

## Unit 3

# Strange Case of Dr. Jekyll and Mr. Hyde

*by Robert Louis Stevenson*

## Activity Book



Core Knowledge®

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*by Robert Louis Stevenson*

## Activity Book

GRADE 7

Core Knowledge Language Arts®



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## **Unit 3**

### **Novel**

#### ***Strange Case of Dr. Jekyll and Mr. Hyde***

*by Robert Louis Stevenson*

### **Activity Book**

This Activity Book contains activity pages that accompany the lessons from the Unit 3 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: \_\_\_\_\_

1.1

TAKE-HOME

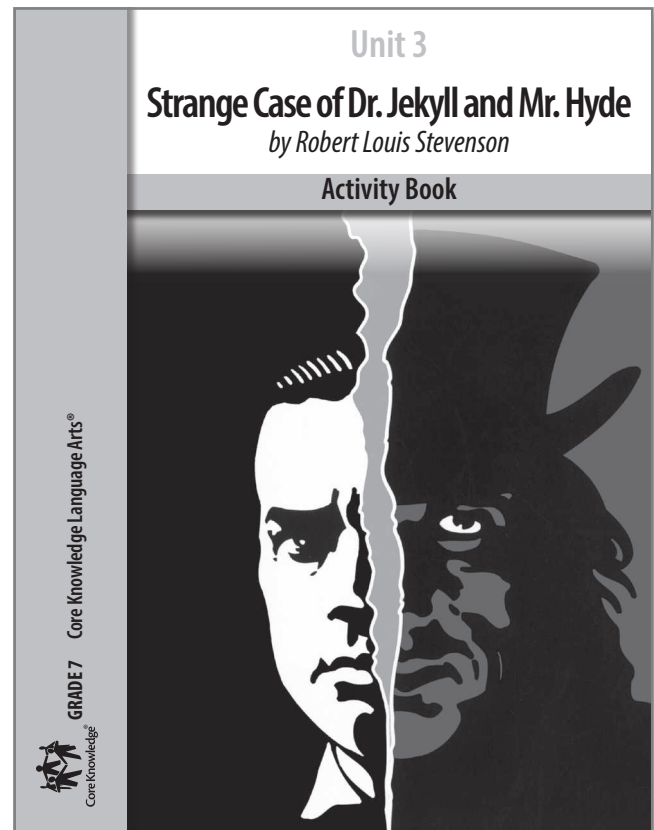
DATE: \_\_\_\_\_

## Letter to Family

### Unit 3

Our class will begin a unit in language arts in which students will read an abridged version of *Strange Case of Dr. Jekyll and Mr. Hyde*, a novel by 19th-century Scottish author Robert Louis Stevenson. *Strange Case of Dr. Jekyll and Mr. Hyde* was published in 1886 and is Stevenson's most famous work. Stevenson is also the author of the novels *Kidnapped* and *Treasure Island*, as well as a famous book of poetry, *A Child's Garden of Verses*.

In this unit, students will consider critically vital questions about social status, the limits of scientific exploration, and—most especially—the duality of human nature and the problem of good and evil. Students will also examine issues surrounding friendship and the responsibilities one has toward one's friends.



*Strange Case of Dr. Jekyll and Mr. Hyde* includes a number of potentially sensitive topics, such as drug addiction and physical violence. This includes scenes of murder and suicide. These topics are often emotionally charged and may be challenging to discuss with middle school students. Throughout this unit, students will be given opportunities and support to reflect on these challenging issues. If you wish, you are encouraged to ask your child to read with you and share what they learned in each day's class discussion.

If you have any questions or concerns, please do not hesitate to contact me.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for Chapter 1: “Story of the Door”

1. **high spirits, *n.*** a feeling of lively joy or pride (15)
2. **influence, *n.*** the power to affect people or events (17)
3. **encounter, *v.*** to meet; to come upon (**encountered**) (18)
4. **chance, *v.*** to do something by accident (**chanced**) (18)
5. **contrast, *n.*** the state of being very different from something else (18)
6. **thrust, *v.*** to push forcefully (19)
7. **bore, *v.*** displayed; showed (19)
8. **hellish, *adj.*** very horrible or unpleasant (21)
9. **balance, *n.*** the difference between an amount due and an amount paid (24)
10. **tut-tut, *excl.*** an expression used to express disapproval or annoyance (25)
11. **deformity, *n.*** the state of being misshapen or disfigured; it can refer to appearance or a moral weakness (27)
12. **extraordinary, *adj.*** highly unusual or remarkable (27)



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2.1

ACTIVITY PAGE

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## Vocabulary for Chapter 2: “Search for Mr. Hyde”

1. **sane, *adj.*** healthy in mind, not mentally ill (30)
2. **ignorance, *n.*** lack of knowledge (30)
3. **unscientific, *adj.*** not in agreement with, or outside of, science (34)
4. **coolly, *adv.*** calmly; in a self-controlled manner (40)
5. **conveniently, *adv.*** in a way that fits well with particular needs and plans (40)
6. **hesitate, *v.*** to pause before doing something, often out of concern or worry (41)
7. **hoarsely, *adv.*** in a deep or harsh-sounding voice (41)
8. **savage, *adj.*** wild and menacing (42)
9. **murderous, *adj.*** cruel or violent (42)
10. **boldness, *n.*** courage; confidence (42)
11. **resume, *v.*** to begin to do something again (**resumed**) (46)
12. **heavy heart, *n.*** a great deal of sadness (47)



Theme of Good and Evil in *Strange Case of Dr. Jekyll and Mr. Hyde*

*As you read, record details from the text that support the theme of good and evil. Continue to add details as you read the story. One example is filled in for you. You may continue to add examples on the back of this page.*

| Good and Evil in <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>                                                                                                 |                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Detail from story                                                                                                                                               | How it supports the theme                     |
| Round the corner from the side street, there was a square of ancient, handsome houses, now for the most part decayed from their high estate . . ."<br>(page 44) | That which was once good can stop being good. |
|                                                                                                                                                                 |                                               |
|                                                                                                                                                                 |                                               |
|                                                                                                                                                                 |                                               |
|                                                                                                                                                                 |                                               |
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### Vocabulary for Chapter 3: “Dr. Jekyll Was Quite at Ease” and Chapter 4: “The Carew Murder Case”

1. **inquire**, *v.* to ask for information (**inquiring**) (57)
2. **conceive**, *v.* to create or think of (**conceived**) (57)
3. **particularly**, *adv.* to a higher degree than is usual; especially; exceptionally (61)
4. **reflect**, *v.* to think deeply or carefully about (**reflected**) (61)
5. **luxury**, *n.* a condition of great comfort, ease, and wealth (65)
6. **impress**, *v.* to produce a vivid impression on (**impressed**) (66)



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## **“Dr. Jekyll Was Quite at Ease” and “The Carew Murder Case”**

*Answer the following questions in complete sentences.*

### **Chapter 3: “Dr. Jekyll Was Quite at Ease”**

1. What does Dr. Jekyll say about his falling out with Dr. Lanyon? Do we learn any new information?

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2. Do you think Dr. Jekyll is in trouble? Why or why not?

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## Chapter 4: “The Carew Murder Case”

1. Paraphrase the events in the first long paragraph of the chapter. How is the older gentleman described?

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2. How does the maid know Mr. Hyde? Compare her feelings toward him with those of other characters in previous chapters.

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3. In what way is Mr. Hyde depicted as animalistic in this passage? How do the events in this passage mirror previous events?

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NAME: \_\_\_\_\_

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4. How does Stevenson use language to convey the brutality of the older man's murder? Was the man robbed? How do you know?

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5. What is the name of the murder victim? How do you know he is a rather important man?

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6. In your opinion, how is the old woman who answers the door at Mr. Hyde's house similar to Mr. Hyde?

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7. How does the old woman react when she learns Mr. Hyde is being investigated by the police? Why do you think she reacts like this? What does her reaction say about Hyde?

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8. How are the rooms in Mr. Hyde's house described? How does this description compare with the description of his neighborhood? What does this tell you about Mr. Hyde?

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NAME: \_\_\_\_\_

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9. Why do you think Mr. Hyde has burned many of his papers? What might this foreshadow?

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10. Why is it so difficult for the police to find Mr. Hyde? What word does everyone keep using to describe him?

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NAME: \_\_\_\_\_

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## Vocabulary for Chapter 6: “Remarkable Incident of Dr. Lanyon” and Chapter 7: “Incident at the Window”

### Chapter 6: “Remarkable Incident of Dr. Lanyon”

1. **inseparable**, *adj.* unable to be separated (78)
2. **observe**, *v.* to remark or mention (**observed**) (79)
3. **considerable**, *adj.* large in number or amount (81)
4. **mad**, *adj.* mentally ill or insane (83)
5. **forbid**, *v.* to refuse to allow (84)

### Chapter 7: “Incident at the Window”

6. **premature**, *adj.* not yet ready; uncommonly early (86)
7. **twilight**, *n.* the time just after sunset but before full darkness (86)
8. **infinite**, *adj.* endless; having no limits (87)



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## Chapter 6: “Remarkable Incident of Dr. Lanyon” and Chapter 7: “Incident at the Window”

*Answer the following questions in complete sentences.*

1. How has Mr. Utterson changed since Sir Danvers’s death? How has Dr. Jekyll changed? How does Stevenson indicate that Dr. Jekyll may be trying to “make up” for Mr. Hyde’s behavior?

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2. What words does Stevenson use to describe Mr. Hyde in the first two paragraphs of this chapter? What words does he use to describe Dr. Jekyll? How do these characterizations fit into a major theme of the story?

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3. What has happened to Dr. Lanyon? How is he described? Does Stevenson give any hints about what caused his condition?

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4. How does Dr. Lanyon's comment to Mr. Utterson in the middle of page 81 refer to the story's theme?

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NAME: \_\_\_\_\_

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5. What does Dr. Jekyll say about himself in his letter to Mr. Utterson? Why does he characterize himself in this way?

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6. Why doesn't Mr. Utterson immediately open and read Dr. Lanyon's letter??

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7. How does the setting at the top of page 86 recall an earlier scene?

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8. How does returning Mr. Utterson and Mr. Enfield to this setting help advance the story's plot. How does it further connect Dr. Jekyll to Mr. Hyde? How does it create mystery and suspense?

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NAME: \_\_\_\_\_

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9. How does Dr. Jekyll respond when Mr. Utterson asks how he is? What can be inferred from this response?

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10. Why do you think Mr. Utterson whispers, “God forgive us,” after witnessing the incident at the window?

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NAME: \_\_\_\_\_

**3.3**

ACTIVITY PAGE

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## Summary Chart for Chapter 6: “Remarkable Incident of Dr. Lanyon” and Chapter 7: “Incident at the Window”

*Summarize plot events from the story using the summary chart.*

### **Somebody**

Who is the main character?

### **Wants**

What does the main character want?

### **But**

What is the problem?

### **So**

How does the character try to solve the problem?

### **Then**

How does the selection end?

**Summary**

Use the information you wrote in the chart to write a summary paragraph of the selection.

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## Vocabulary for Chapter 8: “The Last Night”

1. **protest**, *v.* to object; to disagree (101)
2. **spare**, *v.* to protect from harm (101)
3. **whip**, *v.* to move quickly or suddenly (**whipped**) (103)
4. **ay**, *excl.* yes (103)
5. **lurk**, *v.* to creep about in a secretive way (**lurking**) (103)
6. **weep**, *v.* to cry (**weeping**) (105)
7. **peer**, *v.* to look searchingly (**peered**) (106)
8. **countenance**, *n.* a person’s face or facial expression (109)
9. **enclosures**, *n.* documents contained in an envelope together with a letter (110)



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## Vocabulary for Chapter 9: “Dr. Lanyon’s Narrative”

1. **dishonorable**, *adj.* shameful; embarrassing (114)
2. **locksmith**, *n.* someone who makes or repairs locks (114)
3. **draw**, *v.* to pull (114)
4. **neglect**, *v.* to leave undone; to fail to do something (115)
5. **crouch**, *v.* to make oneself smaller by bending the legs and the back (**crouching**) (118)
6. **curiosity**, *n.* a strong desire to know or learn something (119)
7. **sob**, *n.* a loud, convulsive gasp (122)
8. **penitence**, *n.* the act of feeling sorrow or regret for having done something wrong (128)



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## Chapter 9: “Dr. Lanyon’s Narrative”

*Answer the following questions in complete sentences.*

1. From whose perspective is this chapter given? How do you know?

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2. How does Dr. Jekyll’s letter begin by alluding to an earlier scene in the story? What does this say about Dr. Jekyll? About Dr. Lanyon?

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3. Summarize the two actions Dr. Jekyll asks Dr. Lanyon to take.

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4. Find evidence in the letter that suggests Dr. Jekyll is attempting to manipulate Dr. Lanyon's feelings.

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5. What can be inferred from the contents of the drawer Dr. Lanyon brought back to his home?

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**continued on the next page**

NAME: \_\_\_\_\_

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6. What further evidence does Dr. Lanyon give that he does not respect Dr. Jekyll's experiments? Why does Dr. Lanyon load "an old revolver"?

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7. How does Dr. Lanyon initially describe the man who knocks on his door at midnight? What words suggest this is probably Mr. Hyde?

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8. How does Dr. Lanyon's description of the visitor compare with other descriptions of Mr. Hyde?

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9. Find language suggesting that Dr. Lanyon considers the visitor to be something less than human.

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NAME: \_\_\_\_\_

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10. Find evidence that the visitor makes Dr. Lanyon's blood run cold. Where have we seen this kind of language earlier in the story?

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11. What is unusual about the way Stevenson describes the visitor's smile at the top of page 122?

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12. Evaluate the visitor's challenge to Lanyon on page 123. How would you describe his attitude toward Lanyon?

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13. Why do you think Dr. Jekyll wants to reveal his transformation to Dr. Lanyon?

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14. What happens when Mr. Hyde drinks the potion he has concocted?

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15. Why does Dr. Lanyon scream, “O God,” over and over? What does Dr. Lanyon mean by saying his life “is shaken to its roots”?

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16. How do Dr. Lanyon's observations at the end of the chapter fit in with the themes of good and evil and the duality of human nature?

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## Vocabulary for Chapter 10: “Henry Jekyll’s Full Statement of the Case”

1. **determination, *n.*** firmness of purpose (150)
2. **conscience, *n.*** an inner feeling acting as a guide on what is right or wrong (150)
3. **temptation, *n.*** the desire to have or do something that should be avoided (151)
4. **reinforce, *v.*** to make stronger (**reinforced**) (154)
5. **persuade, *v.*** to cause someone to believe something, especially after a long effort; to convince (**persuaded**) (158)
6. **compose, *v.*** to write; to put something together (**composed**) (159)
7. **consciousness, *n.*** a state of being awake and alert (162)
8. **calamity, *n.*** an event that causes great harm (164)
9. **sever, *v.*** to cut off from the whole (**severed**) (164)
10. **ransack, *v.*** to search a place to find something, usually in a way that causes damage (**ransacked**) (165)



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**Morphology: Greek and Latin Roots *audio, auto, demos, manus, morphe, pedis, and sentio***

*Complete each sentence with a word from the list. Use each word only once.*

audibly                  autoimmune          democratic          manual  
metamorphosis      pedestrian          consent              resentment  
audiobook              automatic              morphology          manufacture

1. If I make something by hand, then I \_\_\_\_\_ it.
2. I like to listen to a good \_\_\_\_\_ while taking a long drive.
3. An \_\_\_\_\_ disorder results when the body's defense system begins to attack the body itself.
4. The United States and Canada both have a \_\_\_\_\_ form of government.
5. Maybe you can figure out what's wrong with your bike if you look in the owner's \_\_\_\_\_.
6. In Franz Kafka's story, titled "The \_\_\_\_\_," a man wakes up to find he has turned into a bug.
7. Something in my laptop is \_\_\_\_\_ malfunctioning, and the sound is driving me crazy.
8. Whether in biology or language, \_\_\_\_\_ is the study of form or structure.

9. The safest place for a \_\_\_\_\_ to walk is on the sidewalk.
10. He's so negative that any question generates an \_\_\_\_\_ no.
11. I started out liking my exercise class, but the teacher's rudeness is beginning to make me feel some \_\_\_\_\_.
12. Before receiving medical services, a patient has to give \_\_\_\_\_.

## Argumentative Essay Outline

### 1. **Format:** Use the approved format.

#### a. **Introduction**

- i. Introduce your claim clearly. Your claim is your side of the argument.
- ii. Engage your readers. Make it interesting!
- iii. Acknowledge the opposing view.
- iv. Organize your reasons and evidence that support your claim.

#### b. **Supporting Body Paragraphs (at least three paragraphs)**

- i. Each paragraph should focus on one reason (or argument) that you believe demonstrates that your claim is correct. This is called defending the claim.
- ii. Support your claim with well-reasoned arguments. It has to make sense!
- iii. Include relevant facts, concrete details, and/or quotations from the text.
- iv. Demonstrate an understanding of the topic or text.

#### c. **Conclusion**

- i. Restate your claim.
- ii. Summarize the reasons that support your claim.

### 2. **Language**

- a. Use precise language and proper vocabulary.
- b. Use words, phrases, and clauses that make appropriate transitions between sentences and paragraphs.
  - i. Connect the reasons that support the claim:

|                      |               |
|----------------------|---------------|
| first, second, third | next          |
| another              | furthermore   |
| as well as           | in conclusion |

- |         |                |
|---------|----------------|
| also    | in addition    |
| finally | not to mention |
- ii. Show cause and effect:
- |           |             |
|-----------|-------------|
| because   | since       |
| so        | as a result |
| therefore | thus        |
- iii. Emphasize your claim and reasons:
- |            |              |
|------------|--------------|
| obviously  | clearly      |
| especially | particularly |
| for sure   | no doubt     |
- iv. Compare and contrast arguments:
- |                        |                   |
|------------------------|-------------------|
| similar to/the same as | not only/but also |
| just like              | as well as        |
| and                    | too               |
| however                | on the other hand |
| yet                    | still             |
| likewise               | similarly         |
- v. Show examples:
- |             |              |
|-------------|--------------|
| for example | including    |
| such as     | for instance |
- vi. State a conclusion:
- |                       |                    |
|-----------------------|--------------------|
| as can be seen        | given these points |
| overall               | to summarize       |
| all things considered | to sum up          |
| altogether            | all and all        |

## Writing Model: Argumentative Essay

### *The Tempest: Obedience and Disobedience*

In his play *The Tempest*, Shakespeare opens with a ship caught in a powerful storm. The survivors are shipwrecked on an island led by Prospero, former Duke of Milan and gifted magician. Some might say that Prospero is an all-powerful figure on the island. After all, because Prospero is so powerful, he can demand obedience from all his subjects. However, I would argue that Shakespeare uses the themes of obedience and disobedience to highlight that Prospero's power isn't as strong as it first appears to be.

Ariel is a spirit with great abilities who works for Prospero. "I prithee, / Remember I have done thee worthy service; / Told thee no lies, made thee no mistakings, served / Without or grudge or grumblings." Here, we learn that Ariel is not obedient to Prospero because he is all-powerful, but because they owe him something. Ariel is not afraid to ask him for their freedom. While Ariel has been obedient, Prospero now considers Ariel disobedient for asking for freedom.

Throughout the play, Caliban challenges Prospero's power and leadership. However, he quickly swears his allegiance to Stephano. "I'll swear upon that bottle to be thy true subject, for the liquor is not earthly." It is surprising that he disputes Prospero's rule but accepts Stephano after being offered just a drink. This demonstrates that Caliban does not respect Prospero's power. While Caliban continuously disobeys Prospero, this is a new level of disobedience. He is undermining Prospero's power and attempting to overthrow his leadership.

Even Prospero's own daughter Miranda disobeys him by falling in love with Ferdinand. "I do not know. / More that I may call men than you, good friend, / And my dear father; but I would not wish / Any companion in the world but you." Miranda doesn't realize that her disobedience was her father's plan all along, but she felt so strongly about Ferdinand that she was willing to go against what she thought were her father's wishes. While nervous, she was not controlled by her father's power.

With his position, title, and gift of magic, Prospero considers himself all-powerful. While he demands obedience from his subjects, they respond with various levels of disobedience. Their disobedience shows that they do not respect his power and are not afraid of Prospero. This contrast of obedience and disobedience shines light on the illusion (or delusion) of Prospero's power and rule over the island.



NAME: \_\_\_\_\_

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## Morphology: Word Roots

*Use word roots to match each word to its definition or synonym. Write the letter of the definition or synonym on the blank line after the word.*

- |                  |       |                                     |
|------------------|-------|-------------------------------------|
| 1. automaton     | _____ | A. to handle                        |
| 2. audiophile    | _____ | B. the story of oneself             |
| 3. demographic   | _____ | C. handwritten document             |
| 4. manipulate    | _____ | D. related to hearing               |
| 5. amorphous     | _____ | E. rabble-rouser                    |
| 6. pedestal      | _____ | F. self-activated robot             |
| 7. sentiment     | _____ | G. expression of feeling            |
| 8. auditory      | _____ | H. information about people         |
| 9. autobiography | _____ | I. base on which to stand something |
| 10. demagogue    | _____ | J. able to perceive or feel         |
| 11. manuscript   | _____ | K. sound recording lover            |
| 12. sentient     | _____ | L. shapeless                        |



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## Topic Menu: Argumentative Essay

Look at the topic menu options listed below. You may also include a topic of your own. Rank the topics according to your interest. One (1) is the topic you are most interested in pursuing.

\_\_\_\_\_ The struggle between good and evil really is the theme of *Strange Case of Dr. Jekyll and Mr. Hyde*.

\_\_\_\_\_ People are born with the will to do good, but the world turns them evil.

\_\_\_\_\_ Good and evil exist only as a result of human interaction.

\_\_\_\_\_ Dr. Jekyll's behavior is simply due to mental illness.

\_\_\_\_\_ The novel demonstrates that there is the potential for good and evil in every person.

\_\_\_\_\_ Scientific experimentation may lead to positive inventions that appear to improve life, but there are may be unintended results.

\_\_\_\_\_ People respond to differences in physical appearance in a negative way.

\_\_\_\_\_ Stevenson used the elements of weather, time of day, and setting to create the mood of *Strange Case of Dr. Jekyll and Mr. Hyde*.

\_\_\_\_\_ Stevenson used his novel as a way to comment on the nature of human personality.

\_\_\_\_\_ Other

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*Choose the topic you feel most strongly about. If you don't see a topic you like, you may come up with a claim of your own—just as long as you can support it with material from the text. Describe how you will approach your topic (on the lines below:)*

[illegible]

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## Grammar: Transitions

*Complete each sentence with the most logical transition word or phrase given.*

1. We discussed what we would like to do on our vacation, \_\_\_\_\_ and \_\_\_\_\_ an hour later we had decided that we would go camping. (and, but, because)
2. Some of us wanted to go to a national park, \_\_\_\_\_ most of us agreed it would be too far to drive. (and, but, so)
3. It was almost dark when we arrived at the campground, \_\_\_\_\_ we still had enough light to pitch our tents. (in addition, therefore, yet)
4. We decided to build a fire. \_\_\_\_\_, we located a firepit near our camp site. (Instead, First, However)
5. \_\_\_\_\_, we cleared away the ashes and put dry sticks into the pit. (Next, Therefore, As a result)
6. \_\_\_\_\_ we put some pine straw under the sticks and lit it with a match. (Consequently, Instead, Then)
7. \_\_\_\_\_ we had a nice fire going. (Before, Also, Soon)
8. Before we left, we made sure the fire was completely out, \_\_\_\_\_ we didn't want to start a forest fire. (although, as a result, because)
9. \_\_\_\_\_ going to sleep, we put all our food in a sealed cooler to avoid attracting bears. (Before, During, After)

10. Someone left the light on in the car. \_\_\_\_\_, in the morning the battery was dead. (However, Finally, As a result)
11. Luckily we found a park ranger, \_\_\_\_\_ she helped us jump start the car. (but, and, therefore)
12. Maybe next year we should do something other than camping; \_\_\_\_\_, maybe we should go to the beach. (however, therefore, instead)

NAME: \_\_\_\_\_

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## Drafting an Argumentative Essay

*To build your argument, first write down your claim. Then fill in as many supporting details as necessary, being sure to include evidence from the text.*

1. One-sentence statement of my claim:

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2. Supporting text evidence and/or argument:

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3. Supporting text evidence and/or argument:

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4. Supporting text evidence and/or argument:

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5. Supporting text evidence and/or argument:

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6. Supporting text evidence and/or argument:

Conclusion: A restatement of the claim, a brief summary of the arguments for it, and the relevance of that claim for readers.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

DATE: \_\_\_\_\_

ACTIVITY PAGE

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Words

*The following is a list of spelling words. These words all contain one of the following Greek/Latin roots: audio, auto, demos, manus, morphe, pedis, and sentio.*

During Lesson 8, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- spell the words out loud
- write sentences using the words
- copy the words onto paper
- write the words in alphabetical order

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

- |                  |                 |
|------------------|-----------------|
| 1. audibly       | 7. autoimmune   |
| 2. democratic    | 8. manual       |
| 3. metamorphosis | 9. pedestrian   |
| 4. consent       | 10. resentment  |
| 5. audiobook     | 11. automatic   |
| 6. morphology    | 12. manufacture |

*The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.*

| Spelling word        | Definition                                            |
|----------------------|-------------------------------------------------------|
| <b>audibly</b>       | in a way that can be heard                            |
| <b>democratic</b>    | according to the will of the people                   |
| <b>metamorphosis</b> | a dramatic change in form                             |
| <b>consent</b>       | permission                                            |
| <b>audiobook</b>     | a sound recording of a book                           |
| <b>morphology</b>    | the study of how words are formed                     |
| <b>autoimmune</b>    | related to disease caused by the body's immune system |
| <b>manual</b>        | operated by hand                                      |
| <b>pedestrian</b>    | a person who is on foot                               |
| <b>automatic</b>     | happening by itself                                   |
| <b>manufacture</b>   | to make or build                                      |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Drafting an Argumentative Essay

*Write your first draft on the lines below. Remember that things need not fit neatly into the labeled sections and that what you write now will likely change as you tighten your argument in following drafts.*

### Claim

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### Supporting Arguments Including Reasoning and Evidence

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## Conclusion: Restatement of Claim and Why it is Relevant

Grade 7 | Core Knowledge Language Arts

NAME: \_\_\_\_\_

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## Grammar: Parallel Structure

*Complete each sentence using parallel structure.*

1. Keep your keys in your pocket, your money in your wallet, and your hat on your head

\_\_\_\_\_.

2. The food was prepared. The table was set. The \_\_\_\_\_

\_\_\_\_\_.

3. Your job is not only to sweep the stable but also \_\_\_\_\_

\_\_\_\_\_.

4. The dinosaur was both as large as a house and \_\_\_\_\_

\_\_\_\_\_.

5. I like to compete because I have the time, because I have the talent, and \_\_\_\_\_

\_\_\_\_\_.

6. Tell me what race you ran, what record you broke, and \_\_\_\_\_

\_\_\_\_\_.

Use parallel structure to clarify the meaning of the following sentences.

7. I had more interest in games than my best friend. \_\_\_\_\_

\_\_\_\_\_.

8. Why do you spend less time with your sister than Jake? \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Argumentative Essay Rubric

|                              | Exemplary                                                                                            | Strong                                                                                             | Developing                                                                                                   | Beginning                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Strength of Claim</b>     | Claim asserts a point that can be drawn from the text and states it clearly in a sentence or phrase. | Claim asserts a point that can be drawn from the text and eventually makes it clear to the reader. | Claim might apply to the text but is not specific to it; the claim becomes clear by the end of the piece.    | Claim is never clearly made and does not have a clear relationship to the text.                            |
| <b>Strength of Evidence</b>  | Evidence provided strongly supports the claim.                                                       | Most of the evidence provided supports the claim.                                                  | Some of the evidence provided supports the claim.                                                            | None of the evidence provided supports the claim.                                                          |
|                              | All evidence is relevant and drawn from the text or credible outside sources.                        | All evidence is drawn from the text or credible outside sources, but not all of it is relevant.    | Only some of the evidence is relevant, and not all of it is drawn from the text or credible outside sources. | Little of the evidence is relevant, and little or none is drawn from the text or credible outside sources. |
| <b>Strength of Reasoning</b> | Reasoning is clear and logical and uses strong evidence to support the claim.                        | Reasoning is logical and uses evidence to support the claim.                                       | Reasoning seems clear and logical but does not support the claim.                                            | Reasoning is either unclear or logically flawed and does not support the claim.                            |
|                              | Reasoning supports the claim clearly from beginning to end.                                          | Reasoning makes the claim with a few missteps or extra points and is clear at the end.             | Reasoning makes the claim but is not clearly or strongly summarized at the end.                              | Reasoning strays from the claim, seems to change course before the end, or simply isn't clear.             |

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Argumentative Essay Peer Review Checklist

*Complete this checklist as you read the draft of the argument written by a classmate.*

Author's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

\_\_\_\_\_ The writing supports a clear claim with well-reasoned argument and evidence.

\_\_\_\_\_ The writing presents relevant facts, concrete details, and quotations from the text.

\_\_\_\_\_ The writing includes appropriate transitions between sentences and paragraphs.

\_\_\_\_\_ The writing uses precise language and proper vocabulary to describe events.

\_\_\_\_\_ The argument uses language in a formal style.

\_\_\_\_\_ The conclusion conveys the relevance of the argument's claim

*Use the checklist above to help you complete the Peer Feedback on the back of this activity page.*

**Peer Feedback #1:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select and RESPOND with your feedback below.

**Writing Power:** What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

**Writing Inspiration:** What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

**Writing Innovation:** What part of the draft was most original? What made it so inventive? How can it be included in other writings?

**Feedback #1:**

**Peer Feedback #2:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select and RESPOND with your feedback below.

**Building Stamina:** What information was missing from the draft? Where would more details strengthen the writing?

**Building Technique:** What aspect of this draft needs reworking? How would this revision strengthen the draft?

**Building Clarity:** What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

**Feedback #2:**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Practice Spelling Words

*Each sentence below contains an underlined word that is the meaning of a word root. Use the underlined word as a clue to complete the sentence with a word from the list that contains the root. Use each word only once.*

|            |               |             |            |
|------------|---------------|-------------|------------|
| audibly    | consent       | manufacture | audiobook  |
| democratic | metamorphosis | autoimmune  | morphology |
| pedestrian | automatic     | manually    | resentment |

1. The snow silenced the footsteps of the passing \_\_\_\_\_.
2. My clock can be set by hand or automatically. I prefer to set it \_\_\_\_\_.
3. Karl's repeated rudeness to his teammates eventually led them to feel a strong \_\_\_\_\_ toward him.
4. The caterpillar completed an impressive \_\_\_\_\_ when it took the form of a large moth.
5. The musicians chatted \_\_\_\_\_, so their voices came through on the recording.
6. Tabitha felt she could trust Jesse, so she gave her \_\_\_\_\_ for him to borrow her favorite book.
7. I have the light in my room on an \_\_\_\_\_ timer, so it turns itself off every night at 10.
8. The people of the young nation decided to form a \_\_\_\_\_ government and follow a constitution.
9. When I listen to my \_\_\_\_\_ version of *Strange Case of Dr. Jekyll and Mr. Hyde*, I can hear the difference in the two personalities' voices.

10. My friend's \_\_\_\_\_ disorder caused her body to treat itself as an intruder.
11. The best way to make a good product is to \_\_\_\_\_ it by hand.
12. The study of the form of words is called \_\_\_\_\_.

NAME: \_\_\_\_\_

8.1

TAKE-HOME

DATE: \_\_\_\_\_

## Grammar: Transitions and Parallel Structure

*Join each pair of independent clauses with a transition word or phrase that fits logically.*

1. I was looking forward to attending the play at my school tonight, \_\_\_\_\_  
\_\_\_\_\_ unfortunately the performance was moved to next week.
2. \_\_\_\_\_ waiting for another whole week, I was finally going to get to go.
3. Students had put on six plays this year, \_\_\_\_\_ my favorite was *A Midsummer Night's Dream*.
4. To join the theater group, you must \_\_\_\_\_ write a letter of application explaining your qualifications.
5. If the committee thinks you are qualified, you must \_\_\_\_\_ audition before the entire group.
6. \_\_\_\_\_, if you pass the audition, you will receive a letter of acceptance.
7. Molly gave a stunning performance when she auditioned. \_\_\_\_\_  
\_\_\_\_\_, she received a very enthusiastic letter of acceptance.

Complete the sentences using parallel structure. Add punctuation where needed.

8. My three favorite things are a necklace that I got from my mother, \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

9. I want both to excel at sports and \_\_\_\_\_.

Correct each sentence using parallel structure.

10. My aunt loves me more than my dog Beowulf.  
(Compare the aunt's feelings for the speaker and the dog.)

\_\_\_\_\_

11. My aunt loves me more than my dog Beowulf.  
(Compare the aunt's and the dog's feelings for the speaker.)

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Argumentative Essay Editing Checklist

| Argumentative Essay Editing Checklist                                                                                                                                                                                                                                                                                    | After reviewing for each type of edit, place a check mark here. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                        |                                                                 |
| <ul style="list-style-type: none"> <li>I have properly used verb tenses.</li> </ul>                                                                                                                                                                                                                                      |                                                                 |
| <b>Format</b>                                                                                                                                                                                                                                                                                                            |                                                                 |
| <ul style="list-style-type: none"> <li>I have used a formal style suitable to a serious argument.</li> <li>I have developed an argument in paragraphs linked by transitions.</li> <li>I have included the proper heading, including my name, my teacher's name, the class title, and the date.</li> </ul>                |                                                                 |
| <b>Grammar</b>                                                                                                                                                                                                                                                                                                           |                                                                 |
| <ul style="list-style-type: none"> <li>I have used correct transitional words and phrases.</li> <li>I have used parallel language.</li> </ul>                                                                                                                                                                            |                                                                 |
| <b>Spelling</b>                                                                                                                                                                                                                                                                                                          |                                                                 |
| <ul style="list-style-type: none"> <li>I have correctly spelled words when using the roots <i>audio</i>, <i>auto</i>, <i>demos</i>, <i>manus</i>, <i>morphe</i>, <i>pedis</i>, and <i>sentio</i>.</li> <li>I have correctly spelled content-related words from <i>Strange Case of Dr. Jekyll and Mr. Hyde</i></li> </ul> |                                                                 |
| <b>Punctuation</b>                                                                                                                                                                                                                                                                                                       |                                                                 |
| <ul style="list-style-type: none"> <li>I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.</li> </ul>                                                                                                                                        |                                                                 |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

*Write your own sentence, using two spelling words.*

[illegible]

## Unit Assessment—*Strange Case of Dr. Jekyll and Mr. Hyde*

*Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

### From *The Haunted Hotel* by Wilkie Collins

1. In the year 1860, the reputation of Doctor Wybrow as a London physician reached its highest point. It was reported on good authority that he was in receipt of one of the largest incomes derived from the practice of medicine in modern times.
2. One afternoon, towards the close of the London season, the Doctor had just taken his luncheon after a specially hard morning's work in his consulting-room, and with a formidable list of visits to patients at their own houses to fill up the rest of his day—when the servant announced that a lady wished to speak to him.
3. “Who is she?” the Doctor asked. “A stranger?”
4. “Yes, sir.”
5. “I see no strangers out of consulting-hours. Tell her what the hours are, and send her away.”
6. “I have told her, sir.”
7. “Well?”
8. “And she won't go.”
9. “Won't go?” The Doctor smiled as he repeated the words. He was a humourist in his way; and there was an absurd side to the situation which rather amused him. “Has this obstinate lady given you her name?” he inquired.

10. “No, sir. She refused to give any name—she said she wouldn’t keep you five minutes, and the matter was too important to wait till to-morrow. There she is in the consulting-room; and how to get her out again is more than I know.”
11. “Is the carriage at the door?” he asked.
12. “Yes, sir.”
13. “Very well. Open the house-door for me without making any noise, and leave the lady in undisturbed possession of the consulting-room. When she gets tired of waiting, you know what to tell her. If she asks when I am expected to return, say that I dine at my club, and spend the evening at the theatre. Now then, softly, Thomas! If your shoes creak, I am a lost man.”
14. He noiselessly led the way into the hall, followed by the servant on tip-toe.
15. Did the lady in the consulting-room suspect him? Or did Thomas’s shoes creak, and was her sense of hearing unusually keen? Whatever the explanation may be, the event that actually happened was beyond all doubt. Exactly as Doctor Wybrow passed his consulting-room, the door opened—the lady appeared on the threshold—and laid her hand on his arm.
16. “I entreat you, sir, not to go away without letting me speak to you first.”
17. The accent was foreign; the tone was low and firm. Her fingers closed gently, and yet resolutely, on the Doctor’s arm.
18. Neither her language nor her action had the slightest effect in inclining him to grant her request. The influence that instantly stopped him, on the way to his carriage, was the silent influence of her face. The startling contrast between the corpse-like pallor of her complexion and the overpowering life and light, the glittering metallic brightness in her large black eyes, held him literally spell-bound. She was dressed in dark colours, with perfect taste; she was of middle height, and (apparently) of middle age—say a year or two over thirty. Her lower features—the nose, mouth, and chin—possessed the fineness and delicacy of form which is oftener seen among women of foreign races than among women of English birth. She was unquestionably a handsome person—with the one serious drawback of her ghastly complexion, and

with the less noticeable defect of a total want of tenderness in the expression of her eyes. Apart from his first emotion of surprise, the feeling she produced in the Doctor may be described as an overpowering feeling of professional curiosity. The case might prove to be something entirely new in his professional experience. “It looks like it,” he thought; “and it’s worth waiting for.”

## Questions

1. What is the setting of this passage?
  - A. a hotel in London
  - B. Doctor Wybrow’s home office
  - C. a theater in London
  - D. Doctor Wybrow’s dining club
  
2. Why doesn’t Doctor Wybrow want to see the lady who is waiting for him?  
Circle **two** answers.
  - A. He is on his way to dinner and then to the theater.
  - B. She refuses to identify herself to the doctor’s servant.
  - C. He is leaving to make house calls on his patients.
  - D. He does not see new patients outside of business hours.

*The following question has two parts. Answer **Part A**, and then answer **Part B**.*

3. Read paragraph 9 from the selection.

“Won’t go?” The Doctor smiled as he repeated the words. He was a humourist in his way; and there was an absurd side to the situation which rather amused him. “Has this obstinate lady given you her name?” he inquired.

**Part A:** Based on the passage, the doctor appears to find the situation a bit

- A. comical.
- B. frightening.
- C. boring.
- D. enraging.

**Part B:** What is the meaning of the word *obstinate* in this paragraph?

- A. beautiful
- B. friendly
- C. stubborn
- D. angry

*The following question has two parts. Answer **Part A**, and then answer **Part B**.*

4. **Part A:** Explain how the doctor intends to avoid the lady.

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**Part B:** What does the doctor mean when he says to Thomas, “If your shoes creak, I am a lost man!”

- A. The doctor will have to buy Thomas new shoes if the pair he is wearing creaks.
- B. If Thomas makes too much noise, the doctor will not be able to sneak away unnoticed.
- C. The doctor will lose social standing if people notice Thomas’s shoes are old and worn.
- D. If Thomas makes too much noise, the doctor’s patients will not be able to get the rest they need.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. Read paragraphs 16 and 17 from the selection.

“I entreat you, sir, not to go away without letting me speak to you first.”

The accent was foreign; the tone was low and firm. Her fingers closed gently, and yet resolutely, on the Doctor’s arm.

Which statement about the lady’s character is best supported by this passage?

- A. The lady is determined and single-minded.
- B. The lady is rude and ill-tempered.
- C. The lady is suspicious and disreputable.
- D. The lady is carefree and friendly.

6. Read these lines from paragraph 18.

Neither her language nor her action had the slightest effect in inclining him to grant her request. The influence that instantly stopped him, on the way to his carriage, was the silent influence of her face. The startling contrast between the corpse-like pallor of her complexion and the overpowering life and light, the glittering metallic brightness in her large black eyes, held him literally spell-bound.

What contrast does the doctor note about the lady’s appearance?

- A. He sees indications of both joy and sadness.
  - B. He sees glimmers of both life and death.
  - C. He sees evidence of both good and evil.
  - D. He sees proof of both poverty and wealth.
7. From what point of view is this excerpt given?
- A. first-person present tense
  - B. first-person past tense
  - C. third-person limited
  - D. third-person omniscient



**From *The Sign of the Four*  
by Arthur Conan Doyle**

1. I picked up my hat and my heaviest stick, but I observed that Holmes took his revolver from his drawer and slipped it into his pocket. It was clear that he thought that our night's work might be a serious one.
2. Miss Morstan was muffled in a dark cloak, and her sensitive face was composed, but pale. She must have been more than woman if she did not feel some uneasiness at the strange enterprise upon which we were embarking, yet her self-control was perfect, and she readily answered the few additional questions which Sherlock Holmes put to her.
3. "Major Sholto was a very particular friend of papa's," she said. "His letters were full of allusions to the major. He and papa were in command of the troops at the Andaman Islands, so they were thrown a great deal together. By the way, a curious paper was found in papa's desk which no one could understand. I don't suppose that it is of the slightest importance, but I thought you might care to see it, so I brought it with me. It is here."
4. Holmes unfolded the paper carefully and smoothed it out upon his knee. He then very methodically examined it all over with his double lens.
5. "It is paper of native Indian manufacture," he remarked. "It has at some time been pinned to a board. The diagram upon it appears to be a plan of part of a large building with numerous halls, corridors, and passages. At one point is a small cross done in red ink, and above it is '3.37 from left,' in faded pencil-writing. In the left-hand corner is a curious hieroglyphic like four crosses in a line with their arms touching. Beside it is written, in very rough and coarse characters, 'The sign of the four,—Jonathan Small, Mahomet Singh, Abdullah Khan, Dost Akbar.' No, I confess that I do not see how this bears upon the matter. Yet it is evidently a document of importance. It has been kept carefully in a pocket-book; for the one side is as clean as the other."
6. "It was in his pocket-book that we found it."

7. “Preserve it carefully, then, Miss Morstan, for it may prove to be of use to us. I begin to suspect that this matter may turn out to be much deeper and more subtle than I at first supposed. I must reconsider my ideas.” He leaned back in the cab, and I could see by his drawn brow and his vacant eye that he was thinking intently. Miss Morstan and I chatted in an undertone about our present expedition and its possible outcome, but our companion maintained his impenetrable reserve until the end of our journey.
8. It was a September evening, and not yet seven o’clock, but the day had been a dreary one, and a dense drizzly fog lay low upon the great city. Mud-coloured clouds drooped sadly over the muddy streets. Down the Strand the lamps were but misty splotches of diffused light which threw a feeble circular glimmer upon the slimy pavement. The yellow glare from the shop-windows streamed out into the steamy, vaporous air, and threw a murky, shifting radiance across the crowded thoroughfare. There was, to my mind, something eerie and ghost-like in the endless procession of faces which flitted across these narrow bars of light,—sad faces and glad, haggard and merry. Like all human kind, they flitted from the gloom into the light, and so back into the gloom once more. I am not subject to impressions, but the dull, heavy evening, with the strange business upon which we were engaged, combined to make me nervous and depressed. I could see from Miss Morstan’s manner that she was suffering from the same feeling. Holmes alone could rise superior to petty influences. He held his open note-book upon his knee, and from time to time he jotted down figures and memoranda in the light of his pocket-lantern.
9. At the Lyceum Theatre the crowds were already thick at the side-entrances. In front a continuous stream of hansoms and four-wheelers were rattling up, discharging their cargoes of shirt-fronted men and beshawled, bediamonded women. We had hardly reached the third pillar, which was our rendezvous, before a small, dark, brisk man in the dress of a coachman accosted us.
10. “Are you the parties who come with Miss Morstan?” he asked.
11. “I am Miss Morstan, and these two gentlemen are my friends,” said she.
12. He bent a pair of wonderfully penetrating and questioning eyes upon us. “You will excuse me, miss,” he said with a certain dogged manner, “but I was to ask you to give me your word that neither of your companions is a police-officer.”
13. “I give you my word on that,” she answered.

## Questions

8. From what point of view is this passage given?

- A. first-person past tense
- B. third-person past tense
- C. first-person present tense
- D. third-person present tense

*The following question has two parts. Answer **Part A**, and then answer **Part B**.*

9. Read paragraph 2 from the selection.

Miss Morstan was muffled in a dark cloak, and her sensitive face was composed , but pale. She must have been more than woman if she did not feel some uneasiness at the strange enterprise upon which we were embarking, yet her self-control was perfect, and she readily answered the few additional questions which Sherlock Holmes put to her.

**Part A:** Underline words in this passage that indicate Miss Morstan is frightened. Circle words that indicate she is trying hard to remain calm.

**Part B:** Based on this passage, what is the best description of Miss Morstan?

- A. angry and disturbed
- B. relaxed and amusing
- C. quiet and cooperative
- D. shy and awkward

*The following question has two parts. Answer **Part A**, and then answer **Part B**.*

10. **Part A:** What was the occupation of Miss Morstan's father?

- A. soldier
- B. architect
- C. teacher
- D. physician

**Part B:** Read paragraph 3, and underline the text that gives you the answer.

“Major Sholto was a very particular friend of papa’s,” she said. “His letters were full of allusions to the major. He and papa were in command of the troops at the Andaman Islands, so they were thrown a great deal together. By the way, a curious paper was found in papa’s desk which no one could understand. I don’t suppose that it is of the slightest importance, but I thought you might care to see it, so I brought it with me. It is here.”

11. What clues does the author give to suggest that Holmes is thorough, intelligent, and observant?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*The following question has two parts. Answer **Part A**, and then answer **Part B**.*

12. Read these lines from paragraph 8.

It was a September evening, and not yet seven o'clock, but the day had been a dreary one, and a dense drizzly fog lay low upon the great city. Mud-coloured clouds drooped sadly over the muddy streets. Down the Strand the lamps were but misty splotches of diffused light which threw a feeble circular glimmer upon the slimy pavement. The yellow glare from the shop-windows streamed out into the steamy, vaporous air, and threw a murky, shifting radiance across the crowded thoroughfare. There was, to my mind, something eerie and ghost-like in the endless procession of faces which flitted across these narrow bars of light,—sad faces and glad, haggard and merry. Like all human kind, they flitted from the gloom into the light, and so back into the gloom once more. I am not subject to impressions, but the dull, heavy evening, with the strange business upon which we were engaged, combined to make me nervous and depressed. I could see from Miss Morstan's manner that she was suffering from the same feeling. Holmes alone could rise superior to petty influences. He held his open note-book upon his knee, and from time to time he jotted down figures and memoranda in the light of his pocket-lantern.

**Part A:** What mood does the descriptive language in this setting convey? How does it help you understand the narrator's feelings?

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**Part B:** What does this setting reveal about Holmes's character?

- A. He is sad and depressed.
- B. He is not an especially anxious person.
- C. He is dull and boring.
- D. He is easily roused to anger.

13. Which sentence in paragraph 8 contains an example of personification?

- A. "Mud-coloured clouds drooped sadly over the muddy streets."
- B. "There was, to my mind, something eerie and ghost-like in the endless procession of faces which flitted across these narrow bars of light."
- C. "Like all human kind, they flitted from the gloom into the light, and so back into the gloom once more."
- D. "He held his open note-book upon his knee, and from time to time he jotted down figures and memoranda in the light of his pocket-lantern."

14. What clues does the author give that suggest the man who meets Miss Morstan and her companions at the Lyceum Theatre might be in some sort of trouble?

- A. He seems not to recognize the narrator.
- B. He is a small man with a brisk manner.
- C. He is dressed as a coachman.
- D. He asks if her companions are police officers.

|                                                                |
|----------------------------------------------------------------|
| <i>Reading Comprehension Score:</i> _____ <i>of 14 points.</i> |
|----------------------------------------------------------------|

DATE: \_\_\_\_\_

## ASSESSMENT

[illegible]

Writing Prompt Score: \_\_\_\_\_ of 4 points.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**9.1**  
CONTINUED

ASSESSMENT

## Grammar

*Fill in the blanks with a logical transition word or phrase from the list below. Use each word or phrase only once.*

because      consequently      then      after  
but      and      furthermore      however

1. It's best to put on your pants and \_\_\_\_\_ your shoes, not the other way around.
2. We were going to take a walk in the forest preserve, \_\_\_\_\_ we learned that the preserve was closed for the day.
3. It was a perfect day: the sun was shining, \_\_\_\_\_ a warm, gentle breeze was blowing.
4. We couldn't see the path \_\_\_\_\_ it was such a dark night.
5. The moon had not risen. \_\_\_\_\_, a thick cover of clouds blotted out the light from the stars.
6. \_\_\_\_\_ the moon rose, the path was a little easier to see.
7. We were hopelessly lost. \_\_\_\_\_, the leader of the expedition insisted we keep going.
8. We arrived back home completely exhausted. \_\_\_\_\_, we went straight to bed.

*Rewrite each sentence on the line below it, correcting the mistake in parallel structure.*

9. You can either go for a sleigh ride with your friend Peter or to take your dog Chip for a walk.

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10. If you go for a sleigh ride, be sure to wear your hat, your gloves, and take your scarf.

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11. You do fun things with Peter less frequently than his sister.

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12. As president, your job is not only to make executive decisions but also maintaining democratic principles.

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|                                           |
|-------------------------------------------|
| <i>Grammar Score: _____ of 00 points.</i> |
|-------------------------------------------|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Morphology

*Use your knowledge of word roots to match each word with its definition. Write the letter of the definition after the word*

- |                 |       |                                             |
|-----------------|-------|---------------------------------------------|
| 1. auditory     | _____ | A. without form                             |
| 2. autodidact   | _____ | B. a feeling something is going to happen   |
| 3. democratize  | _____ | C. person who travels on foot selling wares |
| 4. manacle      | _____ | D. someone who is self-taught               |
| 5. amorphous    | _____ | E. having to do with hearing                |
| 6. peddler      | _____ | F. to follow the will of the people         |
| 7. presentiment | _____ | G. a device for confining the hands         |

*Match each numbered word to a related word with the same root. Write the letter of the related word after the numbered word.*

- |                  |       |                |
|------------------|-------|----------------|
| 8. auditory      | _____ | H. bipedal     |
| 9. autodidact    | _____ | I. assent      |
| 10. democratize  | _____ | J. manage      |
| 11. manacle      | _____ | K. metamorphic |
| 12. amorphous    | _____ | L. audiometer  |
| 13. peddler      | _____ | M. autonomy    |
| 14. presentiment | _____ | N. demography  |

|                                                             |
|-------------------------------------------------------------|
| <i>Morphology Score: _____ of 15 points.</i>                |
| <i>Total Score for Unit Assessment: _____ of 45 points.</i> |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit Feedback Survey

### Unit 1: *Strange Case of Dr. Jekyll and Mr. Hyde*

*Please use a scale of 1–5, with 1 being “Not at All,” 3 being “OK,” and 5 being “Very Much.” Circle the number that best describes your opinion. Then answer the remaining questions.*

How much did you like reading the novel *Strange Case of Dr. Jekyll and Mr. Hyde*?

1

2

3

4

5

What, if anything, did you like about the novel?

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What, if anything, did you not like about the novel?

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Were you able to read and understand most of the novel on your own, or did you have difficulty?

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Would you recommend this novel to your friends or other students?      YES      NO

In your opinion, how well did your teacher teach this unit?

1

2

3

4

5

What kinds of activities did you like best?

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What kind of activities did you like least?

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What could your teacher have done differently in teaching the unit to improve your experience with this unit?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Mid-Unit Comprehension Check—*Strange Case of Dr. Jekyll and Mr. Hyde*

*Match the character with the correct description.*

- |                               |                                                           |
|-------------------------------|-----------------------------------------------------------|
| ____ 1. Dr. Henry Jekyll      | a. an older gentleman and member of Parliament            |
| ____ 2. Gabriel John Utterson | b. a wealthy doctor and experimental scientist            |
| ____ 3. Edward Hyde           | c. a servant in Jekyll's household                        |
| ____ 4. Poole                 | d. a respectable doctor skeptical of experimental science |
| ____ 5. Sir Danvers Carew     | e. a mysterious, violent stranger                         |
| ____ 6. Dr. Hastie Lanyon     | f. a well-known "man about town"                          |
| ____ 7. Richard Enfield       | g. a lawyer and close friend of Jekyll                    |

*Answer the following questions about Strange Case of Dr. Jekyll and Mr. Hyde.*

8. What is the narrative point of view throughout most of the story?
- A. limited third-person point of view from Mr. Utterson's perspective
  - B. omniscient third-person point of view
  - C. limited third-person point of view from Dr. Jekyll's perspective
  - D. omniscient first-person point of view from Mr. Hyde's perspective

9. Describe the emotions Mr. Hyde elicits in Enfield and the onlookers in Chapter 1.

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10. Why is Mr. Utterson troubled by Dr. Jekyll's will?

- A. The will does not leave any gifts to Utterson, Poole, or any of Jekyll's long-time friends or servants.
- B. The will gives Utterson full responsibility for determining what should happen to Jekyll's possessions upon his death.
- C. The will contains detailed descriptions of the experiments Jekyll has been conducting, which Utterson finds immoral.
- D. The will states that in the event of Jekyll's death or disappearance, Hyde is to inherit almost all of his estate.

*Read the following excerpt from page 47 of Strange Case of Dr. Jekyll and Mr. Hyde, and answer the questions that follow:*

"Poor Harry Jekyll," he thought, "I fear he is in deep waters! He was wild when he was young; a long while ago to be sure; but in the law of God there is no statute of limitations. Ay, it must be the ghost of some old sin, the cancer of some concealed disgrace, with punishment coming years after the fault."

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11. To which theme of *Strange Case of Dr. Jekyll and Mr. Hyde* is this passage most closely connected?
- A. There are no coincidences; some things are meant to be.
  - B. Social status should depend mainly on behavior, not wealth.
  - C. Human nature is dualistic; both good and evil can be present together.
  - D. It is important to accept people as they are.
12. Based on the passage, what does Utterson conclude is going on between Jekyll and Hyde?
- A. Jekyll is a criminal and is using Hyde to commit crimes throughout the city of London.
  - B. Hyde is holding Jekyll hostage and is threatening to kill him if he refuses to sign his will.
  - C. Jekyll is using Hyde in one of his experiments, and Hyde is becoming angry about it.
  - D. Hyde is blackmailing Jekyll by threatening to expose something terrible Jekyll did in his youth.
13. After a dinner party, Utterson remains behind to talk with Jekyll about his will. What is Jekyll's attitude toward Lanyon during this conversation? How does Jekyll react when Utterson brings up Hyde? What do these reactions reveal about Jekyll?

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14. How does Utterson feel after his talk with Jekyll following the dinner party?
- A. He remains worried about his friend and his association with Hyde.
  - B. He is relieved that Jekyll has the situation with Hyde under control.
  - C. He is angry that Jekyll thinks so little of their mutual friend, Dr. Lanyon.
  - D. He is sorry for prying into his friend's private affairs.

*Read the following excerpt from pages 61–62 of Strange Case of Dr. Jekyll and Mr. Hyde, and answer the questions that follow:*

It was by this time about nine in the morning, and the first fog of the season. A great chocolate-colored pall lowered over heaven. As the cab crawled from street to street, Mr. Utterson beheld a marvelous number of degrees and hues of twilight; for here it would be dark like the backend of evening; and there would be a glow of a rich, lurid brown, like the light of some strange conflagration; and here, for a moment, the fog would be quite broken up, and a haggard shaft of daylight would glance in between the swirling wreaths. The dismal section of Soho, with its muddy ways and shabby people, and its lamps kindled to combat this mournful reinvasion of darkness, seemed, in the lawyer's eyes, like part of some city in a nightmare. The thoughts of his mind, besides, were of the gloomiest dye; and when he glanced at the companion of his drive, he was conscious of some touch of that terror of the law and the law's officers, which may at times assail even the most honest persons.

15. How does the descriptive language help you understand both Utterson's mood and Hyde's character? How does the passage relate to the themes of the story?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16. How does Jekyll change immediately after Carew's murder? What does Utterson conclude about Jekyll after Mr. Guest examines the letter he gives him?

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17. Why does Utterson slowly begin to feel more at ease about Jekyll? What renews his concern?

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*Read the following excerpt from pages 92–93 of Strange Case of Dr. Jekyll and Mr. Hyde, and answer the questions that follow:*

It was a wild, cold night of March, with a pale moon. The wind made talking difficult, and seemed to have swept the streets unusually bare of people. Mr. Utterson thought he had never seen that part of London so deserted. Never in his life had he felt so strong a wish to see his fellow creatures; for struggle as he might, there pressed upon his mind a crushing anticipation of calamity.

18. Which sentence or phrase in this passage contains an example of personification?

- A. “It was a wild, cold night of March, with a pale moon.”
- B. “The wind made talking difficult, and seemed to have swept the streets unusually bare of people.”
- C. “Mr. Utterson thought he had never seen that part of London so deserted.”
- D. “Never in his life had he felt so strong a wish to see his fellow creatures.”

19. How does this passage help you understand Utterson’s feelings?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Read the following excerpt from page 101 of Strange Case of Dr. Jekyll and Mr. Hyde, and answer the questions that follow:*

“My master”—here he looked round him and began to whisper—“is a tall, fine build of a man, and this was more of a dwarf.”

20. How is this passage related to one of the major themes of *Strange Case of Dr. Jekyll and Mr. Hyde*?

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*Read the following excerpt from page 103 of Strange Case of Dr. Jekyll and Mr. Hyde, and answer the questions that follow:*

“Then you must know as well as the rest of us that there was something strange about that gentleman—something that gave a man a turn—I don’t know rightly how to say it, sir, beyond this: that you felt in your marrow kind of cold and thin.”

21. What is confirmed in this passage that has been mentioned in the story previously?
- A. Jekyll’s scientific theories are immoral and go against Victorian values.
  - B. Hyde is distasteful, but it is impossible to describe exactly how or why.
  - C. Utterson is a quiet sort of man whom people find difficult to warm up to.
  - D. Lanyon is respectable and conventional and does not like taking chances.

22. Utterson sees an envelope with enclosures. What does he find in the enclosures, and what do they tell him to do?

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*Read the following excerpt from pages 129–150 of Strange Case of Dr. Jekyll and Mr. Hyde, and answer the questions that follow:*

I was born in the year 18— to a large fortune. Naturally hard-working, I wished to be respected by the wise and good. As such, it might be supposed that I was sure to enjoy an honorable and distinguished future. And indeed the worst of my faults was a certain impatient liveliness of character, which I found it hard to reconcile with my desire to carry my head high and wear a more than commonly grave countenance before the public.

23. Based on this passage, what major conflict did Jekyll face while growing up?
- A. He wanted to live on his inheritance, but his family would not allow him to do so.
  - B. He wanted to be considered an intellectual but could not get into a good school.
  - C. He wanted to seek pleasure while still being thought of as respectable.
  - D. He wanted to be left alone, but societal pressure forced him to be sociable.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

24. Shortly before the murder of Sir Danvers Carew, what unsettling thing happens regarding the transformations?

- A. Jekyll finds that he can transform simply by wishing it to happen.
- B. Jekyll transforms into Hyde without having taken the drugs.
- C. Hyde transforms in front of his servants.
- D. Hyde is unable to transform back into Jekyll.

25. How does Jekyll's narrative end?

- A. Jekyll says he knows he has limited time before his evil nature takes over and wonders if Hyde will be executed or commit suicide.
- B. Jekyll resolves never to experiment again and knows he has finally seen the last of Mr. Hyde.
- C. Jekyll expresses satisfaction at knowing that his scientific theories have been proven correct and hopes to gain fame and fortune.
- D. Jekyll expresses regret at not starting his experiments sooner, as he greatly enjoys living life as Mr. Hyde.

|                                                       |
|-------------------------------------------------------|
| <i>Comprehension Check Score: _____ of 25 points.</i> |
|-------------------------------------------------------|



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Transitions

*After each sentence or pair of sentences, write the transition word that is used and the type of transition it is: supporting, contrasting, cause-and-effect, or sequential.*

1. The cleaning team dusted the furniture. Next, they vacuumed the carpets.

\_\_\_\_\_

2. They mopped the kitchen floor. However, they refused to wash the dishes.

\_\_\_\_\_

3. Because we specifically requested it, they carried out the trash and recycling.

\_\_\_\_\_

4. They did a good job. Also, they were very friendly.

\_\_\_\_\_

5. We were very impressed with their work. As a result, we plan to have them in again.

\_\_\_\_\_

6. We scheduled them for a return visit in two weeks. In addition, we gave them a nice tip.

\_\_\_\_\_

7. Afterward, we did some additional straightening up of our own.

\_\_\_\_\_

8. It took us a while, but we really wanted to have a clean house.

\_\_\_\_\_



## Grammar: Parallel Structure

*For each sentence pair, put a check mark before the sentence that has parallel structure,*

1. \_\_\_\_\_ A. Ryan cut the grass, trimmed the hedge, and was weeding the flower bed.  
\_\_\_\_\_ B. Ryan cut the grass, trimmed the hedge, and weeded the flower bed.
2. \_\_\_\_\_ A. We had time both to finish our homework and we also fed the goldfish.  
\_\_\_\_\_ B. We had time both to finish our homework and to feed the goldfish.
3. \_\_\_\_\_ A. Alex has more fun with her pets than her brother.  
\_\_\_\_\_ B. Alex has more fun with her pets than with her brother.
4. \_\_\_\_\_ A. We will strive for victory on land. We will strive for victory in the air. We will strive for victory at sea.  
\_\_\_\_\_ B. We will strive for victory on land. We will strive for victory in the air. We will strive to be victorious at sea.
5. \_\_\_\_\_ A. Dad always has more advice to give Jared than Penelope.  
\_\_\_\_\_ B. Dad always has more advice to give Jared than Penelope does.
6. \_\_\_\_\_ A. Either go forward and fly this plane or get out of the way and let me do it.  
\_\_\_\_\_ B. Either go forward and fly this plane or you should get out of the way so I can do it.
7. \_\_\_\_\_ A. I found the pump for my bike, the charger for my phone, and there was the case for my laptop.  
\_\_\_\_\_ B. I found the pump for my bike, the charger for my phone, and the case for my laptop.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Morphology: Greek and Latin Roots *audio, auto, demos, manus, morphe, pedis, and sentio***

*After each root, write the letter of the word that is the root's meaning.*

1. audio      \_\_\_\_\_      A. people
2. auto      \_\_\_\_\_      B. hand
3. demos      \_\_\_\_\_      C. hear
4. manus      \_\_\_\_\_      D. foot
5. morphe      \_\_\_\_\_      E. feel
6. pedis      \_\_\_\_\_      F. self, same
7. sentio      \_\_\_\_\_      G. form



NAME: \_\_\_\_\_

**E.1**

ENRICHMENT

DATE: \_\_\_\_\_

## Graphic Novel

*Use the space below to create a page in graphic novel style from an excerpt from the reading.*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## **“I Wish George Were Here”**

*Use this worksheet to compare/contrast the brief cartoon clip “I Wish George Were Here” with the book.*

| <b>“Hyde and Hare”</b> | <b><i>Strange Case of Dr. Jekyll and Mr. Hyde</i></b> |
|------------------------|-------------------------------------------------------|
|                        |                                                       |

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NAME: \_\_\_\_\_

**E.3**

ENRICHMENT

DATE: \_\_\_\_\_

## **“Found” Poem About London**

*Use the space below to record descriptive lines and phrases about Victorian London that appear in the novel. Then use those lines to create a short free verse or “found” poem that illustrates how the setting impacts the story’s mood.*

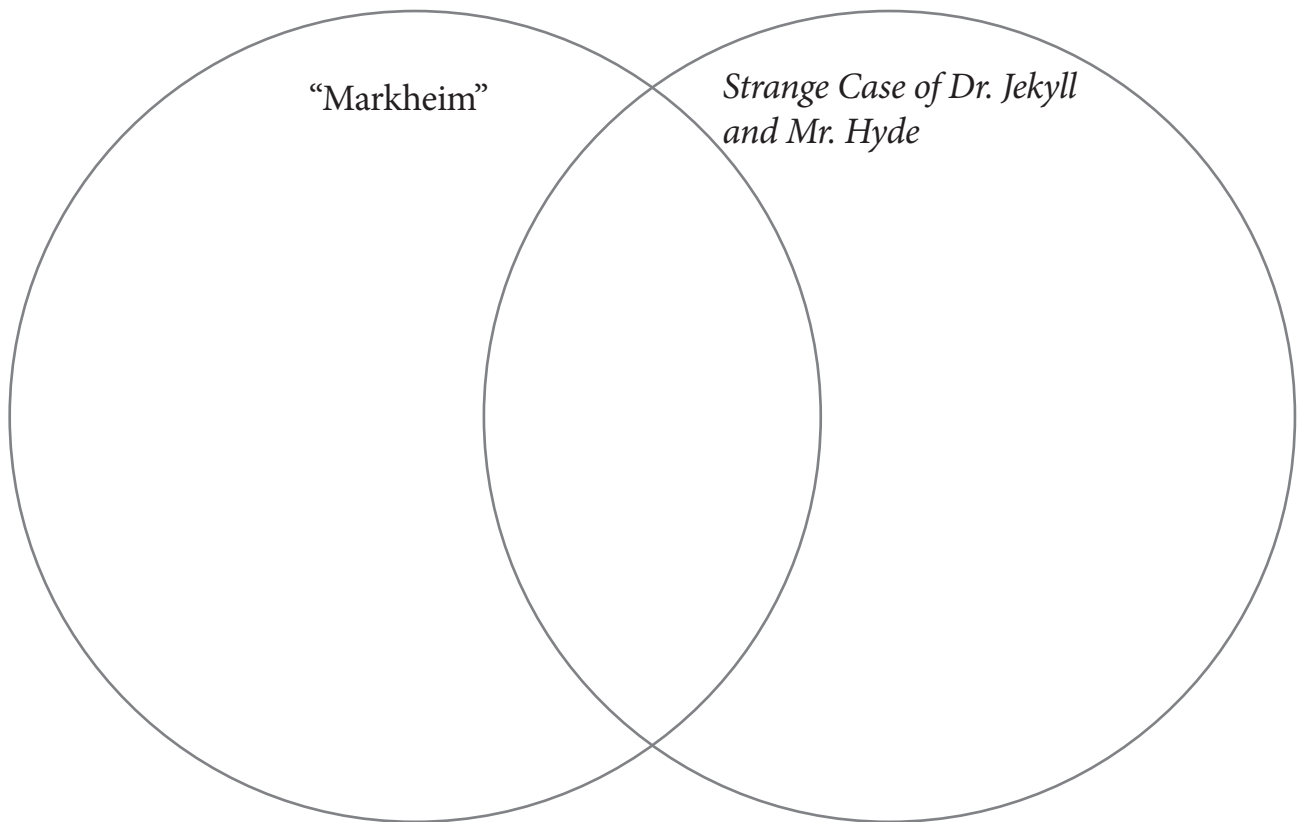


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Comparing and Contrasting Literature

*Use the Venn diagram to compare and contrast Strange Case of Dr. Jekyll and Mr. Hyde and Robert Louis Stevenson's short story "Markheim." Focus on the ways each piece explores the theme of the duality of human nature.*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Student Resources

In this section you will find:

- SR.1—Glossary for *Strange Case of Dr. Jekyll and Mr. Hyde*
- SR.2—Pronunciation Guide for *Strange Case of Dr. Jekyll and Mr. Hyde*
- SR.3—The Writing Process
- SR.4—Proofreading Symbols



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Glossary for *Strange Case of Dr. Jekyll and Mr. Hyde*

### A

**ay**, *excl.* yes

### B

**balance**, *n.* the difference between an amount due and an amount paid

**boldness**, *adj.* courage; confidence

**bore**, *v.* displayed; showed

### C

**calamity**, *n.* an event that causes great harm

**chance**, *v.* to do something by accident (**chanced**)

**compose**, *v.* to write; to put something together (**composed**)

**conceive**, *v.* to create or think of (**conceived**)

**conscience**, *n.* an inner feeling acting as a guide on what is right or wrong

**consciousness**, *n.* a state of being awake and alert

**considerable**, *adj.* large in number or amount

**contrast**, *n.* the state of being very different from something else

**conveniently**, *adv.* in a way that fits well with particular needs and plans

**coolly**, *adv.* calmly; in a self-controlled manner

**countenance**, *n.* a person's face or facial expression

**crouch**, *v.* to make oneself smaller by bending the legs and back (**crouching**)

**curiosity**, *n.* a strong desire to know or learn something

### D

**deformity**, *n.* the state of being misshapen or disfigured; it can refer to appearance or a moral weakness

**determination**, *n.* firmness of purpose

**dishonorable**, *adj.* shameful; embarrassing

**draw**, *v.* to pull

### E

**enclosures**, *n.* documents contained in an envelope together with a letter

**encounter**, *v.* to meet; to come upon (**encountered**)

**extraordinary**, *adj.* highly unusual or remarkable

### F

**forbid**, *v.* to refuse to allow

### H

**heavy heart**, *n.* a great deal of sadness

**hellish**, *adj.* very horrible or unpleasant

**hesitate, v.** to pause before doing something, often out of concern or worry

**high spirits, n.** a feeling of lively joy or pride

**hoarsely, adv.** in a deep or harsh-sounding voice

## I

**ignorance, n.** lack of knowledge

**impress, v.** to produce a vivid impression on (impressed)

**infinite, adj.** endless; having no limits

**influence, n.** the power to affect people or events

**inquire, v.** to ask for information (inquiring)

**inseparable, adj.** unable to be separated

## L

**locksmith, n.** someone who makes or repairs locks

**lurk, v.** to creep about in a secretive way (lurking)

**luxury, n.** a condition of great comfort, ease, and wealth

## M

**mad, adj.** mentally ill or insane

**murderous, adj.** cruel or violent

## N

**neglect, v.** to leave undone; to fail to do something

## O

**observe, v.** to remark or mention (observed)

## P

**particularly, adv.** to a higher degree than is usual; especially; exceptionally

**peer, v.** to look searchingly (peered)

**penitence, n.** the act of feeling sorrow or regret for having done something wrong

**persuade, v.** to cause someone to believe something, especially after a long effort; to convince (persuaded)

**premature, adj.** not yet ready; uncommonly early

**protest, v.** to object; to disagree

## R

**ransack, v.** to search a place to find something, usually in a way that causes damage (ransacked)

**reflect, v.** to think deeply or carefully about (reflected)

**reinforce, v.** to make stronger (reinforced)

**resume, v.** to begin to do something again (resumed)

## S

**sane, adj.** not mentally ill healthy in mind

**savage, adj.** wild and menacing

**sever, v.** to cut off from the whole (severed)

**sob, n.** a loud, convulsive gasp

**spare, v.** to protect from harm

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## T

**temptation, *n.*** the desire to have or do something that should be avoided

**thrust, *v.*** to push forcefully

**tut-tut, *excl.*** an expression used to express disapproval or annoyance

**twilight, *n.*** the time just after sunset but before full darkness

## U

**unscientific, *adj.*** not in agreement with, or outside of, science

## W

**weep, *v.*** to cry (**weeping**)

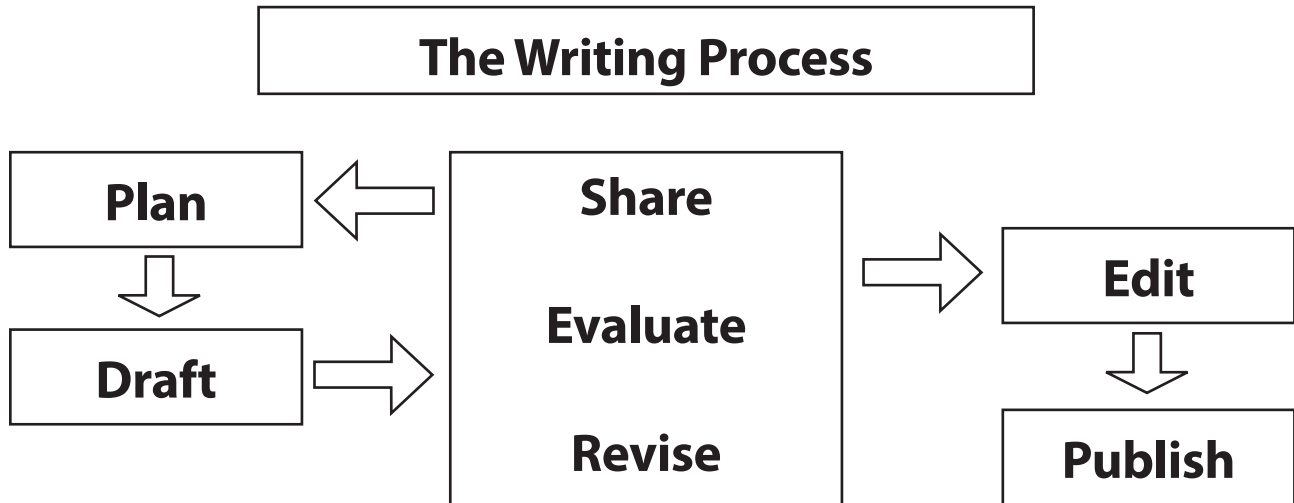
**whip, *v.*** to move quickly or suddenly (**whipped**)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Writing Process





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Proofreading Symbols

^

Insert

⊙

Insert period

^,

Insert comma

^'

Insert apostrophe

#

Insert space

¶

New paragraph

no ¶

No new paragraph

○

Close up the space

bcap

Capitalize

B lc

Make lowercase (small letter)

e

Delete

rwd.

Reword

←

Move according to arrow direction

↻tr

Transpose

[

Move to the left

]

Move to the right

a

Add a letter





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## Unit 3

# Strange Case of Dr. Jekyll and Mr. Hyde

*by Robert Louis Stevenson*

## Activity Book

**GRADE 7**

ISBN: 978-1-68380-858-9

