

Unit 3

Strange Case of Dr. Jekyll and Mr. Hyde

by Robert Louis Stevenson

Teacher Guide



GRADE 7 Core Knowledge Language Arts®

Core Knowledge®



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Contents

Strange Case of Dr. Jekyll and Mr. Hyde

Teacher Guide

Alignment Chart	1
Unit Introduction	7
Lesson 1	13
Lesson 2	26
Lesson 3	40
Lesson 4	52
Lesson 5	64
Lesson 6	70
Lesson 7	77
Lesson 8	81
Lesson 9	87
Pausing Point	92
Teacher Resources	95
Activity Book Answer Key	105

Alignment to the Common Core State Standards

The following chart indicates which lessons in the Novel unit address content from the Common Core State Standards (CCSS).

Unit 3: <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>		Lessons							
		1	2	3	4	5	6	7	8
Reading Standards for Literature									
Key Ideas and Details									
STD RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓				
STD RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓	✓	✓	✓				
STD RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓	✓	✓				
STD RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	✓	✓	✓	✓				
STD RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.								
STD RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓	✓	✓	✓				
STD RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).								
STD RL.7.8	(Not applicable to literature)								
STD RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.								
Range of Reading and Level of Text Complexity									
STD RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓				
Reading Standards for Informational Text									
STD RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								

Unit 3: <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>		Lessons							
		1	2	3	4	5	6	7	8
STD RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.								
STD RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).								
STD RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.								
STD RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.								
STD RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.								
STD RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).								
STD RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.								
STD RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.								
STD RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.								

Writing Standards

Text Types and Purposes: Argument

STD W.7.1	Write arguments to support claims with clear reasons and relevant evidence.					✓	✓	✓	✓
STD W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.						✓	✓	✓
STD W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.						✓	✓	✓
STD W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.						✓	✓	✓
STD W.7.1.d	Establish and maintain a formal style.							✓	✓
STD W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.						✓	✓	✓

Unit 3: <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>		Lessons							
		1	2	3	4	5	6	7	8
Text Types and Purposes: Informative/Explanatory									
STD W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.								
STD W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.								
STD W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.								
STD W.7.2.c	Use appropriate transitions to show the relationships among ideas and concepts.								
STD W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.								
STD W.7.2.e	Establish and maintain a formal style.								
STD W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.								
Text Types and Purposes: Narrative									
STD W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.								
STD W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.								
STD W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.								
STD W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.								
STD W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.								
STD W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.								
Production and Distribution of Writing									
STD W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)						✓	✓	✓

Unit 3: <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>		Lessons							
		1	2	3	4	5	6	7	8
STD W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)					✓	✓	✓	✓
STD W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.								✓
Research to Build and Present Knowledge									
STD W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.								
STD W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								
STD W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.								
STD W.7.9.a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).						✓	✓	
STD W.7.9.b	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).								
Range of Writing									
STD W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					✓	✓	✓	✓
Speaking and Listening Standards									
Comprehension and Collaboration									
STD SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓

Unit 3: <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>		Lessons							
		1	2	3	4	5	6	7	8
STD SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓				
STD SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓	✓				
STD SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓				
STD SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓							
STD SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.								
Presentation of Knowledge and Ideas									
STD SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.								
STD SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.								
STD SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)								
Language Standards									
Conventions of Standard English									
STD L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.								
STD L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.								
STD L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*								

Unit 3: <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>		Lessons							
		1	2	3	4	5	6	7	8
STD L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓							✓
STD L.7.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).								
STD L.7.2.b	Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Language									
STD L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*								
STD L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).					✓	✓	✓	
STD L.7.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	
STD L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.								
STD L.7.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.					✓	✓	✓	
STD L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓

Introduction

Unit 3: *Strange Case of Dr. Jekyll and Mr. Hyde*

Welcome

This introduction includes the necessary background information to teach the Core Knowledge Language Arts® (CKLA) unit *Strange Case of Dr. Jekyll and Mr. Hyde*. **For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, differentiation of instruction, and resources available in Grade 7 CKLA, see the Introduction to CKLA on pages 11–21 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 7 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 9 contains a Unit Assessment that assesses all of the skills taught in the unit. **Unit 3 contains nine daily lessons, each of which will require a total of ninety minutes, i.e., in schools in which forty-five minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.**

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on pages 12–13. We have included an optional Mid-Unit Comprehension Check, which can be given at the end of Lesson 4 (PP.1), and an optional End-of-Unit Comprehension Check (PP.2), which could be included at the end of the unit as part of the Pausing Point activities. These assessments allow you to assess students’ general comprehension of the reading and help to inform your decisions about grouping and support. If you decide to administer these assessments, be sure to allocate an additional forty-five minutes for each of these assessments. Following the completion of the *Strange Case of Dr. Jekyll and Mr. Hyde* lessons, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than nineteen instructional days total on this unit. Please refer to the Pacing Guide on pages 8–9 for guidance.

Why *Strange Case of Dr. Jekyll and Mr. Hyde* Is Important

This unit explores historical accounts and fictional portrayals of Victorian London. In terms of literary skills, students will focus on why authors select specific points of view to tell a story; how the elements of character, setting, and plot interact; and how figurative and descriptive language impact a story. Students will also examine how a major theme is explored and developed throughout a novel.

Students will read an abridged Core Knowledge Foundation version of *Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, first published in 1886. Stevenson was born in Scotland in 1850. *Strange Case of Dr. Jekyll and Mr. Hyde* is probably Stevenson’s most popular work. He also wrote popular works such as *Treasure Island* (1883) and *Kidnapped* (1886) as well as a famous book of poetry, *A Child’s Garden of Verses* (1885).

This mysterious and suspenseful story takes place in Victorian London and is told primarily from the point of view of Dr. Jekyll’s friend and lawyer, Gabriel John Utterson. The novel is a reflection on human nature, good and evil, the limits of scientific experimentation, and the effects of addiction. Students should enjoy the novel’s interesting plot, intriguing characters, and rich, evocative language.

Teaching and Discussing Sensitive Topics

Strange Case of Dr. Jekyll and Mr. Hyde includes the potentially sensitive topics of death, drug use, mental illness, and violence. These topics are often emotionally charged and may be challenging to teach to middle school students. **We strongly encourage you to consult the following additional resources in advance and during your teaching of this unit.**

Sharing Experiences in the Classroom

Some students in the classroom who come from varying backgrounds or claim varying identities may enjoy the opportunities this unit provides to relate and share their own experiences with the class, while others may not. Teachers are encouraged to use their own judgment and may wish to speak ahead of time with students and parents to discover how students feel about sharing their own experiences in class.

Online Resources

Use this link to download the CKLA Online Resources for this unit, where the specific links to websites providing background information on Life in Victorian England, as well as Robert Louis Stevenson, can be found. <https://www.coreknowledge.org/language-arts/>.

Pacing Guide

The following is an overview and pacing guide to teaching the lessons of this unit. If possible, we encourage teachers to allocate additional time to administer the optional Mid-Unit and End-of-Unit Comprehension Checks.

Lesson 1		Lesson 2		Lesson 3	
Day 1	Day 2	Day 3	Day 4	Day 5	Day 5
Core Connections 45 min Core Connections: Review Prior Knowledge	Reading 45 min Read-Aloud: <i>Dr. Jekyll and Mr. Hyde</i> , “Story of the Door”	Reading 45 min Whole Group: <i>Dr. Jekyll and Mr. Hyde</i> , “Search for Mr. Hyde”	Reading 45 min Small Group: <i>Dr. Jekyll and Mr. Hyde</i> , “Dr. Jekyll Was Quite at Ease” and “The Carew Murder Case” Homework: <i>Dr. Jekyll and Mr. Hyde</i> , “Incident of the Letter”	Reading 45 min Partner: <i>Dr. Jekyll and Mr. Hyde</i> , “Remarkable Incident of Dr. Lanyon,” and “Incident at the Window”	
Lesson 3		Lesson 4		Lesson 5	
Day 6	Day 7	Day 8	Day 9	Day 10	Day 10
Reading 45 min Whole Group: <i>Dr. Jekyll and Mr. Hyde</i> , “The Last Night”	Reading 45 min Independent: <i>Dr. Jekyll and Mr. Hyde</i> , “Dr. Lanyon’s Narrative”	Reading 45 min Whole Group: <i>Dr. Jekyll and Mr. Hyde</i> , “Henry Jekyll’s Full Statement of the Case”	Morphology 15 min Introduce Greek and Latin Roots Writing 30 min Write an Argumentative Essay: Plan	Morphology 15 min Practice Greek and Latin Roots Writing 30 min Write an Argumentative Essay: Plan	

Lesson 6		Lesson 7		Lesson 8	
Day 11	Day 12	Day 13	Day 14	Day 15	
Grammar 15 min Introduce Transitions	Spelling 15 min Introduce Spelling Words	Grammar 15 min Introduce Parallel Structure	Spelling 15 min Practice Spelling Words	Grammar 15 min Practice Transitions and Parallel Structure	
Writing 30 min Write an Argumentative Essay: Draft	Writing 30 min Write an Argumentative Essay: Draft	Writing 30 min Write an Argumentative Essay: Share, Evaluate	Writing 30 min Write an Argumentative Essay: Revise	Writing 30 min Write an Argumentative Essay: Edit, Proofread	
Lesson 8		Lesson 9			
Day 16	Day 17				
Spelling 15 min Spelling Assessment	Unit Assessment 35 min				
Writing 30 min Write an Argumentative Essay: Publish	Unit Feedback Survey 10 min				
Pausing Points					
Day 18	Day 19				
Culminating Activity 45 min	Culminating Activity 45 min				

Core Connections

The Core Connections section of Lesson 1 provides a broad overview of relevant background knowledge for *Strange Case of Dr. Jekyll and Mr. Hyde*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had exposure to this relevant background knowledge. For those students, the Core Connections lesson will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit. The Core Connections lesson ensures that all students have adequate background knowledge for the unit.

Reading

Strange Case of Dr. Jekyll and Mr. Hyde

Unit 3 Reading lessons include comprehensive instruction in reading comprehension and vocabulary. For detailed information about these components, including reading groupings and comprehension question types, see the Introduction to CKLA on pages 11–21 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 7 units. It uses a Reader that includes complex text and prepares students in Grade 7 for the increased vocabulary and syntax demands aligned texts will present in later grades. Students will be reading an adapted version of the novel. Some sections will need to be read for homework, and others will be read and discussed in class. Teachers should use their judgment and district policy to determine how many pages should be assigned as homework each night.

Writing

In this unit, students write and publish an argument and support it with evidence.

For detailed information about the CKLA approach to Writing and the writing process, see pages 18–19 of Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will work on grammar skills involving parallel structure and transitions.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout Grade 7.

Morphology

In this unit, students will be introduced to a variety of Greek and Latin roots, including *audio*, *auto*, *demos*, *manus*, *morphe*, *pedis*, and *sentio*.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 7.

Spelling

During this unit’s spelling lessons, students will practice spelling words related to the content of *Strange Case of Dr. Jekyll and Mr. Hyde* as well as words related to the morphology features taught.

Lesson 6 introduces spelling words and provides definitions for context. Students will not be responsible for identifying the meaning of each word on the spelling assessment. However, it is important that students know the definitions as they practice spelling so they have context for the words. After Lesson 6, students will take home an activity page listing the spelling words. This page includes an activity to practice writing the spelling words and learn their meanings. In Lesson 7, students will practice spelling the words and relating them to the unit content and morphology skills.

In Lesson 8, students will complete a spelling assessment. In addition to writing the words during the assessment, students will write a sentence related to one or more of the words. The lessons include guidelines for administering the assessment and for analyzing spelling errors.

For detailed information about the CKLA approach to Spelling, see page 20 of Introduction to CKLA in the Unit 1 Teacher Guide.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to Speaking and Listening, see page 20 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 20–21 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Activity Book

The Unit 3 Activity Book provides additional practice for students in reading comprehension, writing, grammar, spelling, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also includes Student Resources, which include a glossary of words in the Unit 3 reading selections and resources for the unit writing project.

For detailed information about resources in the Activity Book, see pages 13–14 of Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, the following information is included:

- Glossary for *Strange Case of Dr. Jekyll and Mr. Hyde*
- The Writing Process
- Argumentative Essay Writing Model
- Argumentative Essay Rubric
- Argumentative Essay Peer Review Checklist
- Argumentative Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

Online Resources

This unit provides links to free online resources to support and enrich teaching. You will see references to these resources at point of use throughout the unit. Use this link to download the CKLA Online Resources for this unit, where the specific links for each lesson may be found: <https://www.coreknowledge.org/language-arts/>.

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

- Stevenson, Robert Louis. *El Dr. Jekyll y Mr. Hyde* (Spanish Edition). CreateSpace Independent Publishing Platform, 2016. ISBN 978-1539335726
- Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde* (Graphic Resolve: Common Core Editions). Capstone Press, 2014. ISBN 978-1496500342
- Stevenson, Robert Louis. *The Strange Case of Dr Jekyll and Mr Hyde / El Extraño Caso del Dr Jekyll y Mr Hyde* (English-Spanish Parallel Text Bilingual Edition). Independently published, 2021. ISBN 979-8493270642
- Stevenson, Robert Lous. *The Strange Case of Dr. Jekyll and Mr. Hyde* (Audible Audiobook – Unabridged). A. R. N. Publications, 2015.

Lesson 1

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Core Connections Reading	20 min.	Review Prior Knowledge	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i>
	25 min.	“Introduction”	Activity Page 1.1, 1.2
DAY 2: Reading	45 min.	Read Aloud: Chapter 1: “Story of the Door”	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 1.2
Take-Home Material	*	Reading	Activity Pages 1.1, 1.2, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Explore concepts related to human nature, and good and evil.

Reading

Analyze how an author develops characters and points of view. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Speaking and Listening

Follow rules of classroom discussion. (SL.7.1.a, SL.7.1.b)

Ask questions during discussion, offer feedback, and absorb new information. (SL.7.1.c, SL.7.1.d)

Ask and answer questions about the text. (SL.7.1, SL.7.2)

Language

Follow standard English rules for writing and speaking. (L.7.1, L.7.2)

Use a glossary to clarify the meaning of vocabulary words. (L.7.4.c)

Demonstrate understanding of figurative language. (L.7.5)

Determine the meaning of domain-specific words. (L.7.6)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as

they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons the first time they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **audience, *n.*** the readers of a text
2. **character, *n.*** a person in a story
3. **character traits, *n.*** the qualities that make up a character’s personality or what they are like
4. **characterization, *n.*** how a character’s traits are presented and developed by the writer
5. **conflict, *n.*** a struggle between characters or a problem characters are trying to overcome
6. **dialogue, *n.*** conversation between two or more characters in a text, usually enclosed by quotation marks
7. **event, *n.*** an important occurrence
8. **figurative language, *n.*** language that goes beyond the literal meaning to get a message or point across
9. **foreshadowing, *n.*** a literary device in which a writer gives a hint of what is to come later in the story
10. **literary device, *n.*** a technique an author uses to produce a specific effect
11. **metaphor, *n.*** a figure of speech that makes a comparison by directly relating one thing to another
12. **mood, *n.*** the overall feeling of a text, usually created by the author’s use of figurative language and imagery
13. **narrative, *n.*** a story that is written or told
14. **narrator, *n.*** a person who tells a story
15. **personification, *n.*** the application of human attributes to something that is not alive or human
16. **plot, *n.*** a series of events and actions that relate to a story’s conflict
17. **point of view, *n.*** the type of narrator that the author chooses to use in a narrative; the position from which a narrative is told; what the narrator sees in relation to the events of the story; a story can be told from the first-person, second-person, or third-person point of view
18. **resolution, *n.*** the part of a story where the conflict or problem is solved

19. **setting, n.** the time and place in which a story occurs
20. **simile, n.** a figure of speech comparing two unlike things, using the words *like* or *as*
21. **symbol, n.** an object that stands for an idea
22. **symbolism, n.** the use of symbols, or something that stands for something else, to communicate a point rather than stating it directly
23. **theme, n.** the main idea or subject of a piece of writing; a message or lesson that the author wants to convey to the readers

Spanish Cognates for Academic Vocabulary in *Strange Case of Dr. Jekyll and Mr. Hyde*

<i>audiencia</i>	<i>evento</i>
<i>carácter</i>	<i>resolución</i>
<i>conflicto</i>	<i>tema</i>
<i>diálogo</i>	

ADVANCE PREPARATION

Core Connections/Reading (Day 1)

- Review the Online Resources for background information on life in Victorian England and Robert Louis Stevenson.
- Make copies of SR.1 for students to take home.
- Gather and display different books and poetry by Robert Louis Stevenson, such as *Treasure Island* and *A Child's Garden of Verses*, which students in Core Knowledge schools may have read in earlier grades. If actual copies of the books are not available, refer to the Online Resources for links to display book covers.

Reading (Day 2)

- Write the purpose for reading on the board/chart paper: *Discuss why Stevenson uses limited third-person point of view in Strange Case of Dr. Jekyll and Mr. Hyde.*

Note to Teacher: This unit does not follow the regular CKLA format in which individual lessons include both reading and writing activities. Reading lessons will be grouped in the front of the unit to better prepare students for the writing project.

Introduce the Reader

20 minutes

- Ensure that each student has a copy of the Reader, *Strange Case of Dr. Jekyll and Mr. Hyde*.
- Read the title with students, and explain that this Reader is a gothic novel about a lawyer in Victorian London, Mr. Utterson, who investigates strange events regarding his friend, Dr. Henry Jekyll, and the evil Edward Hyde.

Note to Teacher: *Gothic fiction* is a genre of literature dealing with mystery, horror, and terror.

- Give students a few moments to examine the cover, flip through the Reader, and comment on any images they see. Ask them to predict what the Reader is about.
- Have students brainstorm what they know about the word *theme*. If needed, remind students that a theme is a message or lesson that the author wants to convey to the readers. (If needed, name other stories that students are familiar with, and have them identify the themes of those stories.)

Note to Teacher: If possible, display the following poems by Stevenson for children in the classroom for students to read in their free time: “Happy Thought,” “Rain,” “Time to Rise,” “My Shadow,” “The Swing,” “Bed in Summer,” and “Windy Nights.” See Online Resources for links to these poems.

- Ask students to identify the author of this book. (Robert Louis Stevenson)
- Ask students if they have ever heard of Robert Louis Stevenson. Some students may be familiar with *A Child’s Garden of Verses*.
- Tell students that you will read the Introduction of *Strange Case of Dr. Jekyll and Mr. Hyde* (pages 1–4) aloud to them. Before reading, tell students to listen carefully as you read to discover some of the main themes of *Strange Case of Dr. Jekyll and Mr. Hyde*.
- After reading the Introduction, ask students to identify the message about which Robert Louis Stevenson “had long been trying to write a story.” (Stevenson wanted to write a story on man’s double being.)
- Ask students to speculate on the meaning of the phrase “man’s double being.” If needed, have students break the phrase down. (“Man’s double being” means that man is made of two parts.)
- Based on Stevenson’s poetry and the description of his dream, ask students to hypothesize what the two parts are that Stevenson believes makes up a person and why these two parts struggle. (Stevenson believes that every person has good and evil in them. He believes that the reason humans struggle between good behavior and evil behavior is because of human nature and that once dark (evil) impulses are allowed to run free, they grow stronger and stronger.)
- Based on Stevenson’s belief that a person has a good part and an evil part, ask students to identify what topic might be a main theme for this book. (A main theme of *Strange Case of Dr. Jekyll and Mr. Hyde* is the struggle between good and evil.)
- Tell students that when they read Chapter 1 of *Strange Case of Dr. Jekyll and Mr. Hyde*, they will further explore man’s double being, as well as good and evil.

Introduction to Chapter 1: “Story of the Door” [pages 15–28]**Introduce the Chapter****20 minutes**

- Tell students that in the next lesson, they will read Chapter 1: “Story of the Door.”
- Ask students to define the words *characterization* and *character traits*. (*Characterization* is a literary device authors use to develop characters; *character traits* are words or qualities that describe a character.)
- Explain to students that the word *character* can be used to mean the qualities of a person’s personality, as well as a person in a piece of literature. If a person has good character, they may exhibit character traits such as being hard working, being honest, and treating people well. If a person has a bad character, they may exhibit character traits such as untruthfulness, thievery, and laziness. Character traits help to determine if a person has good character, bad character, or a character somewhere in between. Both meanings of the word *character* will be used in this unit.
- Remind students that they learned about direct characterization and indirect characterization in CKLA Grade 7 Unit 1, *Contemporary Literature: Hello, Universe*. Ask students to describe the difference between direct characterization and indirect characterization. (Direct characterization is when the author directly states the character traits of a character, and indirect characterization is when the readers must examine characters’ actions, thoughts, feelings, and words to figure out what the characters are like.)
- Tell students that when readers look for character traits in which the author uses indirect characterization, it is an example of *making an inference*. An inference is a conclusion made from evidence and reasoning.
- Have students reflect back to Unit 1, and ask if the author of *Hello, Universe* used direct characterization or indirect characterization more often to reveal a character’s traits. Tell students that authors use indirect characterization more often than direct characterization.
- Remind students that authors sometimes use figurative language to reveal character traits. If necessary, explain that figurative language is language that goes beyond the literal meaning to get a message or point across.
- **Symbolism/Personification:**
 - Have students reflect on what they learned about symbolism and personification in Unit 1. Ask students to explain how a symbol can be used as figurative language. (A symbol is something that stands for something else. In literature, an author may use symbolism to communicate a point rather than state it directly.) Symbols are almost always implied, so readers must look for them carefully.
 - Ask students to describe the use of personification as figurative language. (Personification is one kind of symbolism. Personification applies human attributes to something that isn’t alive or human.) If needed, use the following sentence to review

personification. “The sky was full of dancing stars” is an example of personification. The stars are not alive and are not dancing. But the image of dancing stars can impact how the audience imagines the scene. Tell students that personification is a type of metaphor.

- o Ask students to describe the major difference between symbols and similes/metaphors. (Simply put, a symbol is an *object* or thing that stands for an *idea*. A simile and a metaphor are comparisons between two things.)
- Have students turn to page 15 in *Strange Case of Dr. Jekyll and Mr. Hyde*. Explain that the underlined words on each page are defined at the bottom of the page. Mention that additional words on each page that may be challenging will be introduced as core vocabulary.

Core Vocabulary

- Preview the core vocabulary words. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
 - Begin by telling students that the first vocabulary word they will encounter in the selection is the phrase *high spirits*.
 - Have students find the phrase on page 15 of the Reader.
 - Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
 - Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
 - Have students reference Activity Page 1.2 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.
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)

Vocabulary Chart for Chapter 1: "Story of the Door"		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	balance tut-tut deformity	high spirits influence encounter chance contrast thrust bore hellish extraordinary
Multiple-Meaning Core Vocabulary Words	balance	chance bore
Spanish Cognates for Core Vocabulary	<i>balanza</i>	<i>influenza</i> <i>encuentro</i> <i>contrastar</i>
Sayings and Phrases	out of the way with all my heart	

Discuss and Wrap Up the Lesson

5 minutes

To wrap up the lesson, ask the following question:

Why is the theme important to a story?

- It is the message that the author wants the reader to take away from the story.

Read-Aloud: Chapter 1: “Story of the Door” [pages 15–28]**Introduce the Chapter****5 minutes**

- Tell students that they will read Chapter 1: “Story of the Door.”
- Explain to students that one of the interesting features of *Strange Case of Dr. Jekyll and Mr. Hyde* is the use of figurative language. The language used in the book creates a mood. The word *mood* is used in literature to mean the feeling that the author conveys by using figurative language and imagery.
- List the following words and phrases, and have students identify what type of mood (or feeling) they convey: bright colors (happy), laughter (happy), scraping noises (scary), shining sun (happy), thick fog (scary), dark shadows (scary).
- Tell students that as they read “Story of the Door,” they will look for examples of how Robert Louis Stevenson develops the character of Mr. Utterson using both direct characterization and indirect characterization.
- Explain to students that literature is usually written in the first-person point of view or the third-person point of view.
- Have students reflect on the point of view in *Hello, Universe*. (The chapters titled “Valencia” are written in Valencia’s point of view. Valencia is telling the story. That is an example of the first-person point of view. The rest of the chapters are written in third-person point of view. The story is not told by a character but by a narrator who knows the thoughts, actions, and motivations of the characters.)
- Tell students that the author, Robert Louis Stevenson, tells the main part of *Strange Case of Dr. Jekyll and Mr. Hyde* from the point of view of Dr. Jekyll’s lawyer, Mr. Utterson. This is called *limited third-person* point of view. If necessary, explain to students that in limited third person, the narrator tells the story by focusing on the thoughts and motivations of one character in the story.
- As they read, have students think about why Stevenson chose to tell most of the story in limited third-person point of view. Pose the following questions for students to think about as they read: How does this point of view affect the way the reader understands the narrative? How might the story be different if Dr. Jekyll narrated in first-person point of view?
- Read the purpose for reading from the board/chart paper:

Discuss why Stevenson uses limited third-person point of view in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Read the Chapter**30 minutes**

Read the chapter aloud as students follow along in their Readers. Then, depending on the level of the students, read and discuss the corresponding guided reading supports, rereading text as necessary to assist the discussion. With some students, it may be better to use the guided reading supports as you read instead of after you read. Guided reading supports in

brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either **SUPPORT** or **CHALLENGE**. These questions and activities are not intended to be used in all situations. The items labeled **SUPPORT** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **CHALLENGE** should be used with classes that would benefit from additional enrichment opportunities.

Note to Teacher: In the interest of time, you may have students read portions of the text silently and then discuss the questions.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed during Day 1, refer them to Activity Page 1.2 or the glossary on Activity Page SR.1.

Read Chapter 1: “Story of the Door”

[pages 15–18]

Inferential Which characters are introduced on these pages? What do you find out about each character from reading the text? How are they similar, and how are they different?

- o Mr. Utterson is a lawyer who is rather quiet. He is a man “of few words” who seems shy or embarrassed when he speaks to others. Nevertheless, he is a kind man; he is “somehow lovable” and seems “eminently human.” Though he is “austere with himself,” Mr. Utterson is tolerant and kind to others and is a “good-natured” person who wants to help people rather than scold or punish them.
- o Mr. Enfield is a relative of Mr. Utterson. Mr. Enfield is a “man about town” (he spends much time socializing). He is likely much more outgoing than Mr. Utterson.
- o They are fond of one another and enjoy their weekly Sunday walks together.

[Ask students to point out examples of rich descriptive language in the final paragraph on page 18.]

SUPPORT: Ask students to identify the setting on the bottom of page 18. Why is it quiet today? (The setting is a side street in a busy quarter of London. It is Sunday; the shops are closed. During the week, however, the shops are very busy.)

Inferential How does Stevenson use descriptive words and figurative language to characterize the street? What kind of figurative language is used in this passage? How does this language help you better understand the setting?

- o Stevenson uses adjectives and adverbs (“freshly painted shutters” and “well-polished brasses”), similes (the shop fronts are “like rows of smiling saleswomen”), and personification (the shop fronts stood with “an air of invitation”) to present a picture of lively good cheer.

SUPPORT: If necessary, remind students that a simile is a type of figurative language involving the comparison of one thing to another thing of a different kind. Authors use similes to make descriptions more emphatic or vivid. Have students look for and identify other similes throughout the chapter and think about how it contributes to characterization.

CHALLENGE: Ask students to keep a running list of the similes and personification they find while reading *Strange Case of Dr. Jekyll and Mr. Hyde* that they can share at the end of the unit.

Inferential How does the street in this scene contrast with the overall neighborhood? How might the descriptions of the street and neighborhood be related to the theme of good and evil?

- o The street is described as bright and clean, in contrast to the dingy (run-down) neighborhood. Both the street and the dingy neighborhood are part of a city. The setting presents something good and positive (the street) existing within something dreary and negative (the neighborhood)—suggesting that the two qualities can exist side by side.

[page 19]

Inferential How is the description of the “sinister block of building” an example of personification? Given what you know about the story’s theme, what might the building and/or door symbolize?

- o Buildings are not “sinister,” but the building in this passage is described that way—as if it were a person. The building itself might symbolize the evil side of human nature. Because a door is a passage between two places, it might symbolize man’s double being. The door might symbolize the way good and evil can coexist within a person. By passing through a door, the room within the building changes, much as a person can change between good and evil.

Inferential How does the description of the setting create mood in this passage?

- o Possible answer: The building and its surroundings are described in very negative terms. The building itself is shabby and run-down, defaced and damaged by the homeless people who loiter around it. The description of the setting creates a tense and threatening mood.

SUPPORT: If necessary, remind students that mood is the overall feeling or atmosphere of a text. The author’s use of figurative and descriptive language typically sets the mood of a passage.

[pages 20–21]

SUPPORT: Ask students to think about how Mr. Enfield describes the setting of his story on page 20. What effect does his repetition of the phrase “street after street” have on your understanding of the setting? How did Mr. Enfield feel? How do you know? (Possible answers: The setting is dark and unsettling. It is very early in the morning; the night is still black. The repetition emphasizes the emptiness of the setting—multiple streets, with nothing going on. Mr. Enfield began to feel a bit nervous or scared—he says he wishes he’d seen a policeman, suggesting that he wanted a bit of protection.)

Inferential Whom is Mr. Enfield referring to with the phrase “my gentleman”? What does he mean when he says the man “brought out the sweat” on him?

- o Mr. Enfield is referring to the man who “ran over” the little girl. The man looked at Mr. Enfield in such a hateful way that Mr. Enfield became nervous or upset.

Inferential Ask students to contrast the demeanor of the man who injured the girl with Mr. Enfield. How does this relate to the theme of good and evil?

- o Unlike Mr. Enfield, who is quite upset, the man was “cool” and showed no emotion or excitement. Injuring a child and showing no emotion could be considered an “evil” reaction. Mr. Enfield chases the man and brings him back to the crowd, which could be considered a “good” reaction.

[pages 22–23]

Inferential What kind of figurative language does Mr. Enfield use to describe the doctor? How was the doctor’s reaction to the man similar to Mr. Enfield’s reaction? Why did the doctor’s reaction surprise Mr. Enfield?

- o Mr. Enfield uses a simile to describe the doctor (“about as emotional as a brick”). Both Enfield and the doctor were revolted by the man and wanted to kill him. This surprised Mr. Enfield because the doctor was typically an ordinary, rather unemotional person. But in this case, the man brought out strong emotions in the doctor.

SUPPORT: Ask students to explain the meaning of the phrase “his name would stink from one end of London to the other.” (Mr. Enfield and the doctor are threatening to expose the man’s actions throughout all of London and ruin his reputation.)

Inferential To whom does Mr. Enfield compare the man at the bottom of page 23? What does this tell you about the man? How does this comparison relate to the theme of good and evil?

- o Mr. Enfield compares the man to Satan (the devil). Mr. Enfield considers the man to be completely evil.

SUPPORT: If necessary, explain to students that Satan is an entity in many religions that attempts to lure people to commit evil actions.

[page 24]

SUPPORT: Ask students to describe what the man proposes to Mr. Enfield and the crowd at the bottom of page 23. (The man offers to pay off the child’s family in order to avoid further conflict.)

[Point out that the man agrees to pay the child’s family 100 pounds to “avoid a scene.” If necessary, explain that a *pound* is a unit of money used in England. Tell students that 100 pounds in 1886 (the year the book was written) would be worth about 13,849 pounds in the year 2022—equivalent to about 15,724 U.S. dollars.]

Literal Where does the man take Mr. Enfield and the others to get the 100 pounds?

- o The man takes them to the building described on page 19.

SUPPORT: If necessary, explain to students that a *check* is a document that orders a bank to pay a specific amount of money from a person’s account to the person in whose name the check has been issued.

Inferential Why is Mr. Enfield skeptical about the man’s payment?

- o Mr. Enfield does not think that the man who injured the little girl signed the check. Mr. Enfield says the check was signed with a name he cannot mention. Mr. Enfield knows the person who signed the check, and it is not the man who injured the girl. Additionally, Mr. Enfield is skeptical because the man’s demeanor and appearance do not seem compatible with one who could easily produce a large sum of money instantly. He suspects the check is forged.

[page 25]

Inferential How does Mr. Enfield compare the man who injured the girl and the man who wrote the check at the top of page 25? How does this relate to the theme of good and evil?

- o Mr. Enfield characterizes the man who injured the girl as “horrible” and the man who writes the check as “good.”

Evaluative Do you think Mr. Enfield is doing the right thing by not naming the honorable man who signed the check?

- o Accept reasonable answers. Yes, because if Mr. Enfield tells the name of the honorable person and he is being blackmailed, that could spread negative information about the honorable man. No, because if Mr. Enfield tells the name of the honorable person, Mr. Utterson might be able to figure out more about the bad person based on his own knowledge.

[pages 26–28]

[Tell students that the dash between the words *the* and *place* at the top of page 26 is used as a literary device. The dash indicates that Mr. Utterson pauses briefly between the words *the* and *place*. Stevenson wants the reader to make an inference about why Mr. Utterson pauses.]

SUPPORT: Ask students to identify the name of the man who injured the child. (Mr. Hyde is the man who injured the child.)

CHALLENGE: Have students compare Mr. Enfield’s description of Mr. Hyde with his description of the door on page 19.

Inferential Give three examples from “Story of the Door” that could be used to make the inference that Mr. Utterson knows more about this situation than he has revealed.

- o Answers could include: On page 26, Mr. Utterson hesitates between *the* and *place* which might mean that Mr. Utterson knows more about the place with the door than he is revealing. On page 28, Mr. Utterson asks if Mr. Enfield is sure the man had a key to the door, which seems to mean he knows to whom the door belongs. Mr. Utterson tells Mr. Enfield that he knows who wrote the check.

CHALLENGE: Ask students why they think Mr. Utterson is so interested in whether or not Mr. Hyde had a key to get into the building. Might this foreshadow a future plot point?

Evaluative Robert Louis Stevenson uses limited third-person narration for this book. Why is this effective? How might this chapter have been different if it had been presented mainly from Mr. Utterson’s point of view instead of Mr. Enfield’s point of view? Base your answer on what you know of the two characters.

- o Limited third-person narration draws out the story’s suspense. The audience does not learn everything all at once; information comes only in small pieces. This builds interest in the reader and allows the reader to experience events as the narrator experiences them. If something happens outside of the narrator’s view, the reader does not know about it.
- o Mr. Utterson tends to help people rather than judge them. By contrast, Mr. Enfield is talkative and entertaining. These qualities draw the reader into the story immediately. Had the story begun from the point of view of the quiet and restrained Utterson, readers might not have gotten as involved in the story.

Have students revisit the purpose for today's reading.

Discuss why Stevenson uses limited third-person point of view in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Use the following questions to discuss the purpose for reading.

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

1. **Literal** Which character's point of view is the main focus of this chapter?
 - o Mr. Enfield relates most of this chapter to Mr. Utterson, so most of the information comes from him.
2. **Inferential** How might this chapter have been different if it had been presented mainly from Mr. Utterson's point of view? Base your answer on what you know of the two characters.
 - o Mr. Utterson is quiet and tolerant and tends to help people rather than judge them. By contrast, Mr. Enfield is talkative and entertaining. These qualities draw the reader into the story immediately. Had the story begun from the point of view of the quiet and restrained Utterson, readers might not have gotten involved in the story as well.
3. **Evaluative** Why do you think Stevenson uses limited third-person point of view to tell this suspenseful, mysterious story?
 - o Possible answer: The use of limited third-person narration draws out the story's suspense. The audience does not learn everything all at once; information comes only in small pieces. This builds interest in the reader and allows the reader to experience events as the narrator experiences them. If something happens outside of the narrator's view, the reader does not know about it.

Take-Home Material

Core Connections

- Have students take home Activity Page 1.1, Letter to Family, for students to share with their families.

Reading

- Distribute copies of Activity Page SR.1 for use as a reference during this unit. Also have students review the glossary words on Activity Page 1.2.

Lesson 2

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: Chapter 2: "Search for Mr. Hyde"	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 2.1, 2.2
DAY 2: Reading	45 min	Small Group: Chapter 3: "Dr. Jekyll Was Quite at Ease," Chapter 4: "The Carew Murder Case"	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 2.3, 2.4
Take-Home Material	*	Reading	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> , Chapter 5: "Incident of the Letter" Activity Page 2.1, 2.3,

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine a theme or central idea of a text and analyze its development over the course of the text. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Analyze how particular elements of a story or drama interact. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

ADVANCE PREPARATION

Reading (Day 1)

- Write the purpose for reading on the board/chart paper: *Trace how the theme of good and evil is presented in "Search for Mr. Hyde."*

Reading (Day 2)

- This reading depicts a murder in rather graphic detail. Some students may be uncomfortable or upset by these scenes. Be prepared to discuss this with students as necessary.
- Write the purpose for reading on the board/chart paper: *Analyze how Stevenson uses setting to highlight character traits in Strange Case of Dr. Jekyll and Mr. Hyde.*

DAY 1

READING

45 minutes

Whole Group: Chapter 2: “Search for Mr. Hyde” [pages 29–49]

Introduce the Chapter

10 minutes

- Tell students they will read Chapter 2: “Search for Mr. Hyde.”
- Direct students’ attention to Activity Page 2.2 (Theme of Good and Evil in *Strange Case of Dr. Jekyll and Mr. Hyde*). Tell students that they will fill out the chart as they read and discuss the chapter in this lesson.
- Have students turn to page 29 in *Strange Case of Dr. Jekyll and Mr. Hyde*. Remind students that, as in Chapter 1, many challenging vocabulary words are defined at the bottom of each page.

Core Vocabulary

- Preview the core vocabulary words before reading the rest of the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *sane*.
- Have students find the word on page 30 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 2: “Search for Mr. Hyde”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		sane ignorance unscientific coolly conveniently hesitate hoarsely savage murderous boldness resume heavy heart
Spanish Cognates for Core Vocabulary		<i>salvaje</i> <i>ignorancia</i>
Multiple-Meaning Core Vocabulary Words		coolly savage
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Trace how the theme of good and evil is presented in “Search for Mr. Hyde.”

Read the Chapter

20 minutes

Have individual students take turns reading the chapter aloud. You may also alternate between having students read aloud and read silently. If needed, use the guided reading supports in order to check for understanding and draw students’ attention to key vocabulary and concepts. Not all students will need the guided reading supports.

Note to Teacher: In the interest of time, you may have students read portions of the text silently.

Read Chapter 2: “Search for Mr. Hyde”

[pages 29–31]

Inferential How does Mr. Utterson feel on these pages? What words lead you to make this inference? Why does he feel this way?

- o Mr. Utterson is sad and worried. Stevenson uses words and phrases like *somber spirits, clouded brow, long offended, one who loved the sane and regular sides of life, displeased and upset, bad enough, worse, thought it was madness, and obnoxious paper*. Mr. Utterson feels this way because he does not approve of the will that Dr. Jekyll has written for himself. Because Mr. Utterson does not know Mr. Hyde, he does not trust him.

[page 32–first full paragraph on page 35]

Literal Why does Mr. Utterson visit Dr. Lanyon?

- o Mr. Utterson visits Dr. Lanyon to see if he knows anything about Mr. Hyde.

Inferential How does Dr. Lanyon feel about Dr. Jekyll? What caused this feeling? Does Dr. Lanyon know Mr. Hyde?

- o Dr. Lanyon does not like Dr. Jekyll anymore. Dr. Lanyon had a falling out with Dr. Jekyll over something to do with science. Dr. Lanyon does not know Mr. Hyde.

[page 35–first paragraph of page 37]

Literal What happens when Mr. Utterson goes home?

- o Mr. Utterson has trouble sleeping because he is upset. He thinks about everything he has heard about Mr. Hyde. He imagines that Mr. Hyde will try to harm Dr. Jekyll.

Inferential Why does Mr. Utterson want to know what Mr. Hyde looks like?

- o Mr. Utterson thinks that if he sees Mr. Hyde, he will not be as worried about Dr. Jekyll and that he will understand the situation.

[page 37–first paragraph on page 44]

[Point out the “Mr. Hyde and Mr. Seek” pun on page 37.]

SUPPORT: Some of your students may benefit from the following supports:

- Throughout the encounter between Mr. Utterson and Mr. Hyde, ask students to point out the ways that Mr. Hyde is both polite (he agrees to do Mr. Utterson a favor “with pleasure” and willingly gives Mr. Utterson his address) yet menacing (he shows Mr. Utterson his face “with an air of defiance”). Have students find other passages that illustrate these contrasts in Mr. Hyde.
- Ask students which contrasts Mr. Utterson observes in Mr. Hyde’s personality at the bottom of page 42. Have them use at least one vocabulary word in their answer. (Mr. Utterson says Mr. Hyde is a mixture of “timidity” (shyness) and “boldness” (overconfidence). He also notes that Mr. Hyde’s voice is alternately “husky,” “whispering,” and “broken.”)
- Ask students who “the perplexed gentleman” is that is mentioned on page 44. (Mr. Utterson is “the perplexed gentleman.”)

[pages 44–49]

Literal Who is Poole?

- o Poole is a servant who works for Dr. Jekyll—perhaps his butler.

SUPPORT: Read and discuss the shaded support box on page 46 with students. Make sure students understand that the door mentioned in Chapter 1 leads into part of Dr. Jekyll’s house—which Mr. Utterson has known all along.

Inferential What do Poole’s comments about Mr. Hyde suggest about Mr. Hyde’s relationship with Dr. Jekyll?

- o Possible answer: Poole reveals that Mr. Hyde comes and goes from the house quite often and that he and the other servants are to obey him just as they would obey Dr. Jekyll. This suggests that Mr. Hyde and Dr. Jekyll are equals—and much closer than Mr. Utterson could have imagined.

Inferential Why does Mr. Utterson’s conversation with Poole leave him with a “heavy heart?”

- o Dr. Jekyll is much closer to Mr. Hyde than he had originally thought. He fears that Dr. Jekyll is in serious trouble. Also, Mr. Utterson wonders if some of his own past sins and faults might come back to haunt him unexpectedly, just as he fears is happening to Dr. Jekyll.

SUPPORT: If necessary, explain to students that a jack-in-the-box is a children’s toy that consists of a box with a crank. When the crank is turned, the box plays music for a short time, until the lid pops open and a puppet unexpectedly jumps out of the box.

Inferential What does Mr. Utterson fear could happen if Mr. Hyde learns of Dr. Jekyll’s will? Why? [If necessary, refer students to the terms of the will discussed at the beginning of the chapter.] What does this say about Mr. Utterson’s thoughts on Mr. Hyde’s character?

- o Dr. Jekyll’s will leaves all of his estate to Mr. Hyde upon his death or disappearance. Mr. Utterson is afraid that if Mr. Hyde finds out about this, he might kill Dr. Jekyll in order to inherit the doctor’s wealth sooner. This shows that Mr. Utterson thinks that Mr. Hyde is evil.

Remind students of the purpose for reading:

Trace how the theme of good and evil is presented in “Search for Mr. Hyde.”

If necessary, give students one or two minutes to finish Activity Page 2.2.

Use the following questions to examine the character Mr. Hyde and to explore the themes of good and evil in *Strange Case of Dr. Jekyll and Mr. Hyde*. Students can answer orally, or have students take a few minutes to answer one or more of the questions in writing. After students have written their responses, have students share their responses for each of the following questions.

1. **Inferential** Nobody seems to be able to physically describe Mr. Hyde. What do we know about his appearance so far? And what do we know about his personality?
 - o So far from the Reader, we know that Mr. Hyde is small in height (a little man, dwarfish); pale; extraordinary in appearance, but no physical feature stands out; has something wrong with his appearance, something displeasing, something downright detestable; he has a displeasing smile; and both Mr. Enfield and Mr. Utterson are repulsed by his appearance.

Mr. Enfield and Mr. Utterson use the word *deformity* to describe Hyde. They cannot quite explain or describe the deformity—it seems to be a feeling about his character more than his appearance. Mr. Enfield and Mr. Utterson share feelings of disgust and loathing toward Mr. Hyde. Language like *sneering; coolness; frightened; a fellow nobody could stand; a really horrible man; hissing; snarled; savage laugh; uses a hoarse, husky voice; timid; and bold* give clues to his personality. These words describe someone who is almost animalistic in nature.

Mr. Utterson says that Mr. Hyde is a mixture of “timidity” (shyness) and “boldness” (overconfidence). This shows a duality in Mr. Hyde.

2. **Evaluative** Why do you think Stevenson does not clearly describe Mr. Hyde’s appearance?
 - o Accept reasonable answers. Answers may include: Mr. Hyde’s deformity is intangible, indescribable. This gives him an air of both mystery and inhumanity. By not describing Mr. Hyde, Stevenson allows the reader to imagine Mr. Hyde’s appearance. Each reader may have a different opinion of what he looks like. This way, readers will imagine his appearance based on their own feelings.
3. **Inferential** Throughout the encounter between Mr. Utterson and Mr. Hyde, Mr. Hyde is both polite (for example, he agrees to do Utterson a favor “with pleasure” and willingly gives Utterson his address) yet menacing (he shows Utterson his face “with an air of defiance”). What does this tell you about Mr. Hyde?
 - o Accept reasonable answers. It could show that Mr. Hyde has a good (or positive) side as well as an evil side. It could show that Mr. Hyde knows that he should appear to be good to other people. It could show that Mr. Hyde is trying to manipulate Mr. Utterson by being kind.

4. **Inferential** What does Mr. Utterson think about the connection between Dr. Jekyll and Mr. Hyde?
- o Possible answer: Mr. Utterson is quite disturbed by the connection between the two. He cannot seem to understand why or how a “respectable” person like Dr. Jekyll could be involved in any way with a loathsome character like Mr. Hyde. Utterson continues to believe that Hyde must be blackmailing Jekyll in some way.
5. **Inferential** How does Mr. Hyde react when Mr. Utterson suggested that Dr. Jekyll had described Mr. Hyde to him? Mr. Hyde’s response was interesting. What do you think he means?
- o The mention of Dr. Jekyll causes Mr. Hyde to drop his mask of politeness. Mr. Hyde reacts angrily and remarks that Dr. Jekyll had never mentioned Mr. Hyde to Mr. Utterson (“He never told you”). His reaction may indicate that Mr. Hyde does not want Mr. Utterson to know about his relationship with Dr. Jekyll. This seems like Mr. Hyde trusts Dr. Jekyll to not talk about him. When Mr. Hyde responded, “I did not think you would have lied,” it seems like he knows Mr. Utterson. Mr. Hyde is making a judgment about Mr. Utterson’s character.
6. **Inferential** Describe how the settings in “Search for Mr. Hyde” relate to the story’s themes of good and evil and the duality of human nature.
- o Possible answers: The buildings on the street were once handsome and elegant but have now decayed and are home to people from all walks of life—from respectable mapmakers and architects to “shady” lawyers and various other unscrupulous or criminal characters. This suggests (1) that which was once good can stop being good and (2) good and bad can exist side by side.

In contrast to the decaying neighborhood, Dr. Jekyll’s house is still in good condition and appears expensive and comfortable—although it is “plunged in darkness.” This suggests that Jekyll is respectable yet perhaps mixed up in some kind of sordidness himself (represented by the darkness). A well-kept house in a shabby neighborhood also further emphasizes the themes of duality and good and evil.

Dr. Jekyll’s hall is described as cheery and welcoming, with a bright, open fire and appointed with expensive oak cabinets. Mr. Utterson usually thinks of the hall as “the pleasantest room in London,” but here the fire reflects not friendliness and warmth but menace—perhaps recalling his vision of Mr. Hyde as carrying “Satan’s signature.”

[Tell students that a setting that would normally be perceived as “good” (the warm fire) is here perceived as menacing. This is one more detail that supports the themes of duality and good and evil.]

7. **Inferential** What do Mr. Utterson’s reflections about his own vices and virtues reveal about human nature and the theme of good and evil?
- o Possible answer: Though Mr. Utterson is depicted as a fine and upstanding individual, even he is not totally good. This relates to the theme that good and evil reside in all people—no one is entirely good or entirely evil.
8. **Evaluative** How does Mr. Utterson’s point of view continue to impact the story?
- o Possible answer: Readers are learning about the relationship between Hyde and Jekyll as Mr. Utterson learns about it. This draws out the story’s mystery and suspense, as many questions remain unanswered.

Small Group: Chapter 3: “Dr. Jekyll Was Quite At Ease” and Chapter 4: “The Carew Murder Case” [pages 50–66]

Review

5 minutes

- Ask students to describe any other themes they may have encountered in the Reader so far.
 - appearances and reputation (The appearance of Mr. Hyde is brought up several times. Mr. Hyde appears evil because of the way he looks. The characters are judged on their appearances. The houses, streets, and neighborhoods are judged by their appearances. Characters in the Reader are judged by what they do for a living.)

Note to Teacher: Make sure students understand that Jekyll’s comment “If I am taken away” on page 55 is a euphemism for death. If necessary, explain that a euphemism is a mild or pleasant word or phrase that is used instead of one that is unpleasant or offensive.

Introduce the Reading

5 minutes

- Tell students they will read Chapter 3: “Dr. Jekyll Was Quite at Ease” and Chapter 4: “The Carew Murder Case.”
- Have students turn to page 56 in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *inquire*.
- Have students find the word on page 57 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.

- Have students reference Activity Page 2.3 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.
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)

Vocabulary Chart for Chapter 4: “The Carew Murder Case”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	inquire conceive impress	particularly reflect luxury
Spanish Cognates for Core Vocabulary		<i>reflejar</i>
Multiple-Meaning Core Vocabulary Words	conceive impress	reflect
Sayings and Phrases	exchange glances good taste lose one’s head	

Read the purpose for reading from the board/chart paper:

Analyze how Stevenson uses setting to highlight character traits in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Establish Small Groups

Before reading the chapters, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 2.4 together. This is an excellent time to make notes in your anecdotal records.

- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 2.4. Make arrangements to check that students in Small Group 2 have completed the chart on Activity Page 2.4 correctly. You may choose to do one of the following to address this:
 - o Collect the pages, and correct them individually.
 - o Provide an answer key for students to check their own or a partner’s work after they have completed the activity page.
 - o Confer with students individually or as a group at a later time.

Read Chapters 3 and 4

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Note to Teacher: In the interest of time, you may have students read portions of the chapters silently and then discuss the questions.

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

[pages 50–51]

SUPPORT: Some of your students may benefit from the following supports:

- Ask students to identify which characters are present and what the setting is on these pages. (Mr. Utterson is with Dr. Jekyll. The setting is after dinner in front of the fire in the large hall at Dr. Jekyll’s house.)
- Have students explain what Mr. Utterson wants to talk to Dr. Jekyll about. (Mr. Utterson wants to talk about Dr. Jekyll’s will. Mr. Utterson is not happy that the will leaves everything to Mr. Hyde.)

Literal What does Dr. Jekyll say about his falling out with Dr. Lanyon? Do we learn any new information? [Guide students through the events on page 51 as they write the answer on Activity Page 2.4.]

- o Dr. Jekyll says that Dr. Lanyon is an excellent fellow but that he is a hidebound, ignorant pedant. There was a disagreement about some of Dr. Jekyll’s scientific ideas. Dr. Lanyon did not agree with Dr. Jekyll, and Dr. Jekyll is disappointed in him. We learned how Dr. Jekyll feels about Dr. Lanyon, but we did not learn any more about their disagreement.

[pages 52–55]

SUPPORT: Some of your students may benefit from the following supports:

- Ask students how Dr. Jekyll responds to Mr. Utterson’s request to change his will. (Dr. Jekyll says he cannot change it. Dr. Jekyll feels as if he is unable to change it because of reasons he will not tell.)

- Ask students what reason Dr. Jekyll gives to Mr. Utterson for why he shouldn't worry. (Dr. Jekyll tells Mr. Utterson not to worry because he can get rid of Mr. Hyde whenever he wants to.)

Inferential Do you think Dr. Jekyll is in trouble? Why or why not? [Guide students through the events on pages 54–55 as they write the answer on Activity Page 2.4.]

- o Accept reasonable answers. Dr. Jekyll seems to be in trouble because he says he cannot change his will. Dr. Jekyll does not seem to be in trouble because he says he can get rid of Mr. Hyde whenever he wants. Dr. Jekyll says that he has a great interest in Mr. Hyde, which seems as if he is benefiting from Mr. Hyde.

Read Chapter 4: “The Carew Murder Case”

[page 56–first paragraph on page 59]

[Explain to students that Stevenson uses an—in the date at the top of page 56 to indicate a nonspecific date in the 1800s. This convention was commonly used in Victorian literature. There are no definitive explanations for this practice. Many scholars presume it was done to avoid tying the story to a particular time.]

Literal Paraphrase the events in the first long paragraph of the chapter. How is the older gentleman described? [Guide students through the events on page 56 through the top of page 57 as they write the answers on Activity Page 2.4.]

- o One moonlit evening in October, a maid watches out her window as an older man is approached by another, smaller gentleman. The two appear to briefly converse. The older man is described as “beautiful” with an innocent, kind face.

Inferential How does the maid know Mr. Hyde? Compare her feelings toward him with those of other characters in previous chapters. [Guide students through the events on page 57 as they write the answers on Activity Page 2.4. If necessary, remind students of other characters' comments about and descriptions of Mr. Hyde.]

- o The maid knows Mr. Hyde because he sometimes visits her employer. She dislikes Hyde, just as everyone who has encountered him in the story has.

SUPPORT: Ask students to describe what Mr. Hyde does that shocks the maid. (Mr. Hyde beats and kills the older man with his cane.)

Inferential In what way is Mr. Hyde depicted as animalistic in this passage? How do the events in this passage mirror previous events? [Guide students through the events at the bottom of page 57 as they write the answer on Activity Page 2.4. If necessary, direct students to Mr. Enfield's story about Mr. Hyde and the little girl in Chapter 1.]

- o Mr. Hyde's behavior is described as “ape-like fury.” He tramples his victim underfoot, much as he trampled the little girl in Chapter 1.

[page 59]

Inferential How does Stevenson use language to convey the brutality of the older man's murder? Was the man robbed? How do you know? [Guide students through the events on page 59 as they write the answer on Activity Page 2.4.]

- o The maid could hear the victim’s bones shatter as he was beaten, and his body is described as “mangled.” The cane was tough and heavy wood, but it broke in half—suggesting that Mr. Hyde hit the man very hard. Because the man was still carrying his purse and gold watch, we know Mr. Hyde did not rob him.

SUPPORT: Ask students how the police know to contact Mr. Utterson about the victim’s murder. (The victim’s body was found with a letter bearing the name and address of Mr. Utterson.)

[pages 60–61]

Inferential What is the name of the murder victim? How do you know he is a rather important man? [Guide students through the dialogue and events at the top of page 60 as they write the answer on Activity Page 2.4.]

- o His name is Sir Danvers Carew. The title “Sir” indicates that he is important, as this is a title given to people who have been honored in Great Britain. In addition, the police officer seems to recognize him and understands that his murder will attract much attention.

SUPPORT: Ask students how the cane connects Mr. Hyde with Dr. Jekyll? (Mr. Utterson recognizes the cane as one he had given Dr. Jekyll as a gift many years prior.)

CHALLENGE: Point out to students how often Mr. Hyde is described as “small.” Dr. Jekyll is described as “large” (page 50). Do you think this could have something to do with each man’s character?

SUPPORT: Ask students how Mr. Utterson is able to take the police officer to Hyde’s house. If necessary, direct students to Utterson’s encounter with Hyde on page 41. (Mr. Hyde gave Mr. Utterson his address when they first met.)

[pages 61–63]

SUPPORT: Some of your students may benefit from the following supports:

- Ask students where Mr. Hyde lives. (Mr. Hyde lives in Soho, which is not a good part of the city.)
- Explain to students that the reference at the top of page 63 to the women “passing out, key in hand, to have a morning glass” means that the women are going out in the morning to have an alcoholic drink. In this context, “passing out” merely means “going forth,” not “losing consciousness.”
- Read and discuss the support box on page 62 with students.
- Ask students how Stevenson contrasts Hyde’s living circumstances with his economic circumstances. (Hyde lives in a very bad part of London, yet he stands to inherit a quarter of a million pounds from Dr. Jekyll.)
- Tell students that a *pound* is a unit of money used in England. Tell students that 250,000 pounds in 1886 (the year the book was written) would be worth about 34.6 million pounds in 2022—equivalent to about 47.1 million U.S. dollars.

[pages 63–65]

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

- o Both are described as evil and revolting, yet both also display polite manners.

Inferential 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 Mr. Hyde? [Guide students through the dialogue and events at the bottom of page 63 and top of page 64 as they write the answers on Activity Page 2.4.]

- o The woman reacts with joy, possibly because she delights in other people’s misery. She does not seem surprised that Mr. Hyde is in trouble, which further emphasizes his evil nature.

SUPPORT: Explain to students that Scotland Yard was (and still is) the headquarters of the London Metropolitan Police.

[pages 65–66]

Inferential 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? [Guide students through the events on pages 65 and 66 as they write the answer on Activity Page 2.4.]

- o In contrast to the shabby, run-down neighborhood where he lives, Mr. Hyde’s own rooms are luxurious and tasteful, suggesting a certain sophistication that one would not expect from a person living in Soho.

Inferential Why do you think Mr. Hyde has burned many of his papers? What might this foreshadow? [Guide students through the events on pages 65 and 66 as they write the answer on Activity Page 2.4.]

- o Mr. Hyde has burned his papers to make it harder for the authorities to find out anything about him. This may foreshadow a revelation about a secret concerning Mr. Hyde that has not yet been revealed.

Inferential Why is it so difficult for the police to find Mr. Hyde? What word does everyone keep using to describe him? [Guide students through the dialogue and events at the bottom of page 66 as they write the answers on Activity Page 2.4. If necessary, refer students to the previous uses of the word *deformity* on pages 27 and 42.]

- o Few people know Mr. Hyde, he seems to have no family, and there are no photos of him. In addition, those who do know him cannot agree on his physical description. However, everyone agrees that there is a deformity about him that describes his character and appearance.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Analyze how Stevenson uses setting to highlight character traits in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Use the following questions to explore the purpose for reading:

Inferential What is the setting on the lower half of page 61 through page 63? What is the name of this London neighborhood? What adjectives would you use to describe it?

- o This scene is set in Soho, the neighborhood in which Hyde lives. The setting is described as gloomy, dark, and drab, with only the occasional streak of light breaking

through the thick fog. Both the streets and their inhabitants are dirty and run-down. The area is compared to a nightmare.

Inferential What kinds of businesses are located in this neighborhood? What does this say about the people who live here?

- o The neighborhood contains a large bar, a French restaurant that sells cheap food, and a shop that sells cheap magazines. The people who live in the neighborhood must be poor. Many people in the neighborhood seem to be heavy drinkers.

Inferential What is Stevenson implying about Mr. Hyde's nature, given the neighborhood where he lives?

- o Stevenson is connecting the sinister character of the neighborhood with Hyde's own sinister character. Both are highly disreputable.

Evaluative What are you learning about the characters from the settings in which they are presented?

- o Answers will vary. Students may find that they are associating the moods created by the description of the various settings with the characters found in those settings.

Take-Home Material

Reading

- Have students review the glossary words on Activity Pages 2.1 and 2.3.
- Assign Chapter 5: "Incident of the Letter" as reading homework.

Lesson 3

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Partners: Chapter 6: “Remarkable Incident of Dr. Lanyon” and Chapter 7: “Incident at the Window”	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 3.1, 3.2, 3.3
DAY 2: Reading	45 min	Whole Group: Chapter 8: “The Last Night”	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 3.4
Take-Home Material	*	Reading	Activity Pages 3.1, 3.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze how particular elements of a story or drama interact. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Understand how authors use figurative and descriptive language to create mood. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

ADVANCE PREPARATION

Reading (Day 1)

- Write the purpose for reading on the board/chart paper: *Summarize the plot elements in “Remarkable Incident of Dr. Lanyon” and “Incident at the Window.”*

Reading (Day 2)

- This chapter depicts a death by suicide. Some students may be uncomfortable or upset by this scene. Be prepared to discuss this with students as necessary.

- Write the purpose for reading on the board/chart paper: *Describe how Stevenson uses descriptive language to set the mood in Strange Case of Dr. Jekyll and Mr. Hyde.*

DAY 1

READING

45 minutes

Partners: Chapter 6: “Remarkable Incident of Dr. Lanyon” and Chapter 7: “Incident at the Window” [pages 67–89]

Introduce the Chapters

10 minutes

- Prompt students to recall and share the important events from their homework reading, Chapter 5: “Incident of the Letter”:
 - Mr. Utterson visits Dr. Jekyll, who is in his laboratory looking extremely ill. Jekyll claims his relationship with Hyde is finished and gives Utterson a letter from Hyde, who says he has a means of escape and that he does not deserve Jekyll’s generosity.

Utterson shares the letter with his clerk, Mr. Guest, a handwriting expert. As Guest examines the letter, a messenger delivers an invitation written by Jekyll. Guest judges the two notes to have been written by the same person.
- Have students preview Activity Page 3.3. Explain that each chapter in a novel can be summarized with the *Somebody-Wants-But-So-Then* format shown on the chart. Briefly model how the technique works with a story most students will be familiar with, such as “Little Red Riding Hood.”
 - **Somebody (the main character):** Little Red Riding Hood
 - **Wants (the main character’s motivation):** to bring her Granny some food
 - **But (the conflict or problem the character faces):** She meets a wolf who locks up Granny and then pretends to be Granny so he can eat Little Red Riding Hood.
 - **So (how the character tries to solve the problem):** Little Red Riding Hood escapes and finds a woodcutter, who chases the wolf away.
 - **Then (the outcome or resolution):** Little Red Riding Hood saves Granny, and they live happily ever after.
- Tell students that they are going to use Activity Page 3.3 to summarize the plot elements of “Remarkable Incident of Dr. Lanyon” and “Incident at the Window.”
- Tell students they will read “Remarkable Incident of Dr. Lanyon” and “Incident at the Window.”
- Have students turn to page 77 in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *inseparable*.

- Have students find the word on page 78 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapters.

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)

Vocabulary Chart for Chapter 6: “Remarkable Incident of Dr. Lanyon” and Chapter 7: “Incident at the Window”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	inseparable considerable	observe mad forbid premature twilight infinite

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Spanish Cognates for Core Vocabulary	<i>considerable</i>	<i>observar</i>
Multiple-Meaning Core Vocabulary Words		observe mad
Sayings and Phrases	make up for out of spirits	

Read the purpose for reading from the board/chart paper:

Summarize the plot elements in “Remarkable Incident of Dr. Lanyon” and “Incident at the Window.”

Read the Chapters

25 minutes

Pair students to read the chapters together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate around the room, monitoring students’ focus and progress.

Explain to students that they will complete Activity Page 3.2 together while reading. They will then use Activity Page 3.3 to summarize Chapters 6 and 7.

Note to Teacher: In the interest of time, you may have students read portions of the text silently and then discuss the questions.

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

[pages 77–78]

Inferential 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?

- o Mr. Utterson has returned to his old, peaceful self. Dr. Jekyll has become more sociable and has renewed old friendships. He has also become more religious and is trying to do “good” and be of service to others.

Literal 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?

- o Words such as *cruelty*, *callous*, *violent*, *vile*, *evil*, and *hatred* are associated with Mr. Hyde; words such as *new*, *good*, *open*, *brighten*, and *peace* are associated with Dr. Jekyll. These characterizations further explore the themes of duality and of good and evil.

[pages 79–82]

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

- o Dr. Lanyon is very ill and near death, evidently having experienced something of “deep terror.” He says he will “never recover” and expects to die within weeks. When Mr. Utterson remarks that Dr. Jekyll is also ill, Dr. Lanyon reacts violently and states he wishes never to hear of Dr. Jekyll again. This may mean that Dr. Jekyll is somehow responsible for Dr. Lanyon’s condition.

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

- o Dr. Lanyon says that one day Mr. Utterson may come to learn the “right and wrong” of the situation, which is a reference to the theme of duality or of good and evil.

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

- o Dr. Jekyll vows to live the rest of his life alone and says that he and Mr. Utterson must never meet even though they will always be friends. He characterizes himself as both the “chief of sinners” and the “chief of sufferers” and seems to indicate that he has done something to deserve his torment (“I have brought on myself a punishment and a danger that I cannot name”).

Note to Teacher: Read and discuss the support box on page 84 with students.

Inferential Why doesn’t Mr. Utterson immediately open and read Dr. Lanyon’s letter?

- o Dr. Lanyon has instructed Mr. Utterson not to read the letter unless Jekyll has either died or disappeared. As Dr. Lanyon’s lawyer, Mr. Utterson has a professional duty to honor his client’s wishes.

Read Chapter 7: “Incident at the Window”

[pages 86–88]

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

- o Mr. Utterson and Mr. Enfield are taking their Sunday walk and are passing through the same neighborhood they visited as the story opened.

Evaluative 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?

- o Accept supported answers.

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

- o Dr. Jekyll says that he is “very low,” that is, quite depressed. He says that this feeling will not last long, however—this may foreshadow an impending conclusion to the story (perhaps Dr. Jekyll’s death?). Whatever is weighing on Dr. Jekyll, he believes it will be resolved soon one way or another.

Literal What happens to Dr. Jekyll that “froze the very blood” of Mr. Utterson and Mr. Enfield?

- o Dr. Jekyll was smiling and chatting with the two from a window of his home when his face suddenly changes to an expression of terror and despair. He shuts the window quickly and withdraws.

Note to Teacher: Point out to students the similarity between Dr. Jekyll’s sudden change here and his sudden return to solitude in the previous chapter. Also point out that the author does not describe exactly what Dr. Jekyll looked like—much like Mr. Hyde’s face is never fully described.]

Evaluative Why does Mr. Utterson whisper “God forgive us” after witnessing the incident at the window?

- o Possible answer: Mr. Utterson may be asking for God’s forgiveness because he and Mr. Enfield have just seen something horrible happen to Dr. Jekyll and they walked away without trying to help.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Summarize the plot elements in “Remarkable Incident of Dr. Lanyon” and “Incident at the Window.”

Help students summarize the plot events from today’s reading using the *Somebody-Wants-But-So-Then* format found on Activity Page 3.3. Work together as a class to fill in the Summary Chart on the activity page. Students may need help determining which events are important enough to be included in the Summary Chart.

Finally, students should write a one-paragraph summary of the story using the information compiled in the chart.

To wrap up, ask the following question:

Evaluative How did summarizing these chapters help you better understand or appreciate the story?

- o Answers will vary but may include that summarizing helped students understand the important events and story structure.

Note to Teacher: If this is the end to your instructional day, assign students to read the first part of Chapter 8: “The Last Night,” pages 90–99, for homework. If you are continuing your instructional day, provide time for students to read pages 90–99 independently before reading the rest of the chapter as a whole group.

Whole Group: Chapter 8: “The Last Night” [pages 90–112]

Introduce the Chapter

5 minutes

- Tell students they will continue to read Chapter 8: “The Last Night.”
- Prompt students to recall and share the important events from the first half of the chapter (pages 90–99) they read for homework:
 - Dr. Jekyll’s butler, Poole, visits Mr. Utterson and begs him to return to Jekyll’s house, fearing foul play. They find the frightened servants huddled together in the entrance hall.
 - Poole and Utterson approach the door to Jekyll’s study. A voice within tells them to go away. Poole does not believe the voice is Jekyll’s and believes Jekyll has been murdered. All week, the person in the study has been demanding a particular drug be sent to him, but every order has been unsatisfactory. Poole says he has seen the man—and it is not Jekyll.
- Have students turn to page 99 in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Core Vocabulary

- Preview the core vocabulary words before reading the rest of chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *protest*.
- Have students find the word on page 101 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 3.4 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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**)

Vocabulary Chart for Chapter 8: "The Last Night"		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	ay countenance enclosures	protest spare whip lurk weep peer
Spanish Cognates for Core Vocabulary		<i>protestar</i>
Multiple-Meaning Core Vocabulary Words	enclosures	protest spare whip peer
Sayings and Phrases	doubled up to and fro lost soul	

Read the purpose for reading from the board/chart paper:

Describe how Stevenson uses descriptive language to set the mood in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Have individual students take turns reading the chapter aloud. You may also alternate between having students read aloud and read silently. If needed, use the guided reading supports in order to check for understanding and draw students' attention to key vocabulary and concepts. Not all students will need the guided reading supports.

Note to Teacher: In the interest of time, you may have students read portions of the text silently.

Read Chapter 8: "The Last Night"

[page 101–last paragraph on page 103]

Inferential How does Poole describe the person in the study? How does he describe Dr. Jekyll? How does this relate to a major theme of the story? Why does Mr. Utterson "protest" Poole's claim?

- o Poole describes the person in the study as a dwarf, while Dr. Jekyll is a "tall, fine build of a man." As has been the case throughout the Reader, the "good" Dr. Jekyll is physically attractive, but the "evil" Mr. Hyde is not. Mr. Utterson objects to Poole's claim because he cannot believe Mr. Hyde is in the study.

CHALLENGE: Have students look for other instances of Poole and Mr. Utterson referring to Mr. Hyde in this way. Ask students to consider what Stevenson is implying about the nature of evil by using this language.

Inferential What does Mr. Utterson mean when he tells Poole, "We both think more than we have said"?

- o Mr. Utterson means they both fear that Mr. Hyde has murdered Dr. Jekyll but have dared not say so.

[Bottom of page 103 to top of page 106]

Literal How are Mr. Hyde's footsteps different from Dr. Jekyll's? What does it mean that the person in the study is moving "to and fro"? How does this expression impact the mood of this passage?

- o Mr. Hyde's light footsteps contrast with Dr. Jekyll's heavy footsteps. The person in the study seems to be pacing back and forth (to and fro), perhaps in a nervous way. This contributes to the overall tenseness of the scene.

Inferential Identify a detail on page 105 that may be intended to create sympathy for the person in the study. Use a vocabulary term in your answer.

- o Possible answer: Poole says that he once heard the person weeping.

SUPPORT: If necessary, explain to students that the term *lost soul* has a double meaning. In everyday usage, the term is used to describe someone who is lonely and unhappy. In Christian teaching, a lost soul is someone who is separated from God and is damned to hell.

[pages 106–107]

Literal What do Poole and Mr. Utterson find when they break into the study?

- o They find a neat, tidy, and quiet room—and the body of Mr. Hyde, who has apparently taken his own life.

Inferential How does Mr. Utterson’s statement at the bottom of page 107 relate to the theme of good and evil?

- o Mr. Utterson says that he and Poole are too late to either “save or punish” Mr. Hyde and that Hyde has “gone to his judgment” (that is, God’s judgment).

SUPPORT: If necessary, explain to students that in Christian teaching, God will pass judgment on the lives of each person after they die. Those who are good/saved will enter heaven; those who are evil/damned will be sent to hell.

Literal To whom is Mr. Utterson referring when he tells Poole they still need to find “the body of your master”? Why does Mr. Utterson say this?

- o Mr. Utterson is referring to Dr. Jekyll, whom he believes has been killed by Mr. Hyde.

[pages 108–109]

Literal What evidence do Poole and Mr. Utterson find in the study that suggests recent experimentation?

- o They find various chemicals that appear to be measured onto saucers. Poole remarks that these are the same drugs Dr. Jekyll had been asking for and continually rejecting.

Inferential How does the open book Mr. Utterson finds suggest Dr. Jekyll’s dual nature?

- o Possible answer: It is a religious work that Dr. Jekyll admired, but it is full of notes—in Dr. Jekyll’s handwriting—that are disrespectful of religion (*blasphemies*).

[pages 110–112]

Note to Teacher: Read and discuss the support box on page 111 with students. Make sure students understand that the note calls into question—in Mr. Utterson’s mind—whether or not Mr. Hyde actually took his own life.

Inferential How does the wording of Dr. Jekyll’s note restate ideas that have been previously introduced in the story?

- o Possible answer: Dr. Jekyll says he will have “disappeared” by the time Mr. Utterson reads the note; references to Dr. Jekyll’s “disappearance” have appeared frequently throughout the story. In addition, Dr. Jekyll says that “the end is sure and must be soon,” which echoes his statement that his situation “will not last long” on page 87. Finally, the note references Dr. Lanyon, who saw something from Dr. Jekyll so horrible that it killed him. Dr. Jekyll now gives Mr. Utterson permission to read Dr. Lanyon’s narrative.

Inferential Mr. Utterson tells Poole, “If your master has fled or is dead, we may at least save his reputation.” What is Mr. Utterson implying?

- Mr. Utterson is implying that he now thinks Dr. Jekyll may be responsible in some way for Mr. Hyde’s death and that he does not want the public to know anything bad about his friend.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Describe how Stevenson uses descriptive language to set the mood in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Ask the following questions to explore the use of descriptive language in *Strange Case of Dr. Jekyll and Mr. Hyde*:

- Find evidence that Poole considers the person in the study inhuman and unnatural.
 - Poole repeatedly refers to the person in the study as a “thing,” “it,” and “the creature,” all words that suggest that Mr. Hyde is less than human.
- Which descriptive words and phrases does the author use in this scene to describe the terror Mr. Hyde arouses in Poole and Mr. Utterson?
 - Phrases such as “felt in your marrow kind of cold and thin” and “went down my spine like ice” suggest that Mr. Hyde arouses terror in Poole and Mr. Utterson.
- What does it mean to *lurk*? How does the use of the word *lurking* impact the mood of this scene?
 - To *lurk* means to creep about in a secretive way. The person in Dr. Jekyll’s study is *lurking*, which contributes to the mysterious mood.
- How does the author use descriptive language on these pages to make the setting seem obscure and secluded? How does this impact the mood of this passage?
 - The yard is dark, with a small flicker of a candle being tossed by the wind (personification). The use of words such as *silently*, *solemnly*, and *stillness* helps to create a quiet, tense, and mysterious mood. Poole and Mr. Utterson seem quite alone.
- How does Stevenson use descriptive language to convey the frantic action of page 106? Does he use other techniques as well?
 - Mr. Utterson cries out “with a loud voice” and says he will enter the study by force if necessary. The exclamation marks at the end of many of Mr. Utterson’s statements on this page add emphasis to what he is saying. The short sentence “Down with the door, Poole!” also conveys urgency and action. As Poole and Mr. Utterson begin to break down the door, their repeated blows “shook the building,” the door “leaped,” and the panels “crashed.” Finally the lock “burst,” and the wreck of the door “fell” into the study. All of these verbs indicate strong physical force and frantic action.

- Identify an example of personification at the top of page 110. What does Poole actually mean?
 - o Poole says that the mirror has seen some strange things; this is an example of personification. What he means is that some strange things have gone on in the study.
- How does Stevenson use descriptive language to describe a contrast at the bottom of page 109? Use a vocabulary word in your answer.
 - o Stevenson compares the rosy, warm glow of the fire to the pale, fearful countenances of Poole and Mr. Utterson.

[Tell students that the mystery will be revealed in the next two chapters.]

Take-Home Material

Reading

- Have students review the glossary words on Activity Pages 3.1 and 3.4.

Lesson 4

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Independent: Chapter 9: “Dr. Lanyon’s Narrative”	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 4.1, 4.2
DAY 2: Reading	45 min	Whole Group: Chapter 10: “Henry Jekyll’s Full Statement of the Case”	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Page 4.3
Take-Home Material	*	Reading	Activity Pages 4.1, 4.3
Optional Comprehension Check	*		Activity Page PP.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze how particular elements of a story or drama interact. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Analyze how an author develops characters and points of view. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

ADVANCE PREPARATION

Reading (Day 1)

- Write the purpose for reading on the board/chart paper: *Describe how Stevenson’s use of multiple narrators helps readers understand the story in Strange Case of Dr. Jekyll and Mr. Hyde.*

Note to Teacher: Because this chapter takes quite a bit of time to read, the lesson has been streamlined to give students the maximum amount of class time to read.

Reading (Day 2)

- Write the purpose for reading on the board/chart paper: *Explore the impact of closing the story from Dr. Jekyll's point of view.*

DAY 1

READING

45 minutes

Independent Reading: Chapter 9: “Dr. Lanyon’s Narrative” [pages 113–128]

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 9: “Dr. Lanyon’s Narrative.”
- Remind students that most of the story has been told from the point of view of Dr. Jekyll’s lawyer, Mr. Utterson. Tell them that the point of view in this chapter will change. As they read, have students think about the way this new point of view affects the way they understand the story.
- Have students turn to page 113.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *dishonorable*.
- Have students find the word on page 114 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 9: “Dr. Lanyon’s Narrative”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	dishonorable locksmith penitence	draw neglect crouch curiosity sob
Spanish Cognates for Core Vocabulary		<i>curiosidad</i>
Multiple-Meaning Core Vocabulary Words		draw curiosity
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Describe how Stevenson’s use of multiple narrators helps readers understand the story in *Strange Case of Dr. Jekyll and Mr. Hyde*.

Read the Chapter

35 minutes

Have students read the selection independently and complete Activity Page 4.2.

You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask them questions. If their answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If their answers indicate difficulty in comprehension, have them read aloud.

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

[page 113]

Literal From whose perspective is this chapter given? How do you know? [Point out the chapter title to students.]

- o This chapter is given from the perspective of Dr. Lanyon, as indicated by the chapter title.

SUPPORT: Explain to students that the term *evening delivery* refers to the former practice of mail being delivered twice daily—once in the morning and once in the afternoon or early evening.

Inferential How does Dr. Jekyll’s letter begin by alluding to an earlier scene in the story? [If necessary, direct students to page 34.] What does this say about Dr. Jekyll? About Dr. Lanyon?

- o In Chapter 2, Dr. Lanyon tells Mr. Utterson that he has broken from Dr. Jekyll because of the latter’s pursuit of “unscientific balderdash.” Dr. Jekyll alludes to their differences “on scientific questions.” This suggests that Dr. Jekyll may be more prone to experimentation and investigation than the more conservative Dr. Lanyon.

[pages 113–116]

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

- o Dr. Jekyll asks Dr. Lanyon to (1) go to Dr. Jekyll’s home and retrieve the contents of a drawer in his study and (2) take them to Dr. Lanyon’s home and give them to a man who will arrive at midnight.

Inferential Find evidence in the letter that suggests Dr. Jekyll is attempting to manipulate Dr. Lanyon.

- o Dr. Jekyll begins by reminding Dr. Lanyon of their long friendship and claims he has made great sacrifices to help Dr. Lanyon—so now he expects the same in return. He uses emotional language to appeal to Dr. Lanyon (for example, “My life, my honor, my reason, are all at your mercy; if you fail me tonight, I am lost”). He ends by begging Dr. Lanyon to “serve” him and “save” him.

[pages 116–118]

Literal What is Dr. Lanyon’s immediate reaction to Dr. Jekyll’s letter?

- o Dr. Lanyon suspects that Dr. Jekyll is “insane” but nevertheless carries out Dr. Jekyll’s request. He retrieves the contents of the cabinet and returns home.

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

- o Possible answer: It appears that Dr. Jekyll has been using various chemicals to conduct experiments of some kind. Dr. Jekyll has kept records of the experiments, but they reveal little to Dr. Lanyon.

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

- o Dr. Lanyon says that Jekyll's experiments have "no practical usefulness" and says this is typical of Dr. Jekyll's "investigations." Dr. Lanyon loads a gun for self-defense. Continuing to believe that Dr. Jekyll is mentally ill ("brain disease"), Dr. Lanyon is afraid of what might happen.

[pages 118–120]

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

- o Dr. Lanyon describes his visitor as "a small man," which is how others have described Mr. Hyde throughout the story.

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

- o Like others, Dr. Lanyon cannot quite describe Mr. Hyde but immediately feels strongly repelled by him. He notes some contradictions within Mr. Hyde—great muscular activity combined with great weakness. Dr. Lanyon suggests that his feelings are not just based on Mr. Hyde's appearance but on something much deeper that he perceives about Mr. Hyde's nature.

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

- o Dr. Lanyon calls the visitor a "creature" and says that there is something "abnormal" about him. He seems unclear as to where this individual could even have come from and what his nature and character might be like.

[pages 120–123]

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

- o Dr. Lanyon says that the visitor's touch elicited an "icy pang along his blood." This echoes Mr. Utterson's "shudder in his blood" when he recalls seeing Mr. Hyde (page 45) and when he contemplated Dr. Jekyll committing forgery (page 76); the "frozen" blood of both Mr. Utterson and Mr. Enfield upon seeing Dr. Jekyll's look of terror during the incident at the window (page 88); and Poole's comment that Mr. Hyde made his marrow feel "kind of cold and thin" and that the sight of Mr. Hyde sent a shiver "like ice" down his spine (page 103).

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

- o The smile is "awful." Smiles are usually happy, but this one seems sinister and despairing.

[pages 123–126]

Evaluative Evaluate the visitor’s challenge to Dr. Lanyon on page 123. How would you describe his attitude toward Dr. Lanyon?

- o Possible answer: The visitor is taunting Dr. Lanyon to be scientifically curious. He challenges Dr. Lanyon to witness something new, something he will find difficult to believe. He seems to know Dr. Lanyon’s views are rather conventional.

Note to Teacher: Read and discuss the support box on page 125 with students. Remind students that, just as lawyers have a professional duty not to discuss their clients’ affairs with others, so doctors have a similar responsibility. However, the visitor (Mr. Hyde) does not share a profession with Dr. Lanyon. Ask students which character does. What might this foreshadow?

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

- o Possible answer: Dr. Jekyll knows that Dr. Lanyon does not respect his ideas. Dr. Jekyll wants to prove to him that his scientific theories are correct.

[pages 126–128]

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

- o Mr. Hyde is transformed into Dr. Jekyll.

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

- o Dr. Lanyon cannot believe what he has seen; he is confused, terrified, and repulsed. By saying that his life “is shaken to its roots,” he means that his entire worldview has been shattered.

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

- o Answers will vary, but students should recognize that both the “good” Dr. Jekyll and “bad” Mr. Hyde reside in the same person; that Dr. Lanyon perceives both “moral wickedness” and “tears of penitence” in Dr. Jekyll; and that Dr. Jekyll realizes he has done wrong (he feels penitence) yet taunts Dr. Lanyon over his own ignorance.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Describe how Stevenson’s use of multiple voices helps readers understand the story in *Strange Case of Dr. Jekyll and Mr. Hyde*.

If necessary, give students a few minutes to complete Activity Page 4.2.

To wrap up, ask the following question:

Evaluative How does the author’s technique of presenting information from multiple voices help you better understand or appreciate the story? And how does Stevenson keep the idea of the limited-third person narrator while introducing other voices?

- o Answers will vary but may include that this technique helps students understand that each character in the story has a limited point of view and does not see the entire picture. By combining all the characters’ perspectives, the audience gains a more complete and accurate understanding of each character. In addition, the tension and mystery of the story are drawn out, enticing the audience to continue reading in order to learn all the details of the narrative.
- o Mr. Utterson is reading a letter written by Dr. Lanyon. Therefore, the information is still coming through Utterson, even though the words are Dr. Lanyon’s.

DAY 2

READING

45 minutes

Whole Group: Chapter 10: “Henry Jekyll’s Full Statement of the Case” [pages 129–166]

Introduce the Chapter

10 minutes

- Tell students they will read Chapter 10: “Henry Jekyll’s Full Statement of the Case.”
- Review point of view with students. Make sure students understand that this chapter is from Dr. Jekyll’s point of view.
- Briefly discuss the support boxes on pages 129, 133, 136, 143, and 149 with students. Have students point out instances where Dr. Jekyll explicitly mentions the double nature of humankind.

Core Vocabulary

- Preview the core vocabulary words before reading the rest of the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *determination*.
- Have students find the word on page 150 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 4.3 while you read each word and its meaning, noting the following:

- o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.
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)**

Vocabulary Chart for “Henry Jekyll’s Full Statement of the Case”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	compose consciousness	determination conscience temptation reinforce persuade calamity sever ransack
Spanish Cognates for Core Vocabulary	<i>componer</i> <i>conciencia</i>	<i>determinación</i> <i>conciencia</i> <i>tentación</i> <i>persuadir</i>
Multiple-Meaning Core Vocabulary Words	compose	
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Explore the impact of closing the story from Dr. Jekyll's point of view.

Read the Chapter

30 minutes

Note to Teacher: Because this chapter takes quite a bit of time to read, the lesson has been streamlined to give students the maximum amount of class time to read.

Have individual students take turns reading the chapter aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students' attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Note to Teacher: In the interest of time, you may have students read portions of the text silently and then discuss the questions.

Read Chapter 10: "Henry Jekyll's Full Statement of the Case"

[page 129–first paragraph on page 151]

Literal What is the conflict (or "dual being") that Dr. Jekyll experienced when he was young?

- o Dr. Jekyll had a liveliness of character that was in conflict with (or opposite to) his desire to carry his head high and wear a more commonly grave countenance before the public.

Inferential Why was it so important for Dr. Jekyll to be seen as a moral, upright person? (If needed, direct students to page 10 to review.)

- o In Victorian London, gentlemen were expected to act in a dignified, respectable, and restrained manner. If Dr. Jekyll does not behave this way, he will not experience the benefits of that society, and he will be looked down upon by his peers. If he appears a respectable person, he will be highly regarded.

Inferential Why is Mr. Hyde smaller and younger looking than Dr. Jekyll?

- o Dr. Jekyll has spent most of his time focusing on his good side, and his bad side is not as developed. Because of this, when he is Mr. Hyde, he is smaller in size and younger than Dr. Jekyll.

Inferential Describe the meaning of the line "This, as I understand it, was because all human beings, as we meet them, comma are commingled out of good and evil: and Edward Hyde, alone in all mankind, was pure evil."

- o Dr. Jekyll is explaining why he believes that everyone who saw Mr. Hyde felt his evil. When we meet someone, we often see the good in the person first. Mr. Hyde did not have any good, so he presented as evil.

Evaluative Dr. Jekyll claimed, "It was Hyde, after all, and Hyde alone that was guilty." Do you agree with this thought? Why or why not?

- o Accept reasonable answers.

Evaluative What begins to happen to Dr. Jekyll in relationship to Mr. Hyde about two months before the murder of Sir Danvers? Why does this happen? How does this change things?

- o Dr. Jekyll begins to turn into Mr. Hyde without drinking the potion. Mr. Hyde is becoming stronger and can control the transformation. This means that Dr. Jekyll must always have the potion with him so that he can turn Mr. Hyde back into Dr. Jekyll. Dr. Jekyll cannot control Mr. Hyde, and Mr. Hyde begins to do even more evil things.

Inferential Why do you think Dr. Jekyll did not give up Mr. Hyde’s house in Soho, even after he vowed to resist his evil urges?

- o Possible answer: Deep down, Dr. Jekyll knew he would not be able to resist transforming back into Mr. Hyde.

Evaluative What does it mean to be “moral”? How would Dr. Jekyll answer that question?

- o Students’ responses will vary but should include “doing the right thing.” Dr. Jekyll may answer that “being moral” consists of observing society’s rules whether one believes in them or not.

Evaluative Why do you think Mr. Hyde behaved so savagely once Dr. Jekyll allowed himself to transform into Mr. Hyde again? [Call attention to the line at the bottom of page 150: “My devil had been long caged, he came out roaring.”]

- o Students’ responses will vary. Dr. Jekyll seems to be saying that because he had been trying so long to suppress his negative tendencies, they came out even more severely once he decided to let them go.

Inferential What does Dr. Jekyll mean by the “balancing instincts by which even the worst of us continues to walk with some degree of steadiness among temptations”?

- o Dr. Jekyll refers to societal constraints on bad behavior, which cause most people to behave properly most of the time. Under Mr. Hyde’s influence, though, those constraints meant little to him.

[second paragraph on page 151–page 155]

Inferential How did Mr. Hyde feel after murdering Sir Danvers? How did Dr. Jekyll feel?

- o Mr. Hyde was exhilarated; he sang and made a toast to his victim. After transforming back into Dr. Jekyll, Dr. Jekyll felt deeply remorseful and vowed again to do away with Mr. Hyde.

Literal What did Dr. Jekyll do to ensure that he would not again transform into Hyde?

- o Dr. Jekyll destroyed the key to his lab. [Point out that Poole and Mr. Utterson had found the damaged key on page 108.]

Inferential How did Dr. Jekyll try to “make up for the past”? [Ask students to revisit pages 77 and 78.]

- o Dr. Jekyll renewed his interest in religion and charitable activities.

[pages 155–158]

Inferential What was Dr. Jekyll thinking on that “fine, clear, January day” just before he transformed into Mr. Hyde? What does this say about Dr. Jekyll’s character?

- o Dr. Jekyll was congratulating himself on how good and kind he was behaving and comparing his “active goodwill” with those who simply act respectably but do little to actually help people. This may suggest that Dr. Jekyll had not actually repented of his crimes but merely wanted to be thought of as good.

[page 159]

Inferential How does Dr. Jekyll use language in this passage to distinguish himself from Hyde?

- o Dr. Jekyll refers to Mr. Hyde as “he,” not “I.” He also refers to Mr. Hyde in the third person, as a “child of Hell” and “nothing human.”

[pages 160–164]

Inferential Compare Dr. Jekyll’s feelings toward Mr. Hyde with Mr. Hyde’s feelings toward Dr. Jekyll.

- o Dr. Jekyll indicates that he has finally become horrified by Mr. Hyde, considering him a subhuman, deformed brute. Yet deep down, Dr. Jekyll says he “pities” Mr. Hyde. For his part, Mr. Hyde hates Dr. Jekyll in equal terms, loathing Dr. Jekyll’s depression and repudiation of this side of his character. To taunt Dr. Jekyll, Mr. Hyde plays “ape-like” tricks, such as writing irreligious statements in his books and burning his letters.

Turn and Talk: Ask students to think about why Jekyll’s lower nature comes to dominate him. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[pages 165–166]

Inferential What is “the last calamity” to which Dr. Jekyll refers?

- o Dr. Jekyll’s supply of salt, the key ingredient of his potion, began to run low. When he obtained a fresh supply, it did not work as in the past. This means that he will eventually no longer be able to transform himself back into Dr. Jekyll.

Note to Teacher: Make sure students understand that Dr. Jekyll thinks an impurity in one of his original potion ingredients is what gave it its power to transform. Once he ran out of the impure ingredient and could not obtain more, the potion would no longer work.

Inferential What does Dr. Jekyll mean when he asks if he will find “courage to release himself at the last moment”?

- o Dr. Jekyll is asking himself if he will have the courage to take his own life before he transforms into Mr. Hyde permanently.

Remind students of the purpose for reading:

Explore the impact of closing the story from Dr. Jekyll's point of view.

Why do you think Stevenson allows Dr. Jekyll to narrate the last chapter?

- o Dr. Jekyll is able to clear up all of the questions having to do with the strange case of Dr. Jekyll and Mr. Hyde. He is able to explain his motives and his thoughts and feelings throughout the situation. Dr. Jekyll is able to clearly convey the messages that Stevenson wants readers to think about.

CHALLENGE: As time permits, have students compare the scenes Jekyll describes in the final pages of his confession to those same scenes as described from Mr. Utterson's and Dr. Lanyon's perspectives. Have students consider how seeing the scenes from multiple perspectives impacts their view of the story.

Wrap up by asking students to consider why *Strange Case of Dr. Jekyll and Mr. Hyde* has become a classic. Ask volunteers to explain how the themes still apply in today's world.

Take-Home Material

Reading

- Have students review the glossary words on Activity Pages 4.1 and 4.3.

Comprehension Check

You may wish to pause one day before proceeding to Lesson 5 so you can assess students' reading comprehension. During your next ELA period, administer the Mid-Unit Comprehension Check (Activity Page PP.1), which will take approximately 30–45 minutes for students to complete. You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. You may use the remainder of the period for remediation and/or enrichment.

Lesson 5

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Morphology	15 min	Introduce Greek and Latin Roots <i>audio, auto, demos, manus, morphe, pedis, and sentio</i>	Roots Anchor Chart Activity Page 5.1
	30 min	Write an Argumentative Essay: Plan	Activity Pages 5.2, 5.3
DAY 2: Morphology	15 min	Practice Greek and Latin Roots <i>audio, auto, demos, manus, morphe, pedis, and sentio</i>	Roots Anchor Chart Activity Page 5.4
	30 min	Write an Argumentative Essay: Plan	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 5.5
Take-Home Material	*	Morphology	Activity Pages 5.1, 5.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

Plan an argumentative essay. (W.7.1)

Develop and strengthen writing as needed by planning. (W.7.5)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Language

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4.b, L.7.5.b)

ADVANCE PREPARATION

Day 1

Morphology

- Display the Roots Anchor Chart from Unit 1.

Day 2

Morphology

- Display the Roots Anchor Chart from Day 1 of Lesson 5.

DAY 1

MORPHOLOGY

15 minutes

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

Introduce Greek and Latin Roots

15 minutes

- Point out the Roots Anchor Chart you displayed in the classroom. Tell students this week they will study the roots *audio*, *auto*, *demos*, *manus*, *morphe*, *pedis*, and *sentio*. As you write the roots on the chart, pronounce them and explain their meaning.
 - The root *audio* is pronounced /awdeeo/ and means “hear.”
 - The root *auto* is pronounced /awtoe/ and means “self” or “same.”
 - The root *demos* is pronounced /deemoes/ and means “the people.”
 - The root *manus* is pronounced /monus/ and means “hand.”
 - The root *morphe* is pronounced /morfae/ and means “form,” “shape,” or “structure.”
 - The root *pedis* is pronounced /pedis/ and means “foot.”
 - The root *sentio* is pronounced /senteeoe/ and means “feeling.”

Root	Meaning	Example
audio	hear	Her voice was audibly nearer than it had been before.
auto	self or same	He suffers from an auto immune disorder.
demos	the people	Democratic government is government by the people.
manus	hand	My car has both a manual transmission and an owner’s manual .
morphe	form, shape, structure	The metamorphosis of a caterpillar into a butterfly is an amazing thing.
pedis	foot	Even though there were no cars on the street, it was full of pedestrians .
sentio	feeling	Parents or guardians must give their consent before students may go on the field trip.

CHALLENGE: As time allows, challenge students to think of additional words with the roots listed and to use them in a context sentence.

- Have students turn to Activity Page 5.1. Briefly review the directions, and do the first sentence together. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write an Argumentative Essay: Plan

Introduce the Essay Project

15 minutes

Explain to students that they will write an argumentative essay. This means students will be making a claim about a topic and supporting that claim with a reasoned argument, based on evidence. In an argumentative essay, the writer tries to convince the reader of a point of view.

Ask students to think about the following questions: Do you like cats or dogs? Can you write an essay that would convince someone that one is better than the other?

Ask students what they would need to do to convince someone that their opinion is correct? (Answers should include: focus on one side of the issue and use facts about cats and dogs that support their opinion.)

Tell students that just like other types of writing activities, this assignment has specific features. It must have a clearly made claim about a topic. The claim, or argument, must be supported with evidence.

In this unit, students will make a claim concerning some aspect of Robert Louis Stevenson's *Strange Case of Dr. Jekyll and Mr. Hyde*. Students must support their claim with an argument based on both reasoning and text evidence.

Suggest that students consider themes involving good and evil or human nature as they review the material. Sample themes are listed below:

- the duality of human nature including aspects of good and evil
- the limits of scientific experimentation
- the role of social class and reputation in Victorian society
- transformation
- fear of the unknown/fear of differences
- addiction
- reason and the supernatural
- friendship
- Divide students into groups, and assign each group a thematic idea. Have students reflect on the thematic idea and write possible thematic statements and evidence from the text to support the theme. Come together as a group for students to share their findings.
- Emphasize that students' claim will need to form the basis of an argument, so they need to claim something that's not immediately obvious—something not everyone will immediately agree with.

Discuss with students the difference between arguments based on facts and figures and an argument in a literary essay. Point out that both kinds of argument need to state a claim and cite evidence for it but that an argument about the meaning of a piece of fiction will need to be supported by text and ideas rather than facts and figures. Ask: Are there song lyrics that seem to argue for something? Examples could be things like the power of love or the value of family.

SUPPORT: For students who need remediation, consider having those students select a topic that does not use Robert Louis Stevenson’s *Strange Case of Dr. Jekyll and Mr. Hyde*, allowing them to focus primarily on the writing process. Examples of prompts for the argumentative essay: Should students be required to do homework for school? Should students be allowed to chew gum in school? What is the best sport? What is the best book? What is the best dessert? Should the school have a dress code? Should students be able to use phones at school? Students should think of a topic that they feel strongly about. Note that an argumentative essay about any nonliterary topics should not simply state a personal opinion, but should include facts and figures to support the claim.

Examine the Writing Model

10 minutes

- Direct students to the Argumentative Essay Outline on Activity Page 5.2.
- Tell students that these are the guidelines that they will follow when they write their essay. Not only will the essay have a minimum length, but each section of the essay has a specific role.
- Tell students that, when writing their essay, they will use words and phrases to connect the sentences, paragraphs, and ideas.
- Read through the outline with students, and answer any questions they have.
- Direct students to the Writing Model: Argumentative Essay on Activity Page 5.3.
- Read the model aloud.
- Ask students: How would you paraphrase the writer’s claim? What makes the writer’s claim more than just a description of what happens in the story?
- Discuss the writer’s use of text evidence. Ask: Why does the writer quote text from the play? What does textual evidence add to the essay?
- Tell students they will be writing a literary essay about some aspect of the story *Strange Case of Dr. Jekyll and Mr. Hyde*; in doing so, they may make an argument like this one, which is based on words and ideas, rather than facts and figures.

Wrap Up

5 minutes

Discuss the following questions.

- What is the purpose of an argumentative essay? (The purpose of an argumentative essay is to present a claim and persuade the audience or reader that the claim is correct. An argumentative essay is organized in such a way as to clearly defend the claim.)
- List the features of an argumentative essay. (Each essay has an introductory paragraph, supporting body paragraphs, and a conclusion paragraph.)
- How will you know if an argumentative essay is effective? (An argumentative essay should be logical and clear. The essay acknowledges the other side of the argument. Each supporting paragraph should focus on one argument that supports the claim. The essay includes relevant facts, ideas, and, in the case of an argumentative literary essay, details from the text.)

MORPHOLOGY

15 minutes

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

Practice Greek/Latin Roots

15 minutes

- Remind students that they learned the roots *audio, auto, demos, manus, morphe, pedis*, and *sentio*.
- Display the Roots Anchor Chart you made, and read through this unit’s roots with students, reinforcing the roots’ pronunciation and meaning.
- Tell students that they can use these roots to understanding the relationship between words that have them.
 - For example, the roots *demos* (people) and *auto* (self) can help in understanding the difference between *democracy* (government by the people) and *autocracy* (government by one person).
 - The word *demagogue* also has the root *demos*, but it means “a leader of a faction of people” and has a negative connotation.
 - The roots *manus* (hand) and *pedis* (foot) show the difference in meaning between the words *manicure* and *pedicure*.
 - The root *auto* (self) shows the connection between the words *autonomous* (self-directing), *autograph* (signing or writing one own’s name), *autopilot* (a setting that allows a plane to fly itself), and *automation* (making machines that operate themselves.)

CHALLENGE: As time allows, challenge students to think of additional words that contain the roots they are learning in this unit. Have students check a dictionary to confirm that the suggested words actually do contain the root. Invite students to see if they can connect the word and root logically.

- Have students turn to Activity Page 5.4. Briefly review the directions, and match the first word with its definition or synonym. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write an Argumentative Essay: Plan

Introduce the Topic Menu

5 minutes

- Explain to students that they will be settling on a claim to support with a written argument. Tell students that they may choose a claim from the topic menu on Activity Page 5.5 or that they may come up with a claim of their own. As students go through the possible topics, urge them to look for a claim they feel strongly about.

- Make clear to students that in addition to finding text evidence, they may use observations or experiences from their own life to illustrate or support their points. Students may also cite other works of literature or any credible source that supports what they have to say.

Choose the Claim

15 minutes

- Tell students to think about which claim they would like to write about.
- Allow time for students to use the Reader and explore text evidence to support their claim. Explain to students that this is an exploration period to begin to formulate their thoughts.
- When time is up, tell students that in the next lesson, they will organize their evidence.

Review Argument

10 minutes

- To focus students on what is and what makes a legitimate argument, provide them with examples of “spurious logic” —things that sound like arguments but are really only assertions.
- *Red Herring*: Making an argument based on an aspect of a work that sounds good but can’t be proven. Example: Stevenson’s rich Victorian diet inspired the creation of *Strange Case of Dr. Jekyll and Mr. Hyde*. This may be true, but it’s a red herring because it is not a fact and can’t be proven.
- *Straw Dog*: Making an argument by creating an easy target, then attacking it. Example: The episode in which Mr. Hyde runs down the little girl is child abuse; thus Stevenson believes child abuse is a good thing.
- *Argument from Authority*: Making an argument simply by citing a secondary source. For example, arguing that *Strange Case of Dr. Jekyll and Mr. Hyde* is the finest example of narrative writing in English because a certain critic says so is not an argument, because it is not supported by logic or reasoning.
- *Tautology*: Also called a circular argument. For example: *Strange Case of Dr. Jekyll and Mr. Hyde* proves people have the capacity for evil because Hyde’s actions are clearly evil. This doesn’t prove anything because it simply asserts that evil exists because Hyde does evil things—without saying what the author is saying about evil or what evil might be.

Note to Teacher: Remind students that if none of the existing topics look attractive to them, they should consider what reading *Strange Case of Dr. Jekyll and Mr. Hyde* made them think or feel—ask if the story resonated with anything in their own lives. Then urge students to see if they can make an argument for how the story created this feeling.

Take-Home Material

Grammar

- Have students take home Activity Pages 5.1 and 5.4 to complete for homework.

Lesson 6

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Grammar	15 min	Introduce Transitions	Transitions Chart Activity Page 6.1
Writing	30 min	Write an Argumentative Essay: Draft	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Page 6.2
DAY 2: Spelling	15 min	Introduce Spelling Words	Activity Page 6.3
Writing	30 min	Write an Argumentative Essay: Draft	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 6.2, 6.4
Take-Home Material	*	Grammar, Writing, Spelling	Activity Pages 6.1, 6.2, 6.3, 6.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

Write an argument to support a claim with reasoning and evidence. (W.7.1, W.7.1.a, W.7.1.b, W.7.1.c, W.7.1.e, W.7.4, W.7.5, W.7.9.a, W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Spell correctly. (L.7.2.b)

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4.b, L.7.5.b)

ADVANCE PREPARATION

Day 1

Grammar

- Prepare and display the Transitions Chart found in this lesson on page 72.

DAY 1

GRAMMAR

15 minutes

Transitions

Introduce Transitions

15 minutes

- Remind students that writers use transitions to show the relationship between ideas in a piece of writing and to create overall cohesion. Ask students to give examples found in this lesson of a transition word or phrase and how it connects the ideas before and after it. Point out the following to students:
 - o Some transitions introduce supporting ideas.
 - Examples are *and*, *also*, *as well as*, and *additionally*.
 - Supporting transitions include words and phrases that show sequence or steps in a process, such as *first*, *next*, *then*, and *finally*.
 - o Transitions can also introduce contrasting ideas. Examples are *but*, *yet*, *although*, *instead*, and *however*.
 - o Some transitions connect ideas in terms of cause and effect. Examples are *because*, *so*, *consequently*, *if . . . then*, *therefore*, and *as a result*.
- Tell students that transitions can be words, phrases, or clauses.
 - o It was cold out, **so** we wore our jackets, hats, and gloves.
 - o **To stay warm**, we wore our jackets, hats, and gloves.
 - o **Because the weather was chilly**, we wore our jackets, hats, and gloves.
- Direct students to the displayed Transitions Chart. Read through the poster with students. Provide specific examples of ideas that might be linked through supporting, sequential, contrasting, or causal transitions.
 - o The steps in a process, such as baking a cake, might be connected with sequential transitions, such as *first*, *next*, and *then*.
 - o Opposing sides in an argument might be presented using contrasting transitions, such as *but*, *however*, and *on the other hand*.

Supporting	Sequential	Contrasting	Causal
and	first	but	because
also	next	yet	so
as well as	before	although	consequently
additionally	then	instead	therefore
too	finally	however	as a result

- Now, ask students to help you use transitions from the chart to create logical sentences or pairs of sentences.
 - Answers may vary but should reflect a logical use of the transition.
 - For example, *We wanted to bake a cake; however, we didn't have any flour.*
- Continue in the same manner asking students to create complete sentences or sentence pairs using transitions.
- Have students turn to Activity Page 6.1. Briefly review together the directions and the first completed example. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of Activity Page 6.1 for homework.

WRITING

30 minutes

Write an Argumentative Essay: Draft

Find the Planks of Your Argument

10 minutes

- Have students consider why they chose the topic they did. Ask:
 - Does the argument make sense to you?
 - Does the claim strike you as a true statement?
 - Does that truth feel important?
- Tell students that today they will write down the reasoning and evidence of their own argument.
- Discuss what exactly it is that students find most convincing in an argument: is it evidence? Persuasive reasoning?
- Ask for examples of faulty reasoning or evidence. For instance, someone might argue that the world is flat by pointing to the straight horizon as evidence. Or they might hold up a stone and “reason” that it wards off bears—because there are no bears around.
- Urge students to test their own arguments for these kinds of flaws, questioning their reasoning in the way a skeptical person might.

Activity: Build the Argument

15 minutes

- Explain that responding to the prompts on Activity Page 6.2 will help students build the arguments they will put into a more detailed outline in later lessons.
- Have students build their argument, with the claim at the top, followed by the supporting details. Students may fill in as many blanks as they need to support their claim.
- Remind students that they will need to provide reasoning and evidence to support their claim. That evidence should be drawn from the text, but students may also use outside sources if they find it necessary, such as a reference that tells about life in Victorian England. You may want to share and discuss the Online Resource for this lesson, “How was life different in Victorian Times?”
- Remind students that they must use credible sources—not Wikipedia. URLs ending in .org, .edu, or .gov are ideal. Students should also use common sense and check that the information comes from a published work or accredited author.
- Students must also write a conclusion that says why their claim is relevant for readers—even if that relevance is just to get them thinking more deeply about an important aspect of the story. Point out that this is why many literary essays are written: not to provide a final answer but to help the reader dig more deeply into the topic.
- Filling out the “blanks” on the first page of Activity Page 6.2 will allow students to create their own outline on the second page, as homework.
- Students may use the roman numeral structure for their outlines or devise another approach—so long as helps their argument lead clearly from claim to conclusion.

Wrap Up

5 minutes

Turn and Talk: Tell students that the test of a good argument is in trying it out. Have students partner up and take turns presenting their arguments. After each argument is made, have the listening student describe its strengths and weaknesses. Ask students to take notes about whatever seems useful. Remind them to keep their comments constructive—constructive criticism is great for tightening an argument.

- Remind students they will need to make their outline into an argument, so finding strong, clear language from the beginning is important. Ask students to share examples of strong, clear language they came up with in laying down the planks of their arguments.

DAY 2

SPELLING

15 minutes

Greek and Latin roots *audio, auto, demos, manus, morphe, pedis, and sentio*

Introduce Spelling Words

15 minutes

- Explain that students will practice twelve words containing one of the following Greek/Latin roots: *audio, auto, demos, manus, morphe, pedis, and sentio*. These words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a sentence including one or more of these words in Lesson 8.

- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then name each letter aloud as you write it.
 - o Point out that *audibly* and *audiobook* contain the root *audio*.
 - o *Democratic* contains the root *dem*.
 - o *Metamorphosis* and *morphology* contain the root *morphe*.
 - o *Consent* and *resentment* contain the root *sentio*.
 - o *Autoimmune* and *automatic* contain the root *auto*.
 - o *Manual* and *manufacture* contain the root *manus*.
 - o *Pedestrian* contains the root *pedis*.

1. audibly /awdiblee/	7. autoimmune /awtoemyoon/
2. democratic /demoekratik/	8. manual /manyooel/
3. metamorphosis /metəmorfoesis/	9. pedestrian /pedestreeən/
4. consent /kunsent/	10. resentment /reezentment/
5. audiobook /awdeeoobook/	11. automatic /awtoematik/
6. morphology /morfawloejee/	12. manufacture /manyooofakcher/

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.
- Remind students that they can use what they have learned about roots to help them determine the meaning of these words.

Spelling Word	Definition	Example Sentence
audibly	in a way that can be heard	The officer muttered quietly but <u>audibly</u> under her breath.
democratic	according to the will of the people	The president ran the club on strictly <u>democratic</u> principles.
metamorphosis	a dramatic change of form	Dr. Jekyll's <u>metamorphosis</u> into Mr. Hyde was horrifying.
consent	agree	I will not <u>consent</u> to your proposal.
audiobook	a sound recording of a book	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> is available as an <u>audiobook</u> .
morphology	the study of the forms of words	<u>Morphology</u> includes the study of word roots and affixes.
autoimmune	related to disease caused by the immune system	Acquired immunodeficiency syndrome is an <u>autoimmune</u> disorder.

Spelling Word	Definition	Example Sentence
manual	operated by hand	My bike comes equipped with a <u>manual</u> gearshift.
pedestrian	person on foot	People driving cars need to be careful not to hit <u>pedestrians</u> .
resentment	feeling of anger and frustration	Selfish behavior can provoke <u>resentment</u> in others.
automatic	occurring on its own	Most cars these days have <u>automatic</u> transmissions.
manufacture	to make or build	Do you know how steel is <u>manufactured</u> ?

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 6.3 to practice the spelling words.

WRITING

30 minutes

Write an Argumentative Essay: Draft

Writing the Argument

5 minutes

- Tell students they will now write their arguments.
- Have students ponder the structure of their argument, including the notes and the outlines they created from them. Ask:
 - o Are there any missing pieces?
 - o Does the argument truly support your claim?
- Remind students that they must use fluid, connecting language and transitions to make their writing logically form a forceful statement that argues their point.
- Tell students: You won't be there with the reader to answer any questions, so as you draft your argument, be sure you are tying it all together.
- Explain to students that they should follow their outlines but make any necessary changes that occur to them while writing their drafts. Sometimes a point works better in a different place, or two points can be folded into one.

Activity: Write Your Argument

20 minutes

- Have students work independently to draft their arguments on Activity Page 6.4.
- Tell students they will begin with their claim and support it with evidence and reasoning.

- Remind students that the body text paragraphs should lead from their claim to a conclusion that summarizes the reasoning and evidence and explains its relevance. Remind students to use transition words to connect the paragraphs as they build their argument.
- Tell students that Activity Pages 6.2 and 6.4 are only a general guide—their own arguments may have more or fewer paragraphs and may include supporting points beneath the lettered points as well.
- As students write, circulate around the room, monitoring students’ progress and providing guidance and support as needed.

SUPPORT: Make clear that while doing a first draft, students may find that some structural changes are needed. Students might even change their claim altogether. Tell students that’s what first drafts are for! Walk students through a fictional example:

- My original topic was how setting, time, and weather affect the mood in *Strange Case of Dr. Jekyll and Mr. Hyde*.
- As I reread the novel, I realized I was more interested in the way Jekyll/Hyde describes the shift from one personality to the other—Stevenson talks about consciousness in a way that grabs me.
- I changed my claim to be “Stevenson asserts that our sense of self is independent of the physical body.”
- I found examples of Stevenson describing the changes Dr. Jekyll went through to become Mr. Hyde—and how it is not simply Mr. Hyde’s point of view but the author’s assertion of how our sense of who we are works.

Wrap Up

5 minutes

- Remind students that as they make their outline into an argument, they will need to find strong, clear language to drive home their reasoning. Ask volunteers to provide examples of strong words or phrases from the planks of their arguments.

Take-Home Material

Grammar

- Have students take home Activity Page 6.1 and complete it for homework.

Spelling

- Have students complete Activity Page 6.3 for homework.

Writing

- If students did not complete Activity Pages 6.2 and 6.4 during the writing lesson, have them complete them for homework.

Lesson 7

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Grammar	15 min	Introduce Parallel Structure	Parallel Structure Chart Activity Page 7.1
Writing	30 min	Write an Argumentative Essay: Share, Evaluate	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Pages 7.2, 7.3
DAY 2: Spelling	15 min	Practice Spelling Words	Activity Page 7.4
Writing	30 min	Write an Argumentative Essay: Revise	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Activity Page 7.2, 7.3
Take-Home Material	*	Reading, Writing, Spelling	Activity Pages 7.1, 7.2, 7.3, 7.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

Review how the writing assignment will be marked. Conduct a peer review of student drafts. Revise drafts on the basis of feedback. (W.7.1, W.7.1.a, W.7.1.b, W.7.1.c, W.7.1.d, W.7.1.e, W.7.4, W.7.5, W.7.9.a, W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4.b, L.7.5.b)

ADVANCE PREPARATION

Day 1

Writing, Grammar, Morphology, Spelling

- Prepare and display the Parallel Structure Chart found in this lesson on page 79.

DAY 1

GRAMMAR

15 minutes

Parallel Structure

Introduce Parallel Structure

15 minutes

- Introduce the idea that writers use parallel structure in parts of a sentence or in complete sentences for clarity and for rhetorical effect. Explain that parallel structure means that the sentences or parts of a sentence are made up of the same parts of speech in the same order.
 - Use parallel structure for items in a list. *I brought three things to the party: **bread for toasting, corn for popping, and chestnuts for roasting.*** Notice how each phrase contains a noun, the preposition *for*, and a gerund.
 - Use parallel structure with paired conjunctions such as *not only . . . but also*, *both . . . and*, and *neither . . . nor*. *I have explored both **the deepest oceans** and **the highest mountains.***
 - Use parallel structure for clarity when comparing two things.
 - Discuss the ways this sentence is unclear: *I bought more presents for my sister than my brother.*
 - Clarify the sentence with parallel structure: *I bought more presents **for** my sister than **for** my brother.* (Point out that in this sentence, it is unclear whether the author bought more presents for their sister than for their brother or if the brother bought fewer presents than the author.)
 - *Use parallel structure for rhetorical effect: “. . . we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills . . .”* (Winston Churchill).
- Show students the Parallel Structure Chart you prepared in advance. Read through the chart with students, pointing out the writing situations that call for parallel structure and the additional examples given.

Purpose	Parallel Structure
lists	Mr. Hyde was known for his troubling appearance, his rude behavior, and his threatening manner.
paired conjunctions	Neither his brilliant wit nor his dashing good looks impressed the audience.
comparisons	Maria looks more like her aunt than she does her mother.
rhetorical effect	We will dance in the hallway. We will dance on the sidewalk. We will dance in the street.

- Have students turn to Activity Page 7.1. Briefly review together the directions and the first completed example. Tell students to complete the next item. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the Activity Page for homework.

WRITING

30 minutes

Write an Argumentative Essay: Share, Evaluate

Review the Rubric

10 minutes

Explain to students that the main purpose of this assignment is make a claim about something in the text of *Strange Case of Dr. Jekyll and Mr. Hyde* and support that claim with evidence and reasoning to create a convincing argument. Review with students the rubric for the assignment on Activity Page 7.2.

Conduct a Peer Conference

20 minutes

When students have completed their review of their peer’s narrative, provide them an opportunity to confer with one another to discuss the suggestions recorded on the Argumentative Essay Peer Review Checklist on Activity Page 7.3.

SUPPORT: Encourage students to make their remarks constructive—first drafts are called this for a reason. There is bound to be room for improvement. Explain that the strength of an argument lies with the clarity of the reasoning and the relevance of the evidence. Suggest questions to consider as students revise:

- Is the argument logical?
- Are the points made clearly?
- Does the evidence support the reasoning?
- Is the language appropriate to a serious written argument?
- Does the argument convince?
- Does the conclusion summarize the argument and show why the claim is relevant?

SPELLING**15 minutes****Greek/Latin Word Roots****Practice Spelling Words****15 minutes**

- Tell students they will practice writing spelling words.
- Remind students that each of the words contains a Greek or Latin word root.
- Have students turn to Activity Page 7.4. Explain that students will complete sentences with spelling words. Tell students that each sentence will contain an underlined word that is the meaning of a root contained in the spelling word. Instruct students to use the underlined words as clues for selecting the correct spelling word.
- Remind students that they will complete their spelling assessment during the next lesson.
- Have students take home Activity Page 7.4 to practice the spelling words.

WRITING**30 minutes****Write an Argumentative Essay: Revise****Revise****30 minutes**

- Remind students that great writing is often born in revision. Say: Sometimes the first or even second draft only hints at what you really wanted to say; at times rewriting with a different approach is called for.
- Urge students to take the time now to revise their essay exactly how they want it.
- Have students use the Argumentative Essay Peer Review Checklist on Activity Page 7.3 to revise their drafts.

Take-Home Material**Grammar**

- Have students take home Activity Page 7.1 and complete it for homework.

Spelling

- Have students complete Activity Page 7.4 for homework.

Writing

- If students did not finish revising their argumentative essay, have them finish it for homework.

Lesson 8

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Grammar	15 min	Practice Transitions and Parallel Structure	Type of Transitions Chart Transitions Chart Parallel Structure Chart Parallel Structure Situations Chart Activity Page 8.1
Writing	30 min	Write an Argumentative Essay: Edit and Proofread	Activity Page 8.2
DAY 2: Spelling	15 min	Spelling Assessment	Activity Page 8.3
Writing	30 min	Write an Argumentative Essay: Publish	Writing Journal
Take-Home Material	*	Grammar	Activity Pages 8.1, 8.2

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

Write an argumentative essay. (W.7.1, W.7.1.a, W.7.1.b, W.7.1.c, W.7.1.d, W.7.1.e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4, W.7.10)

With some guidance and support from peers and adults, develop and strengthen writing by editing. (W.7.5)

Publish original scenes by sharing with partners or small groups. (W.7.4, W.7.6, W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Language

Spell correctly. (L.7.2.b)

Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when editing writing. (L.7.1, L.7.2, L.7.3)

ADVANCE PREPARATION

Day 1

Grammar

- Display Transitions Chart from Lesson 6.
- Display Parallel Structure Chart from Lesson 7.
- Prepare and display the Type of Transitions Chart found in this lesson.
- Prepare and display the Parallel Structure Situations Chart found in this lesson.

DAY 1

GRAMMAR

15 minutes

Transitions and Parallel Structure

Practice Transitions and Parallel Structure

15 minutes

- Remind students they learned about transitions and parallel structure. Ask students to explain what a transition word or phrase is and to give examples.
- Prompt students to tell you that transitions show relationships between ideas and that the four basic types of transition are supporting, contrasting, causal, and sequential:
 - o Supporting transitions develop a previously stated idea.
 - o Contrasting transitions introduce ideas that run counter to a previously stated one or take it in a different direction.
 - o Causal transitions connect ideas in terms of cause and effect.
 - o Sequential transitions connect ideas in terms of logical order.
- Read through the chart you prepared showing transition types, related transition words or phrases, and examples of such transitions used in writing.

Type of Transition	Transition Words	Example
Supporting	and, also, for example, in addition	Dr. Jekyll is a highly respected man. He also inspires loyalty in those who know him.
Contrasting	but, yet, however, nevertheless	People admire Dr. Jekyll, but they instinctively despise Mr. Hyde.
Cause and Effect	so, therefore, as a result, consequently	Dr. Jekyll takes a drug that changes his personality. As a result , Mr. Hyde is born.
Sequential	first, then, next, finally	Dr. Jekyll changes into Mr. Hyde. Then he changes back. Finally , Mr. Hyde takes over completely.

- Remind students that they also learned about parallel structure. Prompt students to recall that parallel structure shows the logical relationship between ideas that occupy a similar place in the structure of a sentence.
- Help students to recall that parallel structure means connecting different parts of a sentence by giving them the same grammatical structure: “A bird **in the hand** is worth two **in the bush**.”
- Read with students through the chart you prepared showing situations in which parallel structure must be used. Make sure students understand that the particular structure doesn’t matter as long as it is parallel in the related parts of a sentence.

Part of Sentence	Parallel Structure	Example
Items in a list	action verb + direct object noun + prepositional phrase	I will bake a pie, wash the dishes, and set the table . She has a scarf around her neck, a purse over her shoulder, and a hat upon her head .
Items appearing after paired conjunctions	present participle + direct object infinitive + adverb	I enjoy both wrapping packages and giving presents . I want you neither to yell loudly nor to comment sarcastically .
Items being compared	prepositional phrase verb + direct object + prepositional phrase	I spend more money on dog treats than on my sister . I spend more money on dog treats than my sister does . [does = spends money on dog treats.]

- Have students turn to Activity Page 8.1. Briefly review together the directions and the first item. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

WRITING

30 minutes

Write an Argumentative Essay: Edit and Proofread

Review

10 minutes

- Review with students the use of transitions. Remind students that words and phrases such as *after this* and *in addition* can be useful—but transitions may also be subtle and more dependent on context than specific words.
- Remind students that parallel language can also be an excellent way of making a convincing argument.
- Encourage students to apply both these techniques from the grammar lessons of the unit.

Edit

20 minutes

- Have students use the Argumentative Essay Editing Checklist on Activity Page 8.2 to practice spotting and fixing these errors in their drafts.

Note to Teacher: Students may finish editing their drafts as homework.

SUPPORT: Encourage students to check for proper subject-verb agreement and use of verb tenses. Suggest students read the sentences aloud. Often mistakes show up more easily when we hear words spoken.

- Have students take home Activity Page 8.2, the Argumentative Essay Editing Checklist, to help them complete their homework.

DAY 2

SPELLING

15 minutes

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

Assessment

15 minutes

- Have students turn to Activity Page 8.3 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

1. audibly	Corinne sighed <u>audibly</u> when she thought of her beloved terrier Pip.
2. audiobook	I prefer to get the <u>audiobook</u> so I can listen to the novel while walking to school.
3. autoimmune	Lupus is an <u>autoimmune</u> disorder.
4. automatic	Permission to participate in the field trip is not <u>automatic</u> .
5. consent	Dora’s mom gave her <u>consent</u> for Dora to participate in the field trip.
6. democratic	The club operated on a <u>democratic</u> basis, with each member getting a single vote.
7. manual	Do you want to set the air conditioner to <u>manual</u> or automatic?
8. manufacture	They <u>manufacture</u> cars in the nearby factory.
9. metamorphosis	Sandy underwent a <u>metamorphosis</u> from shrinking violet to social butterfly.
10. morphology	Spelling is one aspect of linguistic <u>morphology</u> .
11. pedestrian	The city’s streets need more <u>pedestrian</u> walkways.
12. resentment	Unfair treatment can breed <u>resentment</u> .

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write a sentence using two of the spelling words.
- Remind students to check their work for appropriate structure, capitalization, and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided below is highly recommended to identify and analyze students’ errors.

- Students might make the following errors:
 - consent: using “in” for /en/
 - manual: using “el” for /əl/
 - manufacture: using “cher” for /cher/
 - metamorphosis: using “fu” for /fu/
 - resentment: using “z” for /z/; using “int” for /ent/
- Also, examine the sentence for errors in structure, capitalization, and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words but not single-syllable words?

WRITING

30 minutes

Write an Argumentative Essay: Publish

Publish

30 minutes

Note to Teacher: Students may want to publish their writing in a Writing Journal. Depending on your preference and the resources available to students in your school, you may choose to have them use a paper notebook, an electronic tablet, or have them create online journals.

- Explain that publishing can take several different forms. For example, if there is time, allow students to read their arguments aloud for the class or share with a student who made contradictory claims. For instance, one student may have claimed Stevenson is writing to demonstrate his belief in the necessity for social order, and another may have argued that he was doing the opposite—showing how social norms are oppressive and actually create monsters like Hyde.
- Create a classroom “library” by making student arguments available in print in the classroom or online. Invite students to “check out” and read their classmates’ work. This can be done as time allows or as part of a Pausing Point.

SUPPORT: To actually carry out a debate, ask for volunteers whose claims appear to oppose each other. You can list who had what claims and have the class decide which claims they would most like to see debated.

- To make things simple, have each student present their claim and its reasoning—as well as evidence from the text, their own experience, or an outside source that supports their argument.
- Allow each student to take issue with the other’s argument—supplying specific reasons for doing so and any evidence they can provide to support their position.
- After each student has made their presentation, have the class vote on which argument was the most convincing.

Lesson 9

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Unit Assessment	35 min	Unit Assessment	Activity Page 9.1
Unit Feedback Survey	10 min	Unit Feedback Survey	Activity Page 9.2

ADVANCE PREPARATION

Erase or cover any morphology and grammar charts displayed in the classroom prior to the assessment.

UNIT ASSESSMENT

35 minutes

- Make sure each student has a copy of Activity Page 9.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.
- This is a good opportunity to use the Tens scoring system to gather formative assessment data.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two literary selections and accompanying questions. The first selection is a literary text from the novel *The Haunted Hotel* by Wilkie Collins. The second selection is another literary text from *The Sign of the Four* by Arthur Conan Doyle.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (achievethecore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 7.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, *The Haunted Hotel* (literary text) and *The Sign of the Four* (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, "New Research on Text Complexity," (corestandards.org/resources). Both selections fall within the Common Core Grades 7–8 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Literal</i>	B	RL.7.1, RL.7.3
2 <i>Inferential</i>	C and D	RL.7.1, RL.7.3
*3 Part A <i>Inferential</i>	A	RL.7.1, RL.7.3, RL.7.6
*3 Part B <i>Inferential</i>	C	RL.7.1, RL.7.4, RI.7.4
*4 Part A <i>Literal</i>	Answers will vary but may include: He intends to sneak out of the house and into his waiting carriage without letting the lady see him leave. He suspects that she will eventually leave after waiting in vain to see him.	RL.7.1, RL.7.3
*4 Part B <i>Inferential</i>	B	RL.7.1, RL.7.4
5 <i>Inferential</i>	A	RL.7.1, RL.7.3, RI.7.3

Item	Correct Answer(s)	Standards
6 <i>Evaluative</i>	B	RL.7.1, RL.7.3, RL.7.4
7 <i>Literal</i>	D	RL.7.1, RL.7.6
8 <i>Literal</i>	A	RL.7.1, RL.7.6
*9 Part A <i>Inferential</i>	Underline the words “pale” and “uneasiness.” Circle the words “composed” and “self-control.”	RL.7.1, RL.7.4
*9 Part B <i>Inferential</i>	C	RL.7.1, RL.7.3, RL.7.4, RL.7.2
*10 Part A <i>Inferential</i>	A	RL.7.1, RL.7.3
*10 Part B <i>Inferential</i>	Underline “He and papa were in command of the troops at the Andaman Islands” in the passage.	RL.7.1, RL.7.3
11 <i>Evaluative</i>	Answers will vary but may include: Holmes carefully examines the paper Miss Morstan gives him with a magnifying glass. He describes all of the relevant material on the paper in extreme detail. He is able to determine that the paper is of native Indian manufacture and that the diagram appears to be part of a large building. Miss Morstan says that no one else could understand the document, but Holmes understood a great deal about it. In addition, Holmes is described as deep in thought while the narrator and Miss Morstan chat on their way to the theater.	RL.7.1, RL.7.2, RL.7.3, RL.7.4
*12 Part A <i>Inferential</i>	Answers will vary but may include: The language conveys a heavy, dreary mood. The sky is growing dark, it is raining, the streets are muddy, and the lamps give only a small amount of light. This murky setting matches the narrator’s “nervous and depressed” frame of mind.	RL.7.1, RL.7.4, RI.7.1
*12 Part B <i>Inferential</i>	B	RL.7.1, RL.7.3, RL.7.4, RL.7.6
13 <i>Inferential</i>	A	RL.7.1, RL.7.4
14 <i>Inferential</i>	D	RL.7.1, RL.7.3

Writing Prompt Scoring

The writing prompt addresses CCSS W.7.4, W.7.10, L.7.1, L.7.2, L.7.3, and L.7.6.

Score	4	3	2	1
Criteria	Student writes a clear, coherent response. Response includes all the following: an analysis of point of view and textual evidence. Response includes sentence variety, effectively uses transitions, and has no errors in grammar, spelling, and punctuation.	Student writes a mostly clear response. Response includes most of the following: an analysis of point of view and textual evidence. Response mostly includes sentence variety, uses transitions, and has minimal errors in grammar, spelling, and punctuation.	Student writes a response that has some omissions in an analysis of point of view and textual evidence. Response may include sentence variety and transitions and has a number of errors in grammar, spelling, and punctuation.	Student writes a response that has many omissions in an analysis of point of view and textual evidence. Response does not include sentence variety and/or transitions and has many errors in grammar, spelling, and punctuation.

Grammar Answer Key

The Grammar section addresses CCSS L.7.1 and L.7.2.

1. then
2. but
3. and
4. because
5. Furthermore
6. After
7. However
8. Consequently
9. You can either go for a sleigh ride with your friend Peter or go for a walk with your dog Chip.
10. If you go for a sleigh ride, be sure to wear your hat, your gloves, and your scarf.
11. You do fun things with Peter less frequently than with his sister. OR You do fun things with Peter less frequently than his sister does.
12. As president, your job is not only to make executive decisions but also to maintain democratic principles. OR As president, your job is not only making executive decisions but also maintaining democratic principles.

Morphology Answer Key

The Morphology section addresses CCSS L.7.4, L.7.5, and L.7.6.

1. E
2. D
3. F
4. G
5. A
6. C
7. B
8. L
9. M
10. N
11. J
12. K
13. H
14. I

UNIT FEEDBACK SURVEY

10 minutes

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 9.2. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react to students' responses and comments. Consider how you might teach the next unit differently to improve learning and students' experiences.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time, we recommend that you use one or more of the Culminating Activities described below or an activity you create.

Pausing Point to Address Assessment Results

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension, grammar, and morphology), and spelling assessment. Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist outside the context of the regular classroom.

If the student does not misread words, but reads haltingly, a lack of fluency may impede comprehension. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Grammar, Morphology, and Spelling

For additional practice with the grammar, morphology, and spelling skills taught in this unit, you may wish to have students complete the Grammar and Morphology/Spelling Pausing Point activity pages provided in the Activity Book (PP.2–PP.4).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 7, consult the CKLA Grade 6 Skills Strand materials

for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology, but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Writing

Redirect students to Activity Page 7.2 (Argumentative Essay Rubric, Activity Page 8.2 (Argumentative Essay Editing Checklist), Activity Page SR.3 (The Writing Process), Activity Page SR.4 (Proofreading Symbols), and their completed argumentative essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all of the above tools. The Argumentative Essay Rubric and Argumentative Essay Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Argumentative Essay Rubric and Argumentative Essay Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in the Core Knowledge reader, *Strange Case of Dr. Jekyll and Mr. Hyde*, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources (i.e., links to websites other than the Core Knowledge Foundation) to determine suitability for the students with whom you work.

- *Strange Case of Dr. Jekyll and Mr. Hyde* has been retold many times in graphic novel form (for example, *The Strange Case of Dr. Jekyll and Mr. Hyde* [Graphic Revolve: Common Core Editions] Paperback—July 1, 2014). Have students use Activity Page E.1 to create their own graphic page from an excerpt from the reading.

Use this link to download the CKLA Online Resources for this unit, where the specific links to *The Strange Case of Dr. Jekyll and Mr. Hyde* graphic novel can be found:

<https://www.coreknowledge.org/language-arts/>.

As mentioned in the Introduction, *Strange Case of Dr. Jekyll and Mr. Hyde* has been made into plays and movies—and even a Bugs Bunny cartoon (“Hyde and Hare,” 1955). Have students watch the cartoon and use Activity Page E.2 to compare/contrast it with the book. Students should conclude their analysis by explaining which version they found most entertaining and why.

Use this link to download the CKLA Online Resources for this unit, where a link to a similar brief cartoon clip titled “I Wish My Brother George Was Here” can be found:

<https://www.coreknowledge.org/language-arts/>.

- Setting is a crucial element in *Strange Case of Dr. Jekyll and Mr. Hyde*. Have students go through the book and find descriptive lines and phrases about Victorian London that they find especially evocative. Then have students use those lines to create a short free verse or “found” poem on Activity Page E.3 that illustrates how the setting impacts the story’s mood.

- Ask students who enjoy history to research characteristics of the Victorian era. In particular, have students investigate Victorian values, the importance of reputation, and the impact of social class on daily life. Have students present their findings in a slideshow or multimedia presentation. (Alternately, ask students to research the theory of *physiognomy*—the association of personality and behavior with physical appearance—which was popular in Victorian England and which is referenced in *Strange Case of Dr. Jekyll and Mr. Hyde*.)
- In *Strange Case of Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson explores the theme of the duality of human nature. Stevenson also discusses this theme in his 1885 short story “Markheim.” The story is readily available online. Ask students to read “Markheim,” then use the Venn diagram on Activity Page E.4 to compare and contrast the story’s characters, setting, and themes with those of *Strange Case of Dr. Jekyll and Mr. Hyde*.

Use this link to download the CKLA Online Resources for this unit, where the specific links to “Markheim” can be found: <https://www.coreknowledge.org/language-arts/>.

Teacher Resources

In this section you will find:

- Glossary for *Strange Case of Dr. Jekyll and Mr. Hyde*
- The Writing Process
- Argumentative Essay Writing Model
- Argumentative Essay Rubric
- Argumentative Essay Peer Review Checklist
- Argumentative Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

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.* healthy in mind, not mentally ill

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

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

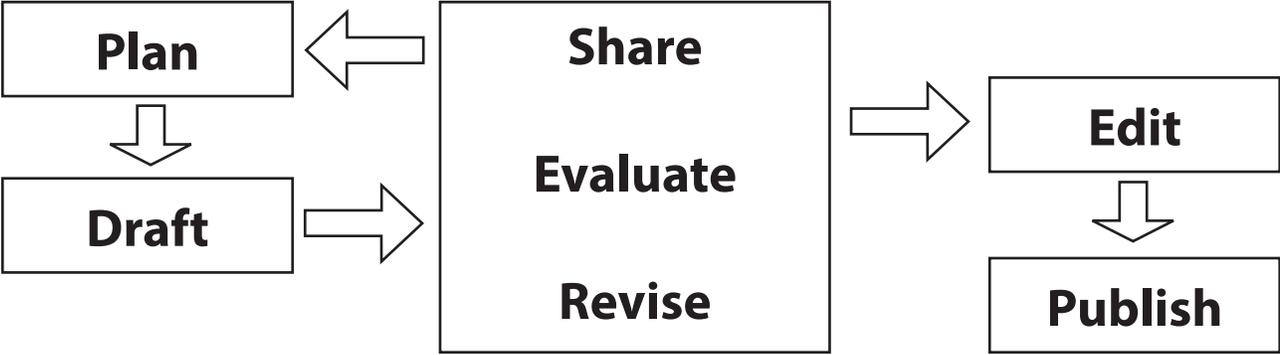
unscientific, *adj.* not in agreement with, or outside of, science

W

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

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

The Writing Process



Argumentative Essay Writing Model

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.

Argumentative Essay Rubric

	Exemplary	Strong	Developing	Beginning
Strength of Claim	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.
Strength of Evidence	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.
Strength of Reasoning	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.

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:

Argumentative Essay Editing Checklist

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

Proofreading Symbols

∧	Insert
⊙	Insert period
∩	Insert comma
∪	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>bcap</u>	Capitalize
Blc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
↔	Transpose
[Move to the left
]	Move to the right
∧ _a	Add a letter

NAME: _____ DATE: _____

2.4 ACTIVITY PAGE

“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”

- What does Dr. Jekyll say about his falling out with Dr. Lanyon? Do we learn any new information?
 Dr. Jekyll says that Dr. Lanyon is an excellent fellow, but he is a hidebound, ignorant pedant. There was a disagreement about some of Dr. Jekyll’s scientific ideas. Dr. Lanyon did not agree with Dr. Jekyll, and Dr. Jekyll is disappointed in him. We learn how Dr. Jekyll feels about Dr. Lanyon, but we do not learn any more about their disagreement.
- Do you think Dr. Jekyll is in trouble? Why or why not?
 Accept reasonable answers. Dr. Jekyll seems in trouble because he says he cannot change his will. Dr. Jekyll does not seem in trouble because he says he can get rid of Mr. Hyde whenever he wants. Dr. Jekyll says that he has a great interest in Mr. Hyde, which seems like he is getting something out of Mr. Hyde.

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 11

Chapter 4: “The Carew Murder Case”

- Paraphrase the events in the first long paragraph of the chapter. How is the older gentleman described?
 One moonlit evening in October, a maid watches out her window as an older man is approached by another, smaller gentleman. The two appear to briefly converse. The older man is described as “beautiful” with an innocent, kind face.
- How does the maid know Mr. Hyde? Compare her feelings toward him with those of other characters in previous chapters.
 She knows Mr. Hyde because he sometimes visits her employer. She dislikes Hyde, just as everyone who has encountered him in the story.
- In what way is Mr. Hyde depicted as animalistic in this passage? How do the events in this passage mirror previous events?
 Mr. Hyde’s behavior is described as “ape-like fury.” He tramples his victim underfoot, much as he trampled the little girl in Chapter 1.

12 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____ DATE: _____

2.4 ACTIVITY PAGE
CONTINUED

- How does Stevenson use language to convey the brutality of the older man’s murder? Was the man robbed? How do you know?
 The maid could hear the victim’s bones shatter as he was beaten, and his body is described as “mangled.” The cane was tough and heavy wood, but it broke in half—suggesting that Mr. Hyde hit the man very hard. Because the man was still carrying his purse and gold watch, we know Hyde did not rob him.
- What is the name of the murder victim? How do you know he is a rather important man?
 His name is Sir Danvers Carew. The title “Sir” indicates that he is important, as this is a title given to people who have been honored or born into a noble family in Great Britain. In addition, the police officer seems to recognize him and understands that his murder will attract much attention.

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 13

- In your opinion, how is the old woman who answers the door at Mr. Hyde’s house similar to Mr. Hyde?
 Both are described as evil and revolting, yet both also display polite manners.
- 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?
 She reacts with joy, possibly because she delights in other people’s misery. She does not seem surprised that Mr. Hyde is in trouble, which further emphasizes his evil nature.
- 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?
 In contrast to the shabby, run-down neighborhood where he lives, Mr. Hyde’s own rooms are luxurious and tasteful, suggesting a certain sophistication that one would not expect from a person living in Soho.

14 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____
DATE: _____

2.4 ACTIVITY PAGE
CONTINUED

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

Mr. Hyde has burned his papers to make it harder for the authorities to find out anything about him. This may foreshadow a revelation about a secret concerning Mr. Hyde that has not yet been revealed.

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

Few people know Mr. Hyde, he seems to have no family, and there are no photos of him. In addition, those who do know him cannot agree on his physical description. However, everyone agrees that there is a *deformity* about him that describes his character and appearance.

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE

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?

Mr. Utterson has returned to his old, peaceful self. Dr. Jekyll has become more sociable and has renewed old friendships. He has also become more religious and is trying to do “good” and be of service to others.

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?

Words such as *cruelty, callous, violent, vile, evil, and hatred* are associated with Mr. Hyde; words such as *new, good, open, brighten, and peace* are associated with Dr. Jekyll. These characterizations further explore the theme of duality and of good and evil.

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

Dr. Lanyon is very ill and near death, evidently having experienced something of “deep terror.” He says he will “never recover” and expects to die within weeks. When Mr. Utterson remarks that Dr. Jekyll is also ill, Dr. Lanyon reacts violently and states he wishes never to hear of Dr. Jekyll again. This may foreshadow that Dr. Jekyll is somehow responsible for Dr. Lanyon’s condition.

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

Dr. Lanyon says that one day Mr. Utterson may come to learn the “right and wrong” of the situation, which is a reference to the theme of duality or of good and evil.

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE
CONTINUED

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

Dr. Jekyll vows to live the rest of his life alone, and says that he and Mr. Utterson must never meet even though they will always be friends. He characterizes himself as both the “chief of sinners” and the “chief of sufferers” and seems to indicate that he has done something to deserve his torment (“I have brought on myself a punishment and a danger that I cannot name”).

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

Dr. Lanyon has instructed Mr. Utterson not to read the letter unless Jekyll has either died or disappeared. As Dr. Lanyon’s lawyer, Mr. Utterson has a professional duty to honor his client’s wishes.

7. How does the setting at the top of page 86 recall an earlier scene?
Mr. Utterson and Mr. Enfield are taking their Sunday walk and are passing through the same neighborhood they visited as the story opened.

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?
 Accept supported answers.

22 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____ DATE: _____ **3.2** ACTIVITY PAGE
CONTINUED

9. How does Dr. Jekyll respond when Mr. Utterson asks how he is? What can be inferred from this response?
Dr. Jekyll says that he is "very low," that is, quite depressed. He says that this feeling will not last long, however—this may foreshadow an impending conclusion to the story (perhaps Dr. Jekyll's death?). Whatever is weighing on Dr. Jekyll, he believes it will be resolved soon one way or another.

10. Why do you think Mr. Utterson whispers, "God forgive us," after witnessing the incident at the window?
 Possible answer: Mr. Utterson may be asking for God's forgiveness because he and Mr. Enfield have just seen something horrible happen to Dr. Jekyll and they walked away without trying to help.

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 23

NAME: _____ DATE: _____ **3.3** ACTIVITY PAGE

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? <u>Mr. Utterson</u>
Wants What does the main character want? Sample response: Mr. Utterson wants to see Dr. Jekyll.
But What is the problem? Sample response: Mr. Utterson is denied entry to Dr. Jekyll's home.
So How does the character try to solve the problem? Sample response: Mr. Utterson continues to write letters and attempt to enter Dr. Jekyll's home.
Then How does the selection end? Sample response: Mr. Utterson is walking by Dr. Jekyll's home and sees him at the window. Dr. Jekyll soon retreats.

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 25

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

Responses will vary. Student summaries should be based on their responses on the previous page.

26 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

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?

This chapter is given from the perspective of Dr. Lanyon, as indicated by the chapter title.

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?

In Chapter 2, Dr. Lanyon tells Mr. Utterson that he has broken from Dr. Jekyll because of the latter’s pursuit of “unscientific balderdash.” Dr. Jekyll alludes to their differences “on scientific questions.” This suggests that Dr. Jekyll may be more prone to experimentation and investigation than the more conservative Dr. Lanyon.

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

Dr. Jekyll asks Dr. Lanyon to (1) go to Dr. Jekyll’s home and retrieve the contents of a drawer in his study and (2) take them to Mr. Lanyon’s home and give them to a man who will arrive at midnight.

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

Dr. Jekyll begins by reminding Dr. Lanyon of their long friendship and claims he has made great sacrifices to help Dr. Lanyon—so now he expects the same in return. He uses emotional language to appeal to Dr. Lanyon (for example, “My life, my honor, my reason, are all at your mercy; if you fail me tonight, I am lost”). He ends by begging Dr. Lanyon to “serve him” and “save him.”

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

Possible answer: It appears that Dr. Jekyll has been using various chemicals to conduct experiments of some kind. Dr. Jekyll has kept records of the experiments, but they reveal little to Dr. Lanyon.

continued on the next page

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE
CONTINUED

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”?

Dr. Lanyon says that Dr. Jekyll’s experiments have “no practical usefulness” and says this is typical of Dr. Jekyll’s “investigations.” Dr. Lanyon loads a gun for self-defense. Continuing to believe that Dr. Jekyll is mentally ill (“brain disease”), Dr. Lanyon is afraid of what might happen.

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

Dr. Lanyon describes his visitor as “a small man,” which is how others have described Mr. Hyde throughout the story.

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

Like others, Dr. Lanyon cannot quite describe Mr. Hyde but immediately feels strongly repelled by him. He notes some contradictions within Mr. Hyde—great muscular activity combined with great weakness. Dr. Lanyon suggests that his feelings are not just based on Mr. Hyde’s appearance but on something much deeper that he perceives about Mr. Hyde’s nature.

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

Dr. Lanyon calls the visitor a “creature” and says that there is something “abnormal” about him. He seems unclear as to where this individual could even have come from and what his nature and character might be like.

NAME: _____ DATE: _____

4.2 ACTIVITY PAGE
CONTINUED

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?
Dr. Lanyon says that the visitor's touch elicited an "icy pang along his blood." This echoes Mr. Utterson's "shudder in his blood" when he recalls seeing Mr. Hyde (page 45) and when he contemplated Dr. Jekyll committing forgery (page 76); the "frozen" blood of both Mr. Utterson and Mr. Enfield upon seeing Dr. Jekyll's look of terror during the incident at the window (page 88); and Poole's comment that Mr. Hyde made his marrow feel "kind of cold and thin" and that the sight of Mr. Hyde sent a shiver "like ice" down his spine (page 103).

11. What is unusual about the way Stevenson describes the visitor's smile at the top of page 122?
The smile is "awful." Smiles are usually happy, but this one seems sinister and despairing.

12. Evaluate the visitor's challenge to Lanyon on page 123. How would you describe his attitude toward Lanyon?
Possible answer: The visitor is taunting Lanyon to be scientifically curious. He challenges Lanyon to witness something new, something he will find difficult to believe. He seems to know Lanyon's views are rather conventional.

continued on the next page

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 35

13. Why do you think Dr. Jekyll wants to reveal his transformation to Dr. Lanyon?
Possible answer: Dr. Jekyll knows that Dr. Lanyon does not respect his ideas. Dr. Jekyll wants to prove to him that his scientific theories are correct.

14. What happens when Mr. Hyde drinks the potion he has concocted?
Mr. Hyde is transformed into Dr. Jekyll.

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"?
He cannot believe what he has seen; he is confused, terrified, and repulsed. By saying that his life "is shaken to its roots," he means that his entire worldview has been shattered.

36 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____ DATE: _____

4.2 ACTIVITY PAGE
CONTINUED

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?
Answers will vary, but students should recognize that both the "good" Dr. Jekyll and "bad" Mr. Hyde reside in the same person; that Dr. Lanyon perceives both "moral wickedness" and "tears of penitence" in Dr. Jekyll; and that Dr. Jekyll realizes he has done wrong (he feels penitence) yet taunts Dr. Lanyon over his own ignorance.

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 37

NAME: _____ DATE: _____

5.1 TAKE-HOME

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

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 41

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

NAME: _____
DATE: _____

5.4 TAKE-HOME

Morphology: Word Roots

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

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

NAME: _____
DATE: _____

6.1 TAKE-HOME

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, but 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, yet we still had enough light to pitch our tents. (in addition, therefore, yet)
4. We decided to build a fire. First, we located a firepit near our camp site. (Instead, First, However)
5. Next, we cleared away the ashes and put dry sticks into the pit. (Next, Therefore, As a result)
6. Then we put some pine straw under the sticks and lit it with a match. (Consequently, Instead, Then)
7. Soon we had a nice fire going. (Before, Also, Soon)
8. Before we left, we made sure the fire was completely out, because we didn't want to start a forest fire. (although, as a result, because)
9. Before 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. As a result, in the morning the battery was dead. (However, Finally, As a result)
11. Luckily we found a park ranger, and she helped us jump start the car. (but, and, therefore)
12. Maybe next year we should do something other than camping; instead, maybe we should go to the beach. (however, therefore, instead)

NAME: _____
DATE: _____

7.1 TAKE-HOME

Grammar: Parallel Structure

Complete each sentence using parallel structure.

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

- The food was prepared. The table was set. The Sample response: candles were lit

- Your job is not only to sweep the stable but also Sample response: to feed the horses

- The dinosaur was both as large as a house and Sample response: as loud as a thunderstorm

- I like to compete because I have the time, because I have the talent, and Sample response: because I have the determination

- Tell me what race you ran, what record you broke, and Sample response: what prize you won

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

- I had more interest in games than my best friend. I had more interest in games than in my best friend. OR I had more interest in games than my best friend did.
- Why do you spend less time with your sister than Jake? Why do you spend less time with your sister than Jake does? OR Why do you spend less time with your sister than with Jake?

NAME: _____
DATE: _____

7.4 TAKE-HOME

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

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

- My friend's autoimmune disorder caused her body to treat itself as an intruder.
- The best way to make a good product is to manufacture it by hand.
- The study of the form of words is called morphology.

NAME: _____
DATE: _____

8.1 TAKE-HOME

Grammar: Transitions and Parallel Structure

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

- I was looking forward to attending the play at my school tonight, Sample response: but unfortunately the performance was moved to next week.
- Sample response: After waiting for another whole week, I was finally going to get to go.
- Students had put on six plays this year, Sample response: and my favorite was *A Midsummer Night's Dream*.
- To join the theater group, you must Sample response: first write a letter of application explaining your qualifications.
- If the committee thinks you are qualified, you must Sample response: then audition before the entire group.
- Sample response: Finally, if you pass the audition, you will receive a letter of acceptance.
- Molly gave a stunning performance when she auditioned. Sample response: Consequently, she received a very enthusiastic letter of acceptance.

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

- My three favorite things are a necklace that I got from my mother, Sample responses: a watch that I inherited from my grandfather, and a medal that I won at a track meet
- I want both to excel at sports and Sample response: to make good grades

Correct each sentence using parallel structure.

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

NAME: _____
DATE: _____

8.3 ASSESSMENT

Spelling Assessment

Write the spelling words as your teacher calls them out.

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

Write your own sentence, using two spelling words.

Sample response: The pedestrians felt resentment toward the drivers who refused to stop at crosswalks at crosswalks.

NAME: _____ DATE: _____

9.1 ASSESSMENT
CONTINUED

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

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

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

- 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.

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 77

9.1 ASSESSMENT
CONTINUED

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

- comical.
- frightening.
- boring.
- enraging.

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

- beautiful
- friendly
- stubborn
- angry

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

- Part A:** Explain how the doctor intends to avoid the lady.
 Answers will vary but may include: He intends to sneak out of the house and into his waiting carriage without letting the lady see him leave. He suspects that she will eventually leave after waiting in vain to see him.

Part B: What does the doctor mean when he says to Thomas, "If your shoes creak, I am a lost man?"

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

78 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____ DATE: _____

9.1 ASSESSMENT
CONTINUED

- 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?

 - The lady is determined and single-minded.
 - The lady is rude and ill-tempered.
 - The lady is suspicious and disreputable.
 - The lady is carefree and friendly.
- 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?

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

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 79

NAME: _____ DATE: _____

9.1 ASSESSMENT
CONTINUED

Questions

- From what point of view is this passage given?
 - first-person past tense
 - third-person past tense
 - first-person present tense
 - third-person present tense

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

- 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?

 - angry and disturbed
 - relaxed and amusing
 - quiet and cooperative
 - shy and awkward

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 83

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?

Answers will vary but may include: Holmes carefully examines the paper Miss Morstan gives him with a magnifying glass. He describes all of the relevant material on the paper in extreme detail. He is able to determine that the paper is of native Indian manufacture and that the diagram appears to be part of a large building. Miss Morstan says that no one else could understand the document, but Holmes understood a great deal about it. In addition, Holmes is described as deep in thought while the narrator and Miss Morstan chat on their way to the theater.

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?

Answers will vary but may include: The language conveys a heavy, dreary mood. The sky is growing dark, it is raining, the streets are muddy, and the lamps give only a small amount of light. This murky setting matches the narrator's "nervous and depressed" frame of mind.

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.

Reading Comprehension Score: _____ of 14 points.

NAME: _____
DATE: _____

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 then your shoes, not the other way around.
2. We were going to take a walk in the forest preserve, but we learned that the preserve was closed for the day.
3. It was a perfect day: the sun was shining, and a warm, gentle breeze was blowing.
4. We couldn't see the path because it was such a dark night.
5. The moon had not risen. Furthermore, a thick cover of clouds blotted out the light from the stars.
6. After the moon rose, the path was a little easier to see.
7. We were hopelessly lost. However, the leader of the expedition insisted we keep going.
8. We arrived back home completely exhausted. Consequently, 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.
You can either go for a sleigh ride with your friend Peter or go for a walk with your dog Chip.

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

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

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

Grammar Score: _____ of 00 points.

90 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____ DATE: _____ **9.1** ASSESSMENT
CONTINUED

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

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 91

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	<u>L</u>	H. bipedal
9. autodidact	<u>M</u>	I. assent
10. democratize	<u>N</u>	J. manage
11. manacle	<u>J</u>	K. metamorphic
12. amorphous	<u>K</u>	L. audiometer
13. peddler	<u>H</u>	M. autonomy
14. presentiment	<u>I</u>	N. demography

Morphology Score: _____ of 15 points.
 Total Score for Unit Assessment: _____ of 45 points.

92 Unit 3 | Activity Book Grade 7 | Core Knowledge Language Arts

NAME: _____ DATE: _____ **PP.1** ASSESSMENT

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

Match the character with the correct description.

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

Core Knowledge Language Arts | Grade 7 Activity Book | Unit 3 95

9. Describe the emotions Mr. Hyde elicits in Enfield and the onlookers in Chapter 1.
- Answers will vary but may include: Hyde elicits feelings of disgust and revulsion in Enfield and all those who gather after he has trampled the little girl. Enfield says that Hyde gives off a strong feeling of deformity, though he is not able to describe it. Hyde is described as “displeasing” and “detestable.”
10. Why is Mr. Utterson troubled by Dr. Jekyll’s will?
- The will does not leave any gifts to Utterson, Poole, or any of Jekyll’s long-time friends or servants.
 - The will gives Utterson full responsibility for determining what should happen to Jekyll’s possessions upon his death.
 - The will contains detailed descriptions of the experiments Jekyll has been conducting, which Utterson finds immoral.
 - 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: _____

PP.1 ASSESSMENT
CONTINUED

11. To which theme of *Strange Case of Dr. Jekyll and Mr. Hyde* is this passage most closely connected?
- There are no coincidences; some things are meant to be.
 - Social status should depend mainly on behavior, not wealth.
 - Human nature is dualistic; both good and evil can be present together.
 - 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?
- Jekyll is a criminal and is using Hyde to commit crimes throughout the city of London.
 - Hyde is holding Jekyll hostage and is threatening to kill him if he refuses to sign his will.
 - Jekyll is using Hyde in one of his experiments, and Hyde is becoming angry about it.
 - 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?

Answers will vary but may include: Jekyll sees Lanyon as a good person but very narrow-minded and scoffs at his seeming ignorance and lack of scientific curiosity. By contrast, when Hyde is mentioned, Jekyll turns pale and becomes evasive and upset. Jekyll claims he can be “rid of Hyde” any time he chooses. These reactions seem to confirm that Jekyll’s behavior has become unusual and concerning.

14. How does Utterson feel after his talk with Jekyll following the dinner party?
- He remains worried about his friend and his association with Hyde.
 - He is relieved that Jekyll has the situation with Hyde under control.
 - He is angry that Jekyll thinks so little of their mutual friend, Dr. Lanyon.
 - 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?
- Answers will vary but may include: The passage communicates a dismal, dreary mood—the scene is gloomy and ominous, in keeping with Utterson’s dark thoughts. The setting also aligns closely with Hyde’s character, who has been described as a terrible and dangerous man. It also reflects the association of dark, evil appearances with behaviors of the same nature—one would expect a disreputable character such as Hyde to live in a disreputable area like Soho.

NAME: _____
DATE: _____

PP.1 ASSESSMENT
CONTINUED

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?
- Answers will vary but may include: Jekyll is highly agitated and looks deathly sick. He swears he will never associate with Hyde again and gives Utterson a letter, purportedly from Hyde, indicating that Hyde intends to disappear. After Mr. Guest, a handwriting expert, examines the letter and determines that the handwriting is almost identical to Jekyll’s, Utterson believes Jekyll forged the letter to cover Hyde’s escape.
17. Why does Utterson slowly begin to feel more at ease about Jekyll? What renews his concern?
- Answers will vary but may include: Hyde has disappeared completely, and Jekyll begins to seem like his old self again, receiving friends and renewing old acquaintances—including his friendship with Dr. Lanyon. Suddenly and mysteriously, however, Jekyll returns into seclusion. When Utterson visits Lanyon to discuss the situation, Lanyon is ill and in shock over something he has witnessed regarding Jekyll.

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?

Answers will vary but may include: Utterson feels alone and in despair. The cold, empty, windswept streets perfectly illustrate his mood. He expects to see something terrible when he arrives at Jekyll's home. The foreboding atmosphere does nothing to alleviate his distress.

NAME: _____
DATE: _____

PP.1 ASSESSMENT
CONTINUED

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*?
- Answers will vary but may include: Jekyll is described as "a tall, fine build of a man," while the person in the study (who we later learn is Hyde) is "more of a dwarf." Hyde has been described as small throughout the book. The contrast between the tall, fine physique of Jekyll and the small, deformed body of Hyde reinforces the book's theme of humans' dual nature.

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?
- Answers will vary but may include: Utterson finds three enclosures in the envelope: (1) Jekyll's will, naming him and not Hyde the beneficiary; (2) a letter from Jekyll dated that day, telling him to read first Lanyon's narrative and then his own confession; and (3) a packet containing Jekyll's confession.

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: _____

PP.1 ASSESSMENT
CONTINUED

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.

Comprehension Check Score: _____ of 25 points.

NAME: _____
DATE: _____

PP.2 ACTIVITY PAGE

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.

- The cleaning team dusted the furniture. Next, they vacuumed the carpets.
Next sequential
- They mopped the kitchen floor. However, they refused to wash the dishes.
However contrasting
- Because we specifically requested it, they carried out the trash and recycling.
Because cause-and-effect
- They did a good job. Also, they were very friendly.
Also supporting
- We were very impressed with their work. As a result, we plan to have them in again.
As a result cause-and-effect
- We scheduled them for a return visit in two weeks. In addition, we gave them a nice tip.
In addition supporting
- Afterward, we did some additional straightening up of our own.
Afterward sequential
- It took us a while, but we really wanted to have a clean house.
but contrasting

Core Knowledge Language Arts | Grade 7

Activity Book | Unit 3 105

NAME: _____
DATE: _____

PP.3 ASSESSMENT

Grammar: Parallel Structure

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

- 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.
- 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.
- A. Alex has more fun with her pets than her brother.
 B. Alex has more fun with her pets than with her brother.
- 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.
- A. Dad always has more advice to give Jared than Penelope.
 B. Dad always has more advice to give Jared than Penelope does.
- 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.
- 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.

Core Knowledge Language Arts | Grade 7

Activity Book | Unit 3 107

NAME: _____
DATE: _____

PP.4 ASSESSMENT

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.

- audio C A. people
- auto F B. hand
- demos A C. hear
- manus B D. foot
- morphe G E. feel
- pedis D F. self, same
- sentio E G. form

Core Knowledge Language Arts | Grade 7

Activity Book | Unit 3 109



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Unit 3

Strange Case of Dr. Jekyll and Mr. Hyde

by Robert Louis Stevenson

Teacher Guide

GRADE 7

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