oneself the *id*. He also labeled the *superego* as society, ethics, and morals. Stevenson was on the cutting edge of science to be writing about division in the human mind.
- Drug use and abuse was increasing during Stevenson’s time. An example is that opium (a highly addictive drug) was frequently prescribed even to children to help them sleep! This parallels Jekyll’s growing addiction to his potion in the story.

Victorian London

- The rich people of London were those of high social status (e.g. doctors, lawyers, members of parliament) who lived like kings and queens with the finest of everything. They attended high-class balls, parties, and the theatre. Men normally worked and socialized with other men only. They employed lowly paid servants who cooked for them, cleaned, answered the door, and who would even help them dress in the formal attire of the rich. The butler was the head servant who had the most contact with the master. A wealthy woman, although there are none in the book, stayed at home and oversaw her children and the many servants and goings-on at her household. Women were not allowed to vote, and wealthy women did not go out of the home to work. The upper class in Victorian times was especially expected to behave virtuously. They, along with their homes, were expected to be proper and

Appendix I, page two

elegant at all times. The wealthy were looked up to and were expected to serve as caretakers of the less fortunate in society.

- Wealthy men often went to school together and established networks and friendships that lasted their lifetimes.
- Cavendish Square, the area in which Jekyll, Utterson and Lanyon live, was the wealthiest part of London. Only a few blocks away one would find ghettos such as Soho where Hyde kept his residence. People tended to keep to the main thoroughfares because a “wrong” turn could land you in the ghetto and exposed you to theft or worse.
- London was dreary at this time – foggy, dark, and poorly lit with gas lamps that were used to light the streets. The fog was also worse than it is today due to the coal fires used for heat. Crime was rife in London at the time of the book’s publication.

Sources:

Stevenson, Robert Louis, *The Strange Case of Dr. Jekyll and Mr. Hyde* adapted by Michael Lawrence. Great Britain: DK Publishing, 1997. 0-7894-2069-4.

Teixido, Oscar Sabata and Joan Pere Rosello Garcia, *How is Mr. Hyde characterized and what does he stand for?* Available URL: <http://www.geocities.com/joanpererosello/exp7.html>, Date of access: 4/24/2002.

Appendix J Teacher Guiding Questions

Week One (*Story of the Door* and *Search for Mr. Hyde*)

- What is strange about Dr. Jekyll's will? See *Search for Mr. Hyde*, first paragraph.
- When Mr. Hyde tells Utterson he has lied, p. 10, *Search for Mr. Hyde*, Utterson reminds him that is "...not fitting language." What does this tell you about the customs of Victorian London in the 1800's? How are customs different today? Would you like to live in such a setting? Do you prefer customs as they are today? Which do you think is better?

Week Two (*Dr. Jekyll was Quite at Ease*, *The Carew Murder Case*, and *Incident of the Letter*)

- How does the setting of Dr. Jekyll and Mr. Hyde suit the story? (Setting is the customs of the time as well as the physical setting.) Consider the customs and physicality of Victorian London in the 1800's, and consider Jekyll's home. See first paragraph of *Incident of the Letter* and *Search for Mr. Hyde*, p.10, "I will see, Mr. Utterson..." Also note Appendix I: Historical Notes.

Week Three (*Remarkable Incident of Dr. Lanyon*, *Incident at the Window*, and *The Last Night*)

- Do you think it is possible for a person to die of fright from other emotions such as heartache? See *Remarkable Incident of Dr. Lanyon*.
- Read the paragraph on the top of page 28, "...It was a wild, cold, unseasonable..." *The Last Night*. How does RLS use imagery in this paragraph to set the tone of the scene?
- Why do you think Utterson chose to wait before contacting the police? (*The Last Night*, p. 35.)

Week Four (*Dr. Lanyon's Narrative* and *Henry Jekyll's Full Statement of the Case*)

- What do you think is the theme of Dr. Jekyll and Mr. Hyde? (Theme is the overarching questions the author answers or expects the audience to answer; these are questions that deal with matters beyond the story. Theme is the author's point.)
- Who in the story are the ego, id, and superego? Give reasons for your answer. Refer to Appendix G: Historical Notes.
- Do you agree with Jekyll's statement, page 43, *Henry Jekyll's Full Statement of the Case*, "...man is not truly one, but truly two."
- In *Henry Jekyll's Full Statement of the Case*, p. 43, Jekyll explains that at a time in the experiment his conscience is clear of the crimes that Hyde commits. "It was Hyde, after all, and Hyde alone, that was guilty." Do you agree with this comment? Why? Why not?

Appendix K
Evaluation of Discussion Log

Evaluation of Discussion Log

Student Name _____

Week _____

2 points	3 points	4 points	5 points
Little writing	Some writing	Adequate writing (includes all points outlined in Appendix B)	Thorough writing with thoughtful reactions that include all points outlined in Appendix B
Does not give examples to support ideas	Occasionally includes examples to support opinions; however, examples are incomplete or unclear	Sufficient examples are given to support ideas	Clear and complete examples are given to support opinions
Lacks organization and neatness; many grammatical and spelling errors	Lacks organization and neatness; some grammatical and spelling errors	Mostly organized and neat with mostly correct spelling use of grammar	Well organized and neat with correct spelling and use of grammar

Total: /15

Adapted From: Bonnie Campbell Hill, Katherine L. Schlick Noe, and Nancy J. Johnson. (2001) *Literature Circles Resource Guide*. Norwood, Ma: Christopher-Gordon Publishers, Inc.

Appendix L Story Quilt

Create a paper quilt square featuring a theme from the novel.

1. Create a border of a repetitive pattern that represents an important theme of the book.
2. Choose a key quote that represents one of the book's themes; include this quote in your quilt square.
3. Write a paragraph that explains how your illustrations relate to your chosen theme. Include this paragraph in your quilt square.

Rubric

Student Name _____

10 points	15 points	20 points	25 points
<p><u>Writing</u> Paragraph does not give examples to support ideas; paragraph lacks organization and neatness; many grammatical and spelling errors</p>	<p>Paragraph includes examples to support opinions; however, examples are incomplete or unclear; paragraph lacks organization and neatness; some grammatical and spelling errors</p>	<p>Paragraph includes sufficient examples to support ideas; paragraph is mostly organized and neat with mostly correct use of spelling and grammar; key quote is included</p>	<p>Thoroughly written paragraph with clear and complete examples that explain how the paragraph relates to the book's theme; paragraph is well-organized and neat with correct spelling and use of grammar; key quote is included</p>
<p><u>Illustrations</u> Few pictures which are not relevant to the novel's theme; lacks creativity and neatness</p>	<p>Includes border or main illustrations; pictures are relevant to the theme; lacks creativity and neatness</p>	<p>Includes border with symbols and colors; includes main illustrations which are relevant to the theme; mostly neat; shows creativity</p>	<p>Includes border with symbols and colors; includes main illustrations which are relevant to the theme; neatly completed; show creativity</p>

Total: /50

Adapted From: Bonnie Campbell Hill, Katherine L. Schlick Noe, and Nancy J. Johnson. (2001) *Literature Circles Resource Guide*. Norwood, Ma: Christopher-Gordon Publishers, Inc.

Appendix M
Story Quilt Presentation Evaluation

Name of Presenter _____

- | | | | |
|---|---|---|---|
| 1. Spoke loudly and clearly enough to be heard | 1 | 2 | 3 |
| 2. Made good eye contact | 1 | 2 | 3 |
| 3. Showed the visual aid clearly | 1 | 2 | 3 |
| 4. Was prepared | 1 | 2 | 3 |
| 5. Content was complete; the speaker made sense | 1 | 2 | 3 |

I liked this presentation because ...

Total: /15

Name of Presenter _____

- | | | | |
|---|---|---|---|
| 1. Spoke loudly and clearly enough to be heard | 1 | 2 | 3 |
| 2. Made good eye contact | 1 | 2 | 3 |
| 3. Showed the visual aid clearly | 1 | 2 | 3 |
| 4. Was prepared | 1 | 2 | 3 |
| 5. Content was complete; the speaker made sense | 1 | 2 | 3 |

I liked this presentation because ...

Total: /15

Appendix N, page one
Book Test

The Strange Case of Dr. Jekyll and Mr. Hyde Book Test

/75

Name: _____

Multiple Choice (2 points each) *Please circle the letter of your response.*

1. What two characters begin the book with a stroll?
 - a. Dr. Jekyll and Mr. Hyde
 - b. Dr. Lanyon and Mr. Poole
 - c. Mr. Utterson and Mr. Enfield
 - d. Dr. Jekyll and Mr. Utterson

2. Where did Utterson meet with Jekyll after the murder in the book?
 - a. At a dinner party given by Mr. Utterson
 - b. At Dr. Jekyll's home
 - c. In Mr. Utterson's home
 - d. In Dr. Lanyon's home

3. Who did Hyde murder in the book?
 - a. Dr. Lanyon
 - b. Sir Danvers Carew
 - c. Mr. Poole
 - d. None of the above

4. When was the first time that Utterson heard the name of Mr. Hyde?
 - a. When Enfield tells the story of him trampling a girl
 - b. At a dinner party at Jekyll's house
 - c. In Jekyll's will
 - d. None of the above

5. What resolution does Mr. Hyde make to the family of the trampled child?
 - a. He is jailed for five years
 - b. He must pay regular sums to the family
 - c. He makes one lump sum payment
 - d. None of the above

Appendix N, page two

6. Who witnessed the murder of Sir Danvers Carew?
 - a. A maid
 - b. Mr. Guest
 - c. Mr. Utterson
 - d. Mr. Poole

7. What does Jekyll's original will (kept with Mr. Utterson) say?
 - a. Mr. Utterson inherits all of Dr. Jekyll's estate.
 - b. Mr. Hyde inherits all of Dr. Jekyll's estate.
 - c. Dr. Jekyll's estate is evenly divided between Hyde and Jekyll.
 - d. Dr. Jekyll's estate is given to charity.

8. When was the first time that Utterson first met Mr. Hyde?
 - a. At a dinner party at Dr. Jekyll's
 - b. In a street near the rear entrance of Jekyll's house, after stalking him
 - c. Years earlier, in school
 - d. At his apartment

9. Why are Jekyll and Lanyon no longer friends?
 - a. Jekyll insulted Lanyon's wife.
 - b. Lanyon insulted Jekyll's wife.
 - c. Jekyll disagreed with Lanyon's scientific method.
 - d. Lanyon disagreed with Jekyll's scientific method.

10. Who killed Sir Danvers Carew?
 - a. Mr. Hyde
 - b. Dr. Jekyll
 - c. Mr. Utterson
 - d. An unknown person

11. What instrument was used to kill Sir Danvers Carew?
 - a. A gun
 - b. A knife
 - c. A cane
 - d. A candlestick

Appendix N, page three

12. What does Utterson find strange about Jekyll's first will?
- Jekyll forgot to sign it.
 - It mysteriously includes the word "disappearance".
 - Jekyll wills all his money to Utterson in this first will.
 - It is not dated.
13. What city is the book set in?
- Dublin
 - London
 - Paris
 - New York
14. Who disappears after the murder of Sir Danvers Carew?
- Dr. Jekyll
 - Mr. Guest
 - Mr. Hyde
 - Dr. Lanyon
15. Who is Jekyll's butler?
- Mr. Guest
 - Mr. Enfield
 - Mr. Poole
 - Mr. Utterson
16. Who is Jekyll's lawyer?
- Mr. Guest
 - Mr. Enfield
 - Mr. Poole
 - Mr. Utterson
17. To whom does Jekyll reveal the truth initially?
- Mr. Poole
 - Mr. Utterson
 - Dr. Lanyon
 - Mr. Enfield

Appendix N, page four

18. When Hyde is desperate for things from inside the house, to whom does he send letters?
- Dr. Lanyon
 - Mr. Poole
 - Both a and b
 - Neither a nor b
19. How did Jekyll and Lanyon know each other?
- Childhood friends
 - They didn't know each other
 - They went to school together
 - They were neighbors
20. Who inherits Jekyll's estate in the final will?
- Mr. Hyde
 - Mr. Utterson
 - Mr. Poole
 - None of the above
21. Where was Jekyll when he first spontaneously turned into Hyde?
- In his library
 - In his laboratory
 - At the park
 - In his bed, where he wakes up as Hyde
22. What did the police find on Sir Danvers Carew?
- A purse
 - Gold
 - A letter addressed to Mr. Utterson
 - All of the above
23. What time of day does Hyde call on Lanyon?
- Noon
 - Midnight
 - 3 o'clock
 - 8 o'clock

Appendix N, page five

24. About how long after Utterson's initial conversation with Enfield about Hyde is Sir Carew murdered?
- 1 week
 - 1 month
 - 6 months
 - 1 year
25. Who identifies Carew's body?
- Mr. Utterson
 - Dr. Jekyll
 - Mr. Hyde
 - Mr. Poole

Multiple choice is adapted from: <http://www.gradesaver.com/cgi-svs/cgiwrap/readers/quiz.com>

Essay: Choose essay A, B or C. Use your book to include quotes. (25 points)

Point Distribution

Content – ideas directly relate to the question	10 points
Organization – essay has a clear introduction, body and conclusion	5 points
Quotes - three direct quotes from the novel are included	5 points
Mechanics – spelling, grammar, word usage	5 points

(You may write on more than one and earn up to 5 extra points per extra essay.)

A.

Discuss three of the possible themes of the book *The Strange Case of Dr. Jekyll and Mr. Hyde*. Explain why these are possible themes by giving examples from the story and other supporting details. (Suggestion: List your points in your topic sentence and have supporting details for each theme that you mention. Write a clear concluding sentence.)

B.

Describe the setting of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Discuss three ways in which the setting contributes to the theme of the story. (Suggestion: List your points in your topic sentence, and have supporting details for each aspect of the setting that you mention. Write a clear concluding sentence.)

C.

Who was Sigmund Freud and how does his theory of **ego**, **id**, and **superego** relate to RLS's book *The Strange Case of Dr. Jekyll and Mr. Hyde*. (Suggestion: Tell who Freud is and define the three terms in your introductory paragraph. Relate the terms to the novel in the body of your piece. Then write a clear conclusion.)

Appendix O Book Test Answers

Multiple Choice

1. c
2. b
3. b
4. a
5. c
6. a
7. b
8. b
9. d
10. a
11. c
12. b
13. b
14. c
15. c
16. d
17. c
18. c
19. c
20. b
21. d
22. c
23. b
24. d
25. a

Essays

Answers will vary. (See Appendix P below for essay rubric.)

Appendix P
Test Essays Rubric

Student Name _____

4 points	6 points	8 points	10 points
<u>Organization and Mechanics</u> Lacks organization and neatness; many grammatical and spelling errors	Lacks organization and neatness; some grammatical and spelling errors	Mostly organized and neat with correct spelling and use of grammar	Well-organized and neat with correct spelling and use of grammar
0 points	3 points	4 points	5 points
<u>Quotes</u> No direct quotes	One direct quote	Two direct quotes	Three direct quotes
5 points	10 points	13 points	15 points
<u>Content</u> Writing does not relate to the question; writing is unclear and incomplete	Writing relates to the question; however, it is unclear or incomplete	Writing relates to the question; writing is logical	Writing directly relates to the question; writing is thoughtful, logical, and convincing

Total: /25