

Dr. Jekyll and Mr. Hyde

Based on the classic story by Robert Louis Stevenson

About the Story

Lexile: 850L (captions)

For qualitative complexity factors, go to Scope Online.

Learning Objective: to write a short persuasive response that gives evidence supporting one's opinion

Key Skills: theme, character, interpreting text, compare and contrast, inference, summarizing

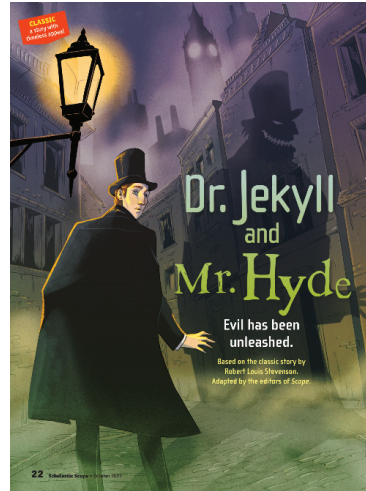
Essential Questions:

- Is humankind inherently good or inherently evil?
- What responsibility do we have when developing new technology?
- How can stories from the past be relevant today?

Standards:

The play and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.7, R.9, R.10, W.2, W.4, W.9, SL.1, SL.2, L.4, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Text-to-speech
- Vocabulary

Connected readings from the Scope archives:

- *The Monkey's Paw*
- *Frankenstein*
- *The Tell-Tale Heart*
- *The Legend of Sleepy Hollow*

Skill Building Activities to print, project, or share digitally:

- Theme Anticipation Guide
- Writing Planner: Dr. Jekyll and Mr. Hyde
- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking
- **Core Skills Workout:** Inference
- Choice Board
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson

1. Preparing to Read

20 minutes

Do Now: Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide** on your whiteboard or share the Google Form version with each student (both available in your Resources tab). Have students decide whether they agree or disagree with each statement, then discuss. After reading the play, ask students to share whether any of their answers have changed and, if so, why. You could also have them complete the Theme Anticipation Guide as one of the characters.

Preview Vocabulary (5 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *balderdash*, *corruption*, *decrepit*, *exasperated*, *ghastly*, *odious*. Optionally, print or share the interactive link directly to your LMS and have students preview the words and complete the activity independently beforehand. (Audio pronunciations of the words and a read-aloud of the definitions are embedded in the interactive slides.)

2. Reading and Discussing

45 minutes

- Have a volunteer read the As You Read box on page 23 of the magazine or at the top of the digital story page.
- Break students into groups to discuss the following close-reading and critical-thinking questions.

Close-Reading Questions

(15 minutes)

The following questions can be shared in printable or interactive form.

- What does Act 1, Scene 1 reveal about Mr. Hyde as a person? What does it reveal about his relationship to Dr. Jekyll?** (character) *Mrs. Enfield's story about Mr. Hyde and the child on the sidewalk reveals that Hyde is an evil person. Trampling a small child is deeply wrong and inexcusable behavior. What's more, Hyde left the child sprawled on the ground, crying, which suggests that he has no empathy and felt no remorse for what he did. Hyde clearly does not have the sense of morals that most people possess—even his appearance chills Mrs. Enfield to the bone.*

The end of the scene reveals that Dr. Jekyll must be involved with this troublesome Hyde fellow, as Hyde used a check with Dr. Jekyll's name on it and was seen entering the back door to Dr. Jekyll's laboratory.

2. **In Act 1, Scene 2, Utterson says, "Well, if he is Mr. Hyde, I shall be Mr. Seek." What is funny or clever about this line? What does Utterson mean by this?** (interpreting text) *Utterson is cleverly playing with two words that sound the same but have different meanings: Hyde and hide. Hide-and-seek is a children's game in which a group of players hide and one player has to seek (that is, look for) them. In saying that he will be Mr. Seek, Utterson means that he is going to try to find out who Mr. Hyde is and why Dr. Jekyll would leave all his belongings to such a terrible person.*
3. **In Act 1, Scene 5, the reader learns about Dr. Jekyll's charity work. What does this information tell you about Dr. Jekyll's character? How does Dr. Jekyll compare with Mr. Hyde?** (character, compare and contrast) *Dr. Jekyll is clearly a kind and generous person who wants to do good in the world. He appears to be the opposite of the evil Mr. Hyde. While Mr. Hyde tramples a child in the street, Dr. Jekyll helps children by opening an orphanage. These two men could not be more different.*
4. **In Act 2, Scene 1, Inspector Newcomen says, "An eyewitness claims Hyde is the murderer. We also found the murder weapon, or half of it anyway. (holding up the broken cane) What's wrong, Mr. Utterson? You've gone quite pale." Utterson responds, "I . . . I . . . Have you found this Mr. Hyde?" Why does Mr. Utterson turn pale and have difficulty responding to Newcomen?** (inference) *Utterson's paleness and difficulty responding likely have to do with his knowledge that Dr. Jekyll gave the cane to Mr. Hyde, which is revealed in the following scene. Utterson finds this concerning for several reasons. To start, it shows that his old friend Dr. Jekyll is clearly close with Mr. Hyde—close enough to give him his cane. It's alarming and confusing that his friend is connected to this evil murderer. Utterson may also be worried because the cane was used as a murder weapon, and he does not want his friend to get mixed up in a murder.*
5. **In Act 2, Scene 4, Utterson finds an all-revealing letter. According to this letter, what was the experiment Dr. Jekyll attempted? What went wrong with the experiment?** (summarizing) *According to the letter, Dr. Jekyll separated himself into two—his good side and his evil side. Mr. Hyde is his evil side. The experiment went wrong when his evil side grew stronger, and Dr. Jekyll started turning into Hyde uncontrollably. Then Dr. Jekyll ran out of the potion that could turn him back into his good self. In the letter, Dr. Jekyll says that the next time he turns into Hyde, it will be forever—Dr. Jekyll will cease to exist. This appears to be exactly what happened.*

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. Dr. Jekyll believes that “all people are a mix of both good and evil.” Do you agree or disagree? Explain. *Answers will vary.*
2. The play ends with Mr. Hyde escaping from the laboratory and locking Poole and Utterson inside. What do you think would happen next if the story continued? *Answers will vary.*

3. Skill Building and Writing

30 minutes

- Have students complete the **Writing Planner: Dr. Jekyll and Mr. Hyde**. This activity will help them organize their ideas in preparation for the writing prompt on page 27 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Other *Scope* read-aloud plays from the online library based on classic horror stories:

- [The Monkey's Paw](#) (October 2017)
- [Frankenstein](#) (October 2018)
- [The Tell-Tale Heart](#) (September 2016)
- [The Legend of Sleepy Hollow](#) (September 2015)