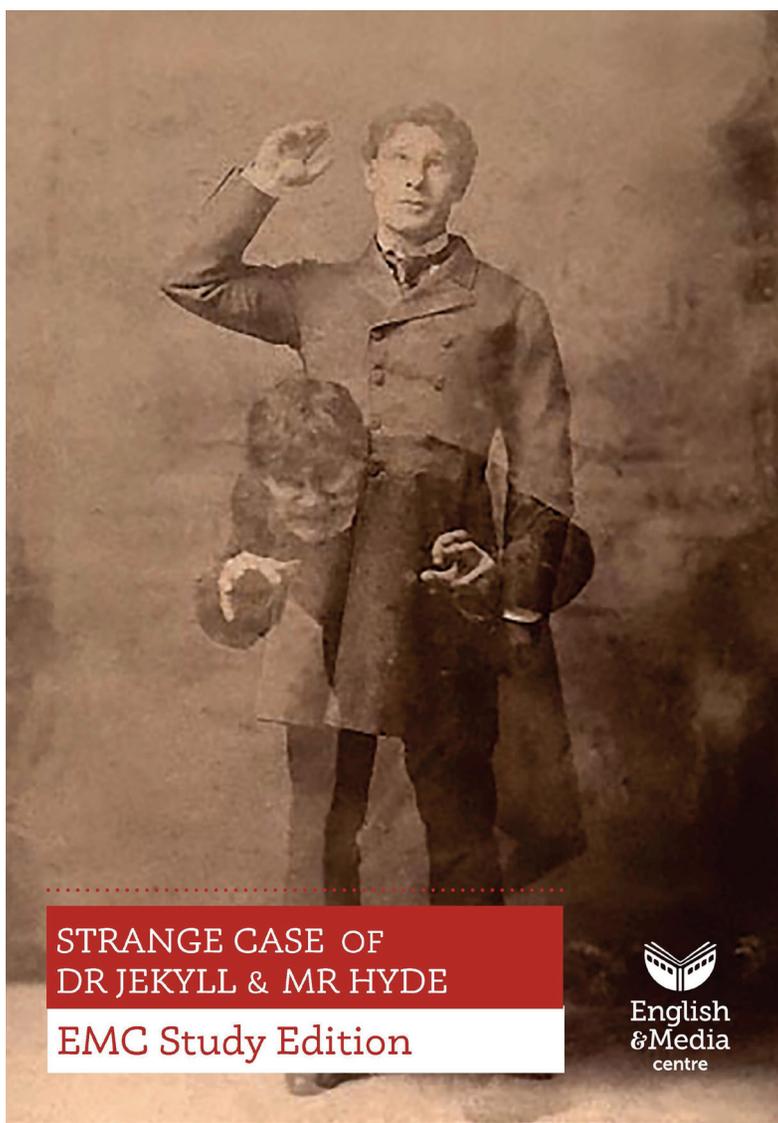


English & Media Centre Home Learning Workbook



For use with EMC Full Text Study Edition

STRANGE CASE OF DR JEKYLL AND MR HYDE: HOME STUDY GUIDE

This workbook is to record your responses to the tasks in the English and Media Centre edition of *Strange Case of Dr Jekyll and Mr Hyde*, by Robert Louis Stevenson.

We recommend that you listen to an audio recording of the novel alongside your own reading. You can find a free unabridged reading of the novel available here: <https://librivox.org/the-strange-case-of-dr-jekyll-mr-hyde-by-robert-louis-stevenson/>

Audible.co.uk also has several downloadable versions. (You can sign up to a free 30-day trial.)

Studying on your own is hard, so we would recommend talking about any of the work you do with teachers, friends and family whenever possible. Books talk to us too, though. We hope this guide helps *Strange Case of Dr Jekyll and Mr Hyde* talk to you – and helps you to talk back to the novel.

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SESSION 1 – BEFORE READING

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. What Are Your Expectations? (see pages 7-8)

Title of the novel and chapter titles (see page 8)

- Read the title and chapter titles and think about the expectations you have of the novel, for example: the type of novel it is (mystery, romance, adventure and so on); the plot – what happens; themes and issues it might explore.



Eighteen key 'ingredients' in the story are listed on page 8 of the study edition.

- What do they add to your expectations of the story?



2. Number Crunching (see page 9)

- Look at the list of significant words taken from the novel. What strikes you about them? Do any of the words seem to go together? Do any words stand out as being very different?
- What do they add to your ideas about the story you are going to read?

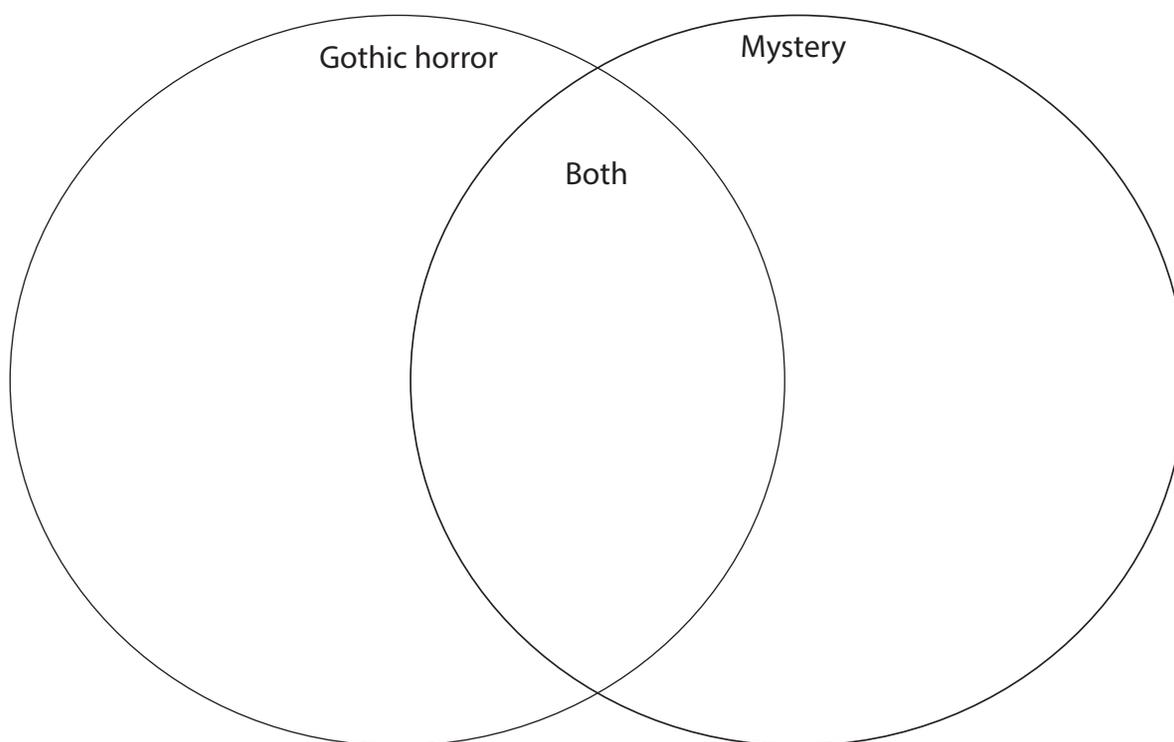


SESSION 2 – BEFORE READING

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Introducing Genre (see page 13)

- Look at the list of key features associated with Gothic horror and mystery stories. Use the Venn diagram to make a note of any overlap between the two genres.
- As you read *Strange Case of Dr Jekyll and Mr Hyde*, see if you can recognise some of the features of the two genres.



2. A Mini Story (see page 9)

- Use the chapter titles, ingredients and key words to tell your own mini-story of *Strange Case of Dr Jekyll and Mr Hyde*. Why not try to use some of the features and conventions of a Gothic horror story?



SESSION 3 – READING & EXPLORING CHAPTER 1

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Introducing Utterson (see pages 17 and 18)

- Read the notes on pages 17 and 18.
- Then read the first two paragraphs of the novel down to 'he never marked a shade of change in his demeanour'. In your own words, write a 'thumbnail description' of Utterson.



2. The Elements in Chapter 1 (see page 18) and Reading Chapter 1 (see pages 19-25)

- Look at the list of elements in Chapter 1 (see page 18), then read Chapter 1.
- As you read Chapter 1, stop at each pause point to consider which elements from the list have been introduced.
- Pause point 1
- Pause point 2
- Pause point 3
- Pause point 4
- Pause point 5



- After reading the complete chapter, think about which of these elements you found most intriguing or exciting. Make a note of your choices and why you think this.



SESSION 4 – READING THE FIRST PART OF CHAPTER 2

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Utterson and Lanyon (see pages 30-32)

■ As you read the first part of Chapter 2 (pages 30-32), make a note of the different ways Stevenson presents the two characters.

Utterson	Lanyon



2. Utterson and Lanyon (Revisited) (see page 33)

- Sum up the characters of Utterson and Lanyon in three or four adjectives. Explain your choices, with short quotations from the novel, as in the examples.

Character	Adjective	Evidence from the text
Utterson	Serious	The words Stevenson chooses to describe Utterson's usual Sunday evening routine: 'dry divinity', 'soberly'
Lanyon	Friendly	The way Stevenson describes him getting up to greet Utterson: 'sprang up', 'welcomed him with both hands'.



4. Utterson's Worries (see page 33)

An extract which suggests calm, optimism and friendship

An extract which suggests anxiety, fear, trouble

- In your own words, try to explain what it is that gives this impression.

- In your own words, try to explain what it is that gives this impression.



SESSION 5 – THE SECOND PART OF CHAPTER 2

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Before Reading This Section – Mr Utterson’s Dream (page 34)

■ Think about the questions and worries you think might be tormenting Utterson. Then spend 10 minutes writing one of the dreams that torments Mr Utterson that night.

■ If you are not able to share your work with another student, why not read your ‘nightmare’ to someone in your household? Which bit do they find most effective?



2. During Reading – What is Mr Utterson Thinking? (see pages 35-41)

■ Read pages 36-41, stopping at the suggested pause points to jot down what Mr Utterson might be thinking. You could even try doing this in role as Mr Utterson, using the first person.

■ Pause point 1

■ Pause point 2

■ Pause point 3

■ Pause point 4

■ Pause point 5



3. Meeting Mr Hyde (Revisited) (see page 42)

■ Look back through the text and pick out two or three short quotations which you find particularly effective in creating an image or impression of Hyde. Make a note of the quotations and explain why you have chosen them.

Quotation 1	Notes on your choice
Quotation 2	Notes on your choice
Quotation 3	Notes on your choice



SESSION 6 – READING CHAPTER 3

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Meeting Dr Jekyll (see page 43)

- List everything you know about Dr Jekyll so far.



- Given what you already know, how do you think Dr Jekyll will be introduced? Why not try to mimic Stevenson's style and write your own introduction to Dr Jekyll?



2. Read Chapter 3 (see pages 44-46)

- Pay attention to everything else the reader discovers about Dr Jekyll in this chapter. As soon as you have finished reading the chapter, make brief notes on what you have learned about him.



3. A Tangled Knot (see page 48)

- How does this section develop the story? Use this space to record your thoughts on the questions on page 48.



4. Exploring Utterson's Dilemma – Writing in Role (see page 48)

■ In role as Utterson, write a letter to a friend, exploring your dilemma.



5. The Friend's Reply (An Alternative Task)

- Rather than swap letters with another student in your class (bullet points 2 and 3), try to write the friend's reply yourself. An alternative would be to write a short conversation between the two friends as a script.



SESSION 7 – READING CHAPTER 4

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Before Reading – What’s Interesting? Extracts (see page 49)

- Before you read this chapter, look at the five short extracts on page 49. Choose the two you find most interesting and explain your choices in writing.



2. Chapter 4 (see pages 50-54)

- Read Chapter 4 (pages 50-54).

1. Stevenson's Style of Writing (see page 55)

■ Skim read 'The Carew Murder Case' looking for the different styles of writing Stevenson uses. Find an example in the chapter of each of these styles.

Lots of description to create a vivid picture	
A focus on developing atmosphere	
A more matter-of-fact style of writing, like a report	
Dialogue between characters	
A summary account of an event.	



SESSION 8 – READING CHAPTER 4 (CONTINUED)

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Stevenson's Use of the Weather (see page 56)

■ Look back into 'The Carew Murder Case', focusing just on the use of weather and times of day. Select a quotation which you think is particularly interesting and effective. Copy it out here and explain the reasons for your choice.



■ Flick through the chapters you have read so far and find one other place where Stevenson draws attention to the weather or uses it to particular effect. Find a quotation from this section



■ Summarise the different ways Stevenson uses the weather (for example, to paint a visual picture; create a threatening atmosphere; as a metaphor for the character's feelings; to show the passage of time).



2. Key Moments – Panels for a Graphic Novel (see page 55)

■ Choose a section of this chapter to represent in the form of a graphic novel.

SESSION 9 – READING CHAPTER 5

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Before Reading – A Mystery (see page 57)

■ Write down the questions you think Utterson would like to ask.



2. Read Chapter 5 (see pages 57-62)

■ As you read this section, stop at each pause point to speculate about what might happen next.

■ Pause point 1

■ Pause point 2

■ Pause point 3

■ Pause point 4

■ Pause point 5



3. A Mystery (see page 62)

1. How are the following used by Stevenson in this chapter?

Concealing and revealing

Secrets hidden and secrets uncovered

Deciding when to speak and when not to speak



SESSION 10 – READING CHAPTER 6

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Reading the First Paragraph to Pause Point 1 (see page 63)

1. Read the first paragraph up to 'the doctor was at peace.' (Pause point 1)

■ How does it make you feel as a reader?

■ What do you expect to happen next?



2. Another Death (see page 63)

■ Someone else dies in this chapter. Predict who might die and why (or why not)

Character	Yes/no?	Reasons
Utterson		
Dr Jekyll		
Dr Lanyon		
Poole		
Hyde		
Mr Enfield		
A new character		



3. To Open or Not to Open? (see pages 64-67)

■ Read to Pause Point 2 (page 67) and answer the questions below.

■ What do you think might be in the envelope?

■ Why is it so important that it remain unopened?

■ How does that make you feel, as a reader?



■ Read the final paragraph of Chapter 6 (see page 67).

■ Use this space to record any thoughts or ideas you have after reading Chapter 6.



SESSION 11 – READING CHAPTER 7

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Chapter 7 (see pages 70-71)

- Choose one of these additional tasks.
 - Listen to an audio reading and write a review.
 - Record yourself reading the chapter aloud and write a commentary on your reading.

Your Review/Your Commentary



2. What Happens and What Is its Significance? (see page 72)

- Make a list of the plot points (i.e. the things that happen in it). For each point you list, think about what it contributes to the story. (For example, does it: reveal something about the connection between Jekyll and Hyde; add to the mystery; tell the reader something about the character;)add to our sense of what sort of story this is (a mystery, a detective story, Gothic horror)?

Your list of key plot points	What each point contributes to the story



SESSION 12 – READING PART ONE OF CHAPTER 8

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. What Will Happen? (see pages 73-79)

- Read the first section of chapter 8, stopping at each pause point to speculate about what might happen.

- Pause point 1

- Pause point 2

- Pause point 3

- Pause point 4

- Pause point 5



2. Creating Fear and Foreboding (Page 79)

- Look back over this chapter. Choose a short section where you think Stevenson creates the sense of fear and foreboding particularly well. In your own words analyse how he achieves these effects.

■ Your chosen extract

■ Your analysis of how Stevenson creates a sense of fear and foreboding



SESSION 13 – READING PART TWO OF CHAPTER 8

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Before Reading – Where Does the Story Go From Here? (see page 80)

- Think about where you think the story will go from here and how you would bring it to an end. Record your notes here.



2. Where Does the Story Go From Here? An Extra Creative Writing Task

- Write the next few paragraphs of the story as you imagine them. Try to mimic Stevenson's style.



3. Reading Chapter 8 (see pages 81-86)

■ As you read Chapter 8, look out for the way in which fear and foreboding is created. Use this space to jot down anything you notice or which strikes you as interesting.



SESSION 14 – READING PART THREE OF CHAPTER 8

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Genre – Gothic (see page 87)

- Remind yourself of the features of Gothic horror (page 13 of the EMC Full Text Study Edition). Look through the whole of Chapter 8 to pick out three or four places which you feel are strongly influenced by the Gothic genre.

■ For each choice, write a tweet explaining how the extract is influenced by the Gothic.

Extract influenced by the Gothic	Tweet explaining why



2. Genre – Mystery (see page 87)

- Remind yourself of all the documents mentioned in Chapter 8. Why do you think Stevenson includes so many documents in his story? Read through the ideas on page 87, considering how convincing you find each one.

■ Choose the statement you find most convincing and explain your choice.

My chosen statement

Why I find it most persuasive



SESSION 15 – READING CHAPTER 9

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. A Return to the Remarkable Incident (see page 88)

- Before reading 'Dr Lanyon's Narrative', remind yourself of 'Remarkable Incident of Dr Lanyon'. Dr Lanyon's narrative is contained in the sealed envelope he gave to Utterson just before his death.

■ What do you think this letter will include? Why might Stevenson have chosen to include a letter?



2. Reading 'Dr Lanyon's Narrative' (page 89-96)

- Read Dr Lanyon's narrative (pages 89-96). This is contained in the sealed envelope he gave to Utterson just before his death. Within this narrative he writes out in full a letter he received from Dr Jekyll. He then continues his narrative in his own words.

■ Read pages 89-96. Use this space to make a note of any questions you have or anything which strikes you as important.



SESSION 16 – READING PART ONE OF CHAPTER 10

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. More Revelations to Come? (see page 97)

There is one long chapter left – ‘Henry Jekyll’s Full Statement of the Case’.

■ What do you think this chapter will be about?



2. Before Reading Chapter 10 (see pages 101-102)

■ Look at the key points and gloss on pages 101-102.

3. Reading the First Part of Chapter 10 (see pages 100 and 103-104)

■ Read up to pause point 1 (on page 104), then find a short quotation from this section to illustrate each of the themes in the table below (and on page 100).

Theme	Quotation to illustrate the theme
■ Guilt	
■ Shame	
■ Good and evil	
■ Secrecy and concealment	
■ Reputation	
■ Public behaviour and private behaviour	



4. Read up to page 107

SESSION 17 – READING PART TWO OF CHAPTER 10

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Oppositions and Doublings (page 108)

- Re-read the first part of Chapter 10, this time looking only for pairs of opposites or ideas to do with doubles. List all the references you can find in the table below.

Oppositions	Ideas about doubles



2. At the Crossroads (see pages 110 and 111-114)

- Read as far as the pause point ('Between these two I now felt I had to choose.')
- (pages 111-114), then think about the conversation Dr Jekyll and Utterson might have had.

- Script this conversation or, if are able to, you could do a role-play with a friend, using the learning platform validated by your school.



3. Continue reading the second part of Chapter 10 (see pages 114 to 117)

■ Use this space to note down the reasons Dr Jekyll gives for continuing to take the potion.



SESSION 18 – READING THE THIRD PART OF CHAPTER 10

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Read the Final Part of Chapter 10 (see pages 118-123)

- As you read the final pages of the novel, note down new information you get. Does it make you look at events differently or explain something you'd previously not understood?



2. Jekyll's Statement – What Does it Add? (see page 124)

- Think about what you think Jekyll's account adds to the novel. Consider the ten ideas on page 124. Use the ones you find most convincing and interesting as a starting point for exploring your own ideas.



SESSION 19 – AFTER READING: THE BIG PICTURE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. What's Special About this Novel? Writing a Blurb (see pages 127-129)

- Choose the cover you think is most effective (see page 128)

■ Write a short blurb (no more than 100 words) to go with this cover. Try to get across what you think is special about the novel.



2. What's It All About? Debating Statements (see pages 126-127)

- Read through them all, thinking about how far you agree with each one. Choose the three that reflect your view of the novel best and write them in here, with your reasons.



- Use the statements and your own ideas to write a paragraph exploring your thoughts on what the novel is about.



SESSION 20 – AFTER READING: STRUCTURE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Investigating the Structure – Order of Events, Order of the Story (see pages 130-133)

- The summary statements are arranged in the order the story is told. Re-arrange the summary statements into the order in which the events take place.

- What do you notice? What strikes you as interesting in terms of the relationship between the chronological order and the narrative order?

- Why do you think Stevenson chose to tell the story in this way? In role as Stevenson, write a short piece explaining your decisions when constructing the novel's narrative order.



2. Investigating the Structure – Writing in Role (see page 130)

■ In role as Stevenson, write a short piece explaining why you wrote the novel in this way.



SESSION 21 – AFTER READING: GENRE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Creative Writing – An Additional Chapter (see page 137)

- Imagine that a further 11th chapter is discovered. Write this ‘discovered’ chapter. In your writing, you should: draw on your knowledge of the text; add your own ideas and interpretation of the two documents; experiment with using some of the features of Stevenson’s own style of writing.

Continue on the next page, if you want to. ...





2. Gothic? Mystery? A Novel with a Split Personality? (see pages 138-139)

■ Make a list of arguments in favour of each option.

Gothic?

Mystery?

A novel with a split personality?



SESSION 22 – AFTER READING: THEMES

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Selecting the Most Important Themes (see page 144)

■ The five themes which you think are most significant in the novel as a whole, with reasons.

1.

2.

3.

4.

5.



2. Themes – The Double (see pages 145-146)

- Read the statements on page 146 and think about which one you find most helpful in thinking about Stevenson's use of the double.

■ Write out your statement here.



■ Find short extracts from the text which support your choice of statement and write them out here.



3. Themes in Particular Sections (see page 163)

- Select three different sections of the novel.
- Decide which themes are most important in each section. Explore your reasons.

The section I am exploring is...

The most important themes explored in this section are...



The section I am exploring is...

The most important themes explored in this section are...



The section I am exploring is...

The most important themes explored in this section are...



SESSION 23 – AFTER READING: CHARACTER

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Character (see page 148)

■ Try grouping the characters in the following categories.

■ Friends	■ Lawyers	■ Seekers
■ Colleagues	■ Minor characters	■ Good characters
■ Doctors	■ Hiders	■ Bad characters



■ What have you learned about Stevenson's way of developing characters by doing this?



2. Creating Character – Writing in Role (see page 148)

- Choose one character and in role, write an introduction to this character (don't mention their name!). You should include: what you look like; what your personality is like; your relationships with other characters; the role you play in the novel, for example to ask questions, to act as a contrast to another character, or to reveal aspects of the mystery.



SESSION 24 – AFTER READING: STEVENSON’S LANGUAGE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Exploring a Web of Words – A Close Focus on Language (see page 152)

- From the list of key words on page 152, choose two or three words which are significant to the plot; relate to key themes; are key to the way Stevenson creates atmosphere.

	Two or three key words	An exploration of a key word
■ Are significant to the plot		
■ Relate to key themes		
■ Are key to the way Stevenson creates atmosphere.		



2. Trying Out Stevenson's Style (see page 153)

	Adjectives to sum up the quotation
1	
2	
3	
4	
5	

- Pick one quotation and try to continue it for a sentence or two, mimicking Stevenson's style of writing as closely as you can.



SESSION 25 – AFTER READING: SETTING AND CONTEXT

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Exploring the Setting (see page 149)

- Think about the role you think setting plays in the novel. Sharpen up your ideas by thinking about how different it would be if the novel were set in a village? Happening now in the 21st century?

■ What if *Strange Case of Dr Jekyll and Mr Hyde* were set in a village?



■ What if *Strange Case of Dr Jekyll and Mr Hyde* were set in the 21st century?



■ Choose a passage you think shows Stevenson using setting really well and explain why.



2. What's the Weather Like? (see pages 150-151)

- Look at the ways you could interpret Stevenson's use of the weather (page 150). Read the five extracts (pages 150-151). Decide how you would describe Stevenson's use of the weather in each case.

Extract 1

Extract 2

Extract 3

Extract 4

Extract 5



3. Victorian Gentleman Revisited (see pages 136 and 28)

■ Re-read the information on page 28 of the EMC Full Text Study edition of *Strange Case of Dr Jekyll and Mr Hyde*. Use this information to help you answer the questions below.

	Brief notes
■ Which descriptions apply to which characters in the novel?	
■ Which character seems to be closest to this ideal?	
■ Does Jekyll fulfil any of the requirements for being a gentleman?	
■ Is Hyde simply the opposite of a gentleman?	



■ What issues is Stevenson raising about being a gentleman?



SESSIONS 26-27 – AFTER READING: EXPLORING CONTEXT

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

- Instead of sharing ideas in pairs and as a class, take each statement in turn and think about whether the ideas are explored in the novel. For those you think are relevant, find a passage from the text.

1. Science, Technology and Religion (see pages 134-135)

■ Your chosen statement

■ Evidence from the text



■ What attitudes to science, technology and religion did you find in the text?

■ Are these attitudes consistent throughout the text, or are there some contradictions? Do different characters have different views?



2. Sex and Blackmail (see pages 135-136)

■ Your rank order

■ Explanation of your rank order



3. Revising Ideas About Context (see pages 164-165)

■ Answer the questions, recording key ideas in the boxes.

■ The Victorian gentleman



■ Victorian London



■ The Gothic genre



■ The detective/mystery genre



■ Science, technology and religion



■ Sex and blackmail



SESSIONS 28 – CRITICAL RESPONSES AND BEYOND GCSE

Page numbers refer to the EMC edition of the novel where you can find the detailed instructions for each activity.

1. Critical Snippets (see page 168)

■ Read the snippets and choose one that you particularly like.

■ Use your chosen review as the starting-point for writing a critical comment in your own words.



2. Using Contextual Material Critically (see pages 174-175)

■ Five or six key words from extract 1

■ Why you think this short extract is interesting or thought-provoking



■ Five or six key words from extract 2

■ Why you think this short extract is interesting or thought-provoking



■ Five or six key words from extract 3

■ Why you think this short extract is interesting or thought-provoking

