

6 WEEK TEACHING PACK

by Natalie Kinrade



The Strange Case of
DR JEKYLL & MR HYDE
by Robert Louis Stevenson

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Introduction

This GCSE pack is designed as a ‘route through’ the text, with teaching ideas, accompanying resources and suggestions for differentiation. The pack is based on core assessment objectives for GCSE English Literature (2015) and is designed to be flexible, creative and engaging. It contains all of the Teachit resources you need for teaching this unit of work, many of which were specifically commissioned for this pack.

The pack has been devised for use with the English Literature AQA, Edexcel, OCR and WJEC Eduqas specifications. There are specific resources and exam practice questions for each of these specifications included within the pack. The activities and ideas will help students to develop a close understanding of the text, explore its social, cultural and historical contexts, consider Stevenson’s ideas and perspectives, and analyse his use of language and structure. There are also suggested revision activities to enable students to revisit the text for the exams.

The novel, *The Strange Case of Dr Jekyll and Mr Hyde* is composed of ten chapters, and the pack is organised into six weekly parts. Suggested teaching ideas for each section are structured as follows:

- starter activities
- introduction activities
- development activities
- plenary activities
- extension activities
- assessment preparation.

There is a wealth of activities for each section – altogether more than six weeks’ worth, in fact! Which activities you choose, and how many you use, will depend on the nature of your classes and how much time you have available (including whether or not you’re having to spend class time reading the text). The intention is that you pick the activities that are best suited to your students’ needs.

Some activities are sequential, so you might, for example, follow a starter activity on context with the introduction, development and plenary activity on context from the same section; alternatively, you might decide that for your students it’s more appropriate to focus on just one or two of these activities. Other activities within each section are more stand-alone: you’re free to decide which to use and how you’ll combine them within a lesson or series of lessons.

Throughout the pack you’ll find activities which directly address the various English Literature GCSE exams. To help you select activities relevant to the outcomes for which you’re teaching, we’ve included specification grids and matched the activities outlined in the route through to the appropriate Assessment Objectives.

The overall structure of the pack lends itself to a ‘first reading’ of the novel – in other words, students can read Chapter 1 and work on the early activities without needing to

know the rest of the novel. If you're approaching the pack in this way, you'll probably want to allow more time for week six: use some of this time to revisit earlier activities and to explore how Stevenson ties everything together. Alternatively, if your students have been able to read the novel in advance, you'll be able to explore connections between characters, themes and events and think about the significance of the novel's structure from the start. The activities within week six include some suggestions for revision: you may decide to save some of these ideas and resources to return to at a later stage.



A note on editions

We've used the Penguin Classics 2002 edition of *The Strange Case of Dr Jekyll and Mr Hyde and Other Tales of Terror* and where page numbers are included they refer to this version.



Accessing the resources in this pack

This pack includes copies of the resources featured within it. Many of the pack's resources are available in adaptable formats on the Teachit website, making it easy to differentiate the tasks by ability. Where we've referenced Teachit resources, we've also included the file number and name in case you'd like to access it on the Teachit website. To do this, simply pop the filename into Teachit's search engine.

To help with navigation, there is a contents table for each week detailing which part of the pack each resource is used in and a page number.

Our thanks go to contributor Natalie Kinrade who has written this pack and to the following contributors whose resources are also included:

Pete Buntin, Richard Durant, Keziah Featherstone, Rose Fletcher, Lucy Meredith, Sarah Moody, Laura Storr, Clare Suss, Annabel Wall, David Wheeldon.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members – you can do this by adding a comment on the [6 week teaching pack – *The Strange Case of Dr Jekyll and Mr Hyde*](#) resource page on Teachit. (Please log in to access this.)

Route through week 1

Pre-reading and introducing Chapter 1



Starter activities

- 1. Gothic Ideas.** Whilst playing evocative spooky music (for example: Psycho Suite - Herrmann, Night on Bald Mountain - Mussorgsky, Toccata and Fugue in D minor - Bach, Danse Macabre - Saint-Saëns, Music for Strings, Percussion and Celesta – Bartók) get students to list all of the things they would expect from a Gothic or horror story. Then encourage students to share their ideas. You may want to ensure they have a good selection from the following list: blood, castles, curses, concealment, corruption, death, doppelgangers/doubles, exaggerated language, forbidden knowledge, ghosts, hauntings, imprisonment, insanity, isolation, masks, monsters, moonlight, mystery, revenge, ruins, secrets, storms, threats, villains and violence. Students could then use these ideas to create their own Gothic mini saga (see below). AO3
- 2. Victorian London.** Before researching the background of the novel, show students a series of images linked to Victorian London using [Teachit resource 24027 Reactions to Victorian London](#). As you do so, get students to write down their impressions on the Word document that accompanies the PowerPoint. This is an engaging way of immersing them in the time period and getting them to put themselves in the position of people at the time, before doing the Research topics activity outlined below. AO3
- 3. Predictions.** Use [Teachit resource 24028 Book cover predictions](#) to get students discussing their predictions for the novel. This could be done independently at first, then built into paired or group discussion before sharing ideas as a whole class. AO1

Introduction activities

- 1. Gothic Mini Saga.** Using the resource [Gothic mini saga](#), challenge students to create their own Gothic story in only 100 words. They should try to incorporate as many of the features of Gothic stories as possible (see the starter activity above). Once completed, students should swap their efforts and count the number of features used. Prizes/rewards could be given for the best efforts, which could also be read aloud (in a suitably dramatic fashion!). AO1

- 2. Ethics discussion.** Get students discussing some of the issues explored within *The Strange Case of Dr Jekyll and Mr Hyde* by using [Teachit resource 10326 Ethical issues](#). This provides a great way of getting students engaged with concepts such as good and evil, individual actions and secrecy. AO1
- 3. First introductions.** Consider the characterisation of Mr Utterson by exploring a variety of key quotations which describe him to the reader. [Teachit resource 24034 Introducing Mr Utterson](#) is ideal for this. The resource also includes prompts for higher ability students to extend their understanding. AO1, AO2

Development activities

- 1. Gothic Literature: style and language.** Use [Teachit resource 24067 Gothic literature – style and language](#), to get students exploring in more depth how Gothic texts are written. (An interactive matching activity also accompanies this resource.) Begin by getting students to match up the terms to the definitions, and then get them to read the extract from *Dracula*, identifying where language is used and how it affects the reader. AO2, AO3
- 2. Research topics.** In order to develop students' understanding of the social, historical and cultural context of the novel, get them to create their own presentations on relevant subjects – from crime in Victorian society, to Stevenson's own life. Use [Teachit resource 3961 Dr Jekyll and Mr Hyde – research topics](#) by dividing a class into 7 groups. Each group needs to create a presentation which will provide the rest of the class with a range of key facts, with an emphasis on making this interesting and engaging through visual aids and method of presentation. NB This would potentially take a lesson to prepare and then a lesson to deliver – with some of the starter and plenary ideas used to consolidate learning. AO3
- 3. Story of the door.** Read up to the description of the door (which then prompts Enfield's telling of the story introducing Mr Hyde) then pause to consider the establishment of setting in the first chapter. Use [Teachit resource 11194 Story of the door](#) which provides extracts students may annotate as well as a series of questions to explore the mysterious setting. There are also some general questions that students could answer (up to number 5). AO1, AO2

Plenary activities

- 1. Gothic in the 21st century.** Get students to discuss what they have read or watched which they think might be inspired by the Gothic genre and why. AO1
- 2. Context summary.** Use [Teachit resource 16995 Victorian times](#) or use the interactive activity to summarise students' knowledge following their research into the Victorian period. This includes a short summary as well as a series of true or false statements which students can respond to. Answers are included! AO3

- 3. Key question.** Get students to discuss the following question: ‘To what extent do you think the opening pages of *The Strange Case of Dr Jekyll and Mr Hyde* establish the novel as belonging to the Gothic genre?’. Students must decide on a scale from 1 to 10 and justify their responses. They could do this actively – those at the front of the classroom deciding that it isn’t Gothic at all and those at the back deciding it is convincingly Gothic. AO1

Extension opportunities

Creative work. Students could create their own Gothic literature mood board or collage by combining images and words linked to the Gothic. This could be done as a homework activity, and could be combined with further research into key aspects of Gothic fiction which are explored in *The Strange Case of Dr Jekyll and Mr Hyde*. This would provide great display work too! AO2, AO3

A scary opening. Students could write their own opening to a piece of Gothic fiction, creating atmosphere through the use of a variety of descriptive language techniques. AO2

Stretch and challenge. Use [Teachit resource 24078 Stretch and challenge](#) with students who aspire to the highest levels. AO1, AO2, AO3

Preparing for assessment

Chapter summaries. Students could be encouraged to begin making revision notes on a chapter-by-chapter basis using [Teachit resource 3963 Dr Jekyll and Mr Hyde – Chapter summary table](#). AO1, AO2, AO3

Please find all the printable resources, as well as instructions about how to find the interactive resources, on the following pages.



Week 1 resources

Resource	Page	Activity
Reactions to Victorian London (24027)	14	Starter 2
Book cover predictions (24028)	17	Starter 3
Gothic mini saga	18	Introduction 1
Ethical issues (10326)	19	Introduction 2
Introducing Mr Utterson (24034)	22	Introduction 3
Gothic literature – style and language (24067)	25	Development 1
Dr Jekyll and Mr Hyde – research topics (3961)	29	Development 2
Story of the door (11194)	30	Development 3
Victorian times (16995)	32	Plenary 2
Stretch and challenge (24078)	35	Extension opportunities
Dr Jekyll and Mr Hyde – Chapter summary table (3963)	37	Preparing for assessment

As you view the PowerPoint images from Victorian London, make a note of the four images that spark your interest the most. Write down your reactions to them in the spaces below.

What is happening?

Imagine you are one of the people (or objects) – what are you thinking?

What question would you ask about this image?

Image 1

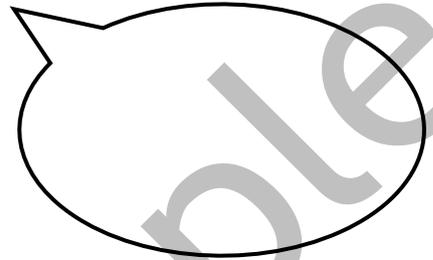
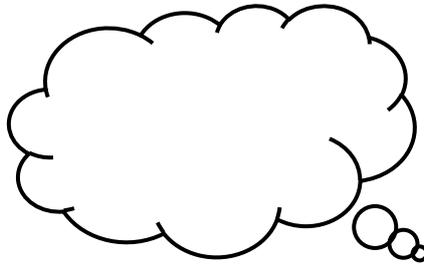
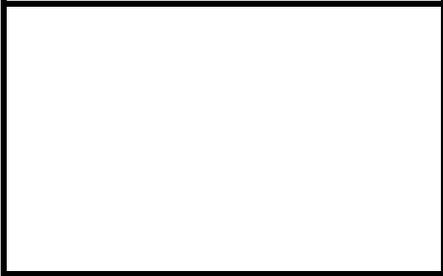


Image 2

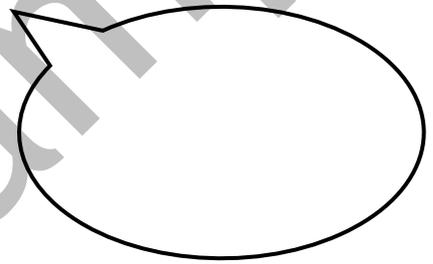
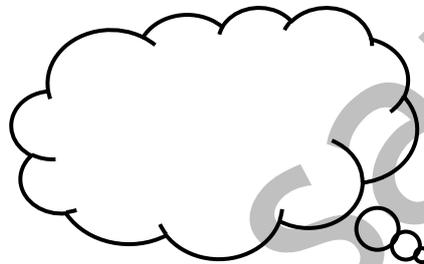
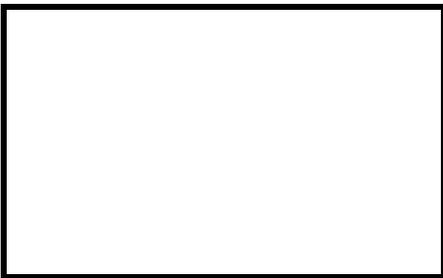


Image 3

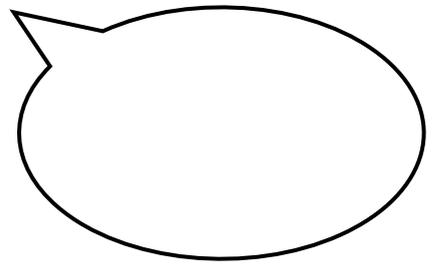
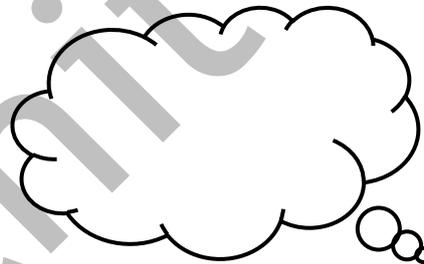
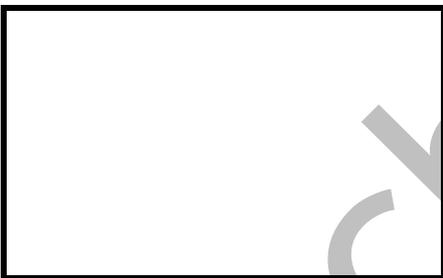
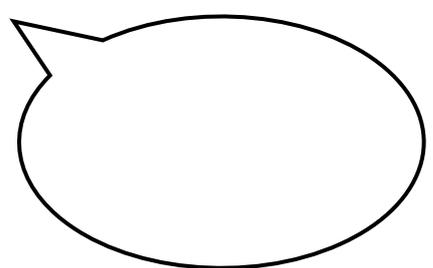
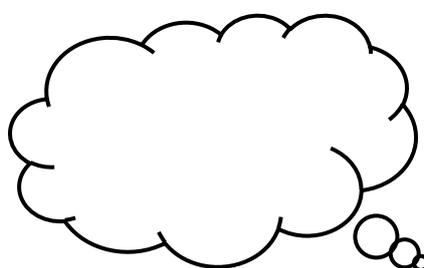
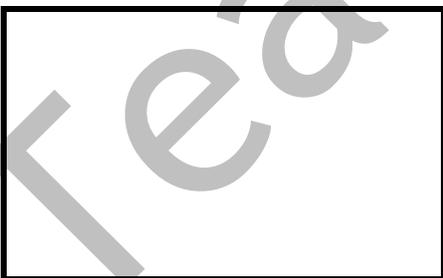


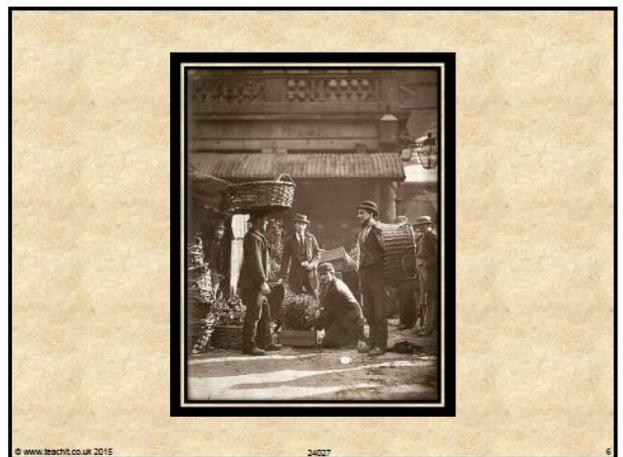
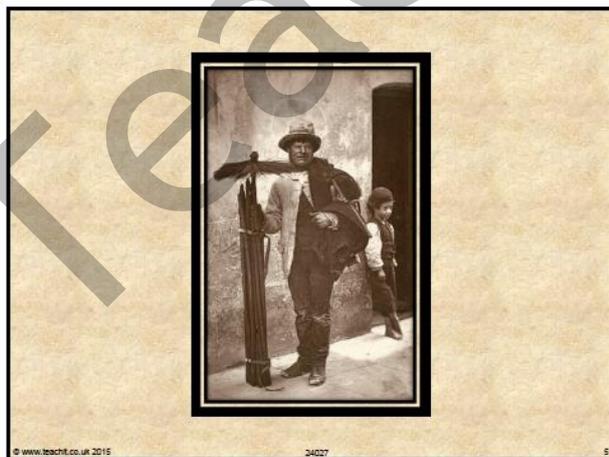
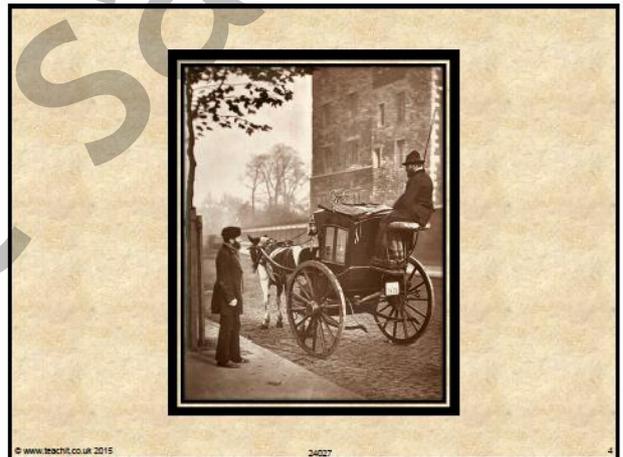
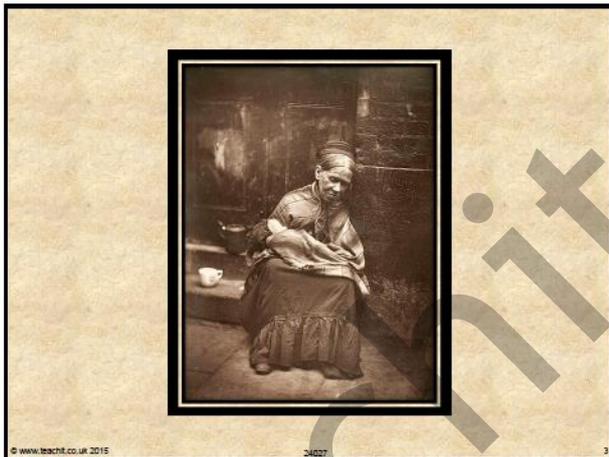
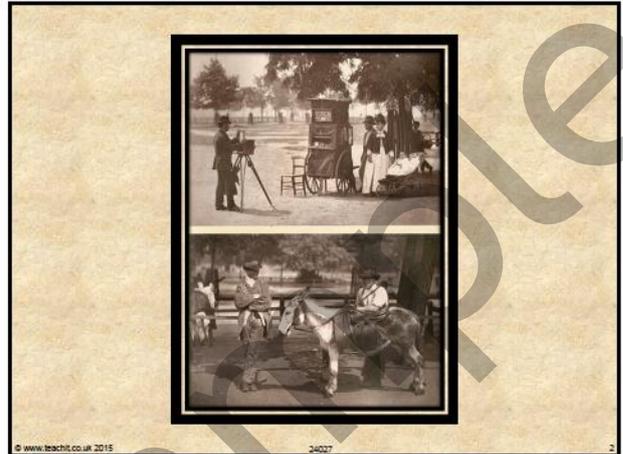
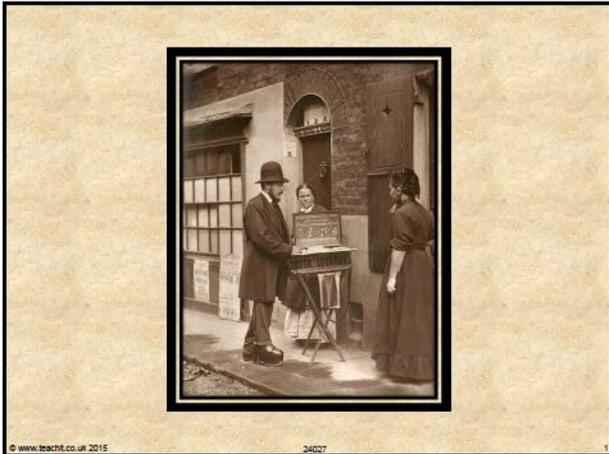
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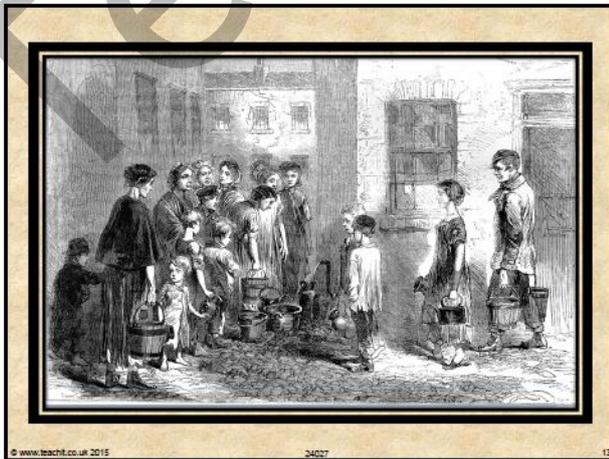
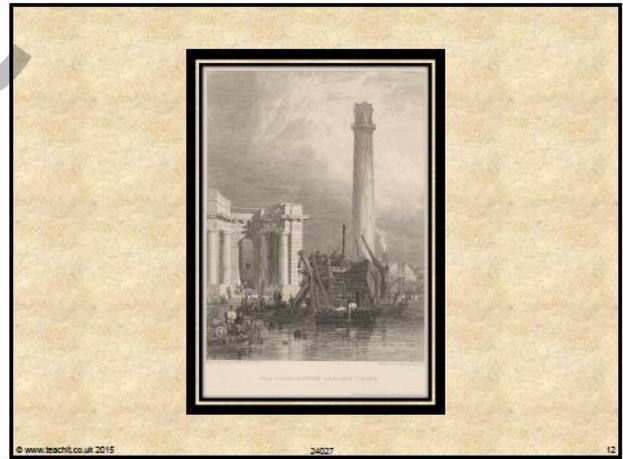
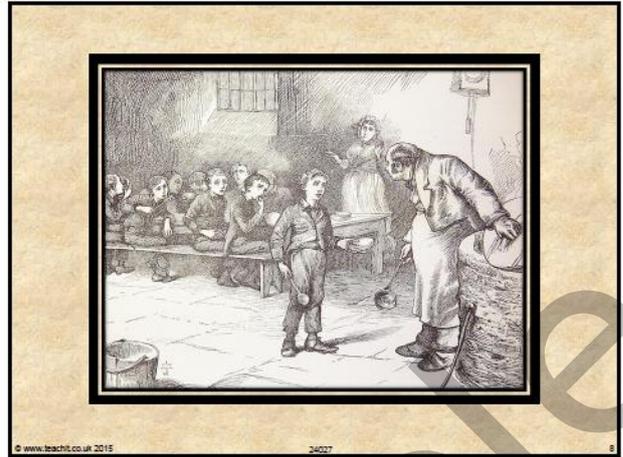
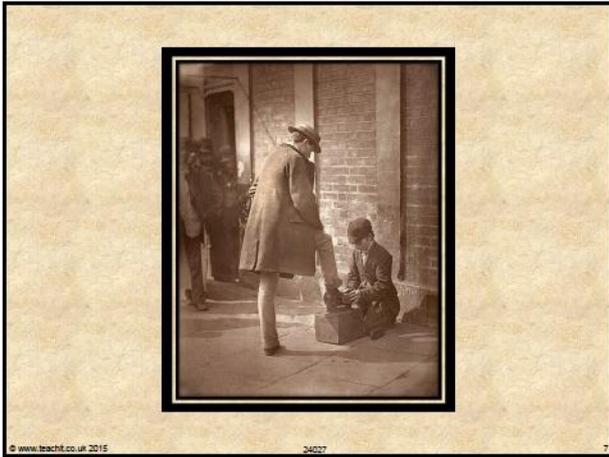


Having looked at these images, what overall impression do you have of Victorian London?

PPT

We've included a screenshot of the PowerPoint slides here so you can see the resource. To access this resource please **log in** to the **Teachit website** and type **24027** into the search bar.





PPT

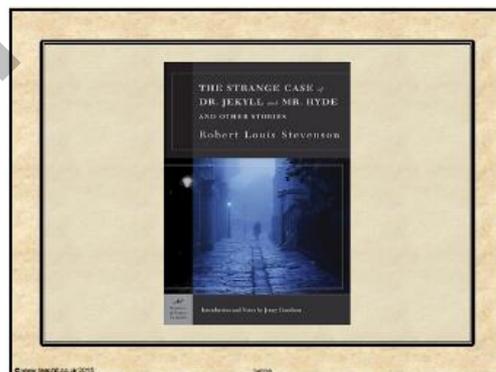
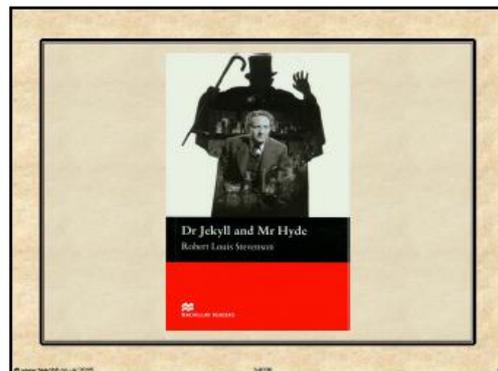
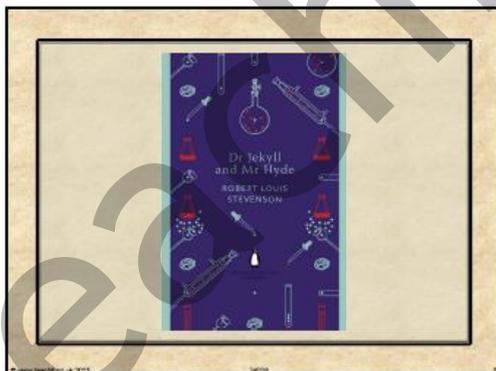
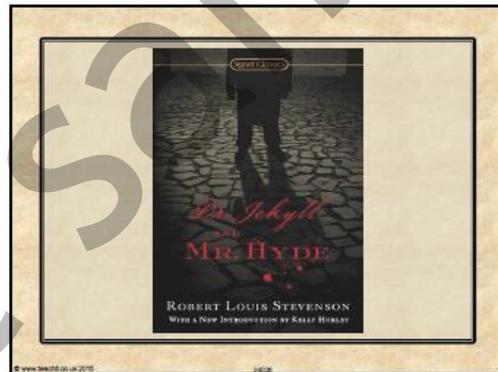
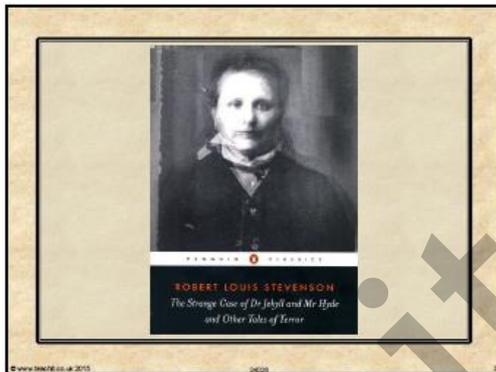
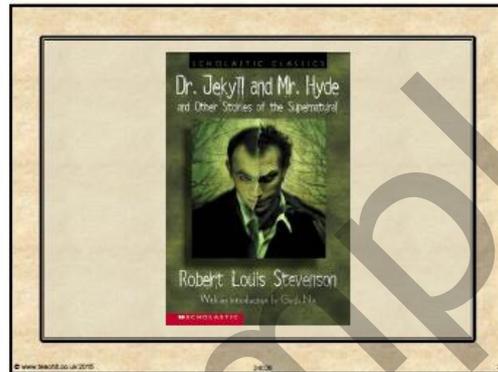
We've included a screenshot of the PowerPoint slides here so you can see the resource. To access this resource please **log in** to the **Teachit website** and type **24028** into the search bar.

The Strange Case of Dr Jekyll and Mr Hyde
Book cover predictions

Look at the following book covers for *The Strange Case of Dr Jekyll and Mr Hyde*.

Create a mind map which explores ideas you think will be present in the novel.

Tip: You might want to divide your mind map into sections such as character, setting, plot, theme and atmosphere.



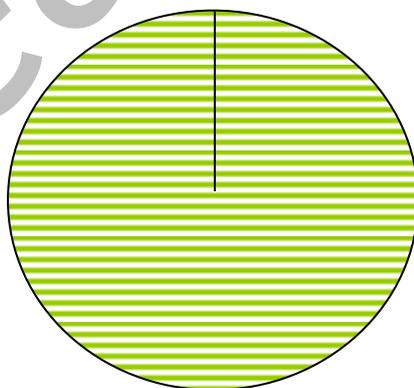
Dr Jekyll and Mr Hyde pre-reading

Get thinking about some of the issues in *The Strange Case of Dr Jekyll and Mr Hyde* by rating these statements on a scale of 1-10, where 1 is 'completely disagree' and 10 is 'completely agree'.

Statement	Mark out of 10
Pure evil does not exist in the world.	
Our nature is dependent on where and how we are brought up.	
Everyone has a good and an evil side of their personality.	
Everything we do is for our own benefit.	
You can never truly know another person.	
Cities make violence and crime more likely.	
People should not suppress their violent or darker impulses.	
Civilisation is just a disguise for man's primal instincts.	
Everyone has it in them to kill someone else.	
Keeping a secret is never beneficial.	

Now think about the composition of your personality. If we were to produce a pie-chart of, say, Ghandi's personality and we agreed that he had no dark side, it would look like this:

Ghandi

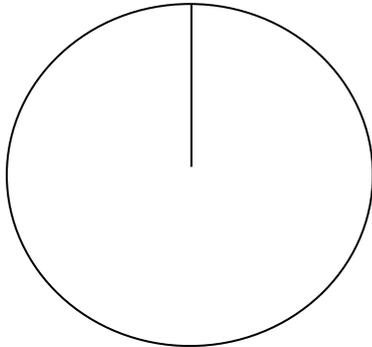


 = good

 = bad

Now label this blank pie chart with the composition of a famous person (real or from fiction) of your choice and explain your decision.

Name:

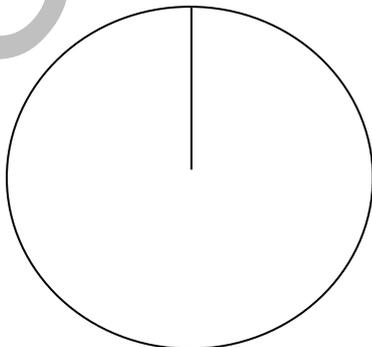


= good

= bad

Explanation

Finally label this blank pie chart to show the composition your own personality.



= good

= bad



We've included a screenshot of the interactive version here so you can see the resource. To access this resource please **log in** to the **Teachit website** and type **10326** into the search bar.

Rank these statements in order of how much you agree with them.

- Everyone has it in them to kill someone else.
- Civilisation is just a disguise for man's primal instincts.
- Everything we do is for our own benefit.
- People should not suppress their violent or darker impulses.
- Pure evil does not exist in the world.
- Our nature is dependent on where and how we are brought up.
- Everyone has a good and an evil side of their personality.
- You can never truly know another person.
- Keeping a secret is never beneficial.
- Cities make violence and crime more likely.

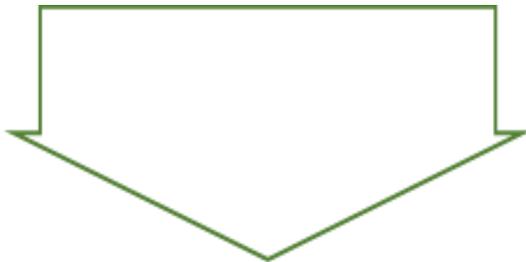
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ENGLISH TEACHING ONLINE

Print Restart Edit Save Help

Clear understanding: In the arrows next to the quotations, summarise what impression you are given of Mr Utterson's character. (NB You might also like to highlight any words you are unsure of and discuss the meaning of these with a partner or look them up in a dictionary.)



'a man of a rugged countenance that was never lighted by a smile'



'his affections, like ivy, were the growth of time'

'It was a nut to crack for many, what these two could see in each other, or what subject they could find in common. It was reported by those who encountered them in their Sunday walks, that they said nothing'



'cold, scanty and embarrassed in discourse; backward in sentiment'



'He was austere with himself'



'he had an approved tolerance for others; sometimes wondering, almost with envy, at the high pressure of spirits involved in their misdeeds; and in any extremity inclined to help rather than to reprove.'



A step further – analysis: What specific words or phrases could you zoom in on to reveal how Stevenson uses language to suggest Mr Utterson's character traits?

Extending and evaluating: Why might Stevenson begin the story from Utterson's perspective? How might this make readers respond?

Quotations refer to the Penguin Classics edition (2002).

PPT

We've included a screenshot of the PowerPoint slides here so you can see the resource. To access this resource please **log in** to the **Teachit website** and type **24034** into the search bar.

Introducing Mr Utterson

1. Copy down the following quotations.
2. Annotate each one with your impressions of Mr Utterson's character.

'a man of a rugged countenance that was never lighted by a smile'

'cold, scanty and embarrassed in discourse; backward in sentiment'

'his affections, like ivy, were the growth of time'

'He was austere with himself'

'It was a nut to crack for many, what these two could see in each other, or what subject they could find in common. It was reported by those who encountered them in their Sunday walks, that they said nothing'

'he had an approved tolerance for others; sometimes wondering, almost with envy, at the high pressure of spirits involved in their misdeeds; and in any extremity inclined to help rather than to reprove.'

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24034

Teachit sample