

# THE STRANGE CASE OF DR. JECKYLL & MR. HYDE

CONTENT AREA: Language Arts

Grade Level: 7

TEKS: [Link](#)

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# INTRODUCTION

This is the story of The Strange Case of Dr Jekyll and Mr Hyde. Read about the study of good and evil and how one man seeks to understand and even control the evil that lies within. This unit contains videos, activities, worksheets, and best practices to help Deaf Educators access materials that are leveled for students with varied reading levels. This unit was based on the Great Illustrated Classics version, which is adapted, but includes resources for teachers who would like to use the original unabridged text as well.

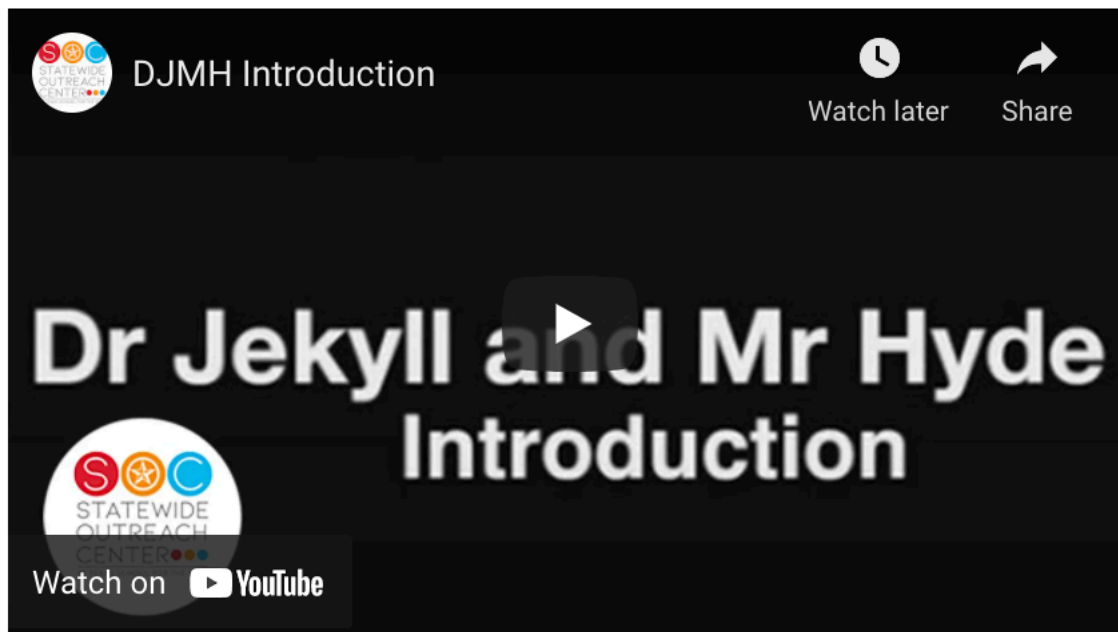
*For unabridged texts please view the options below:*

[Classicly.com](https://www.classicly.com/) (downloadable pdf)

[Gutenberg Project](https://www.gutenberg.org/) (downloadable ebooks in several formats)

[Bibliomania](https://www.bibliomania.com/) (read through browser)

## Introductory Video



<https://youtu.be/YPiTfoXppfo>

## Introductory Video with a plain background



<https://youtu.be/DNiqMP1dyAE>

# INTRODUCTION ACTIVITIES

## Chapter Matchup

**Dr. Jekyll and Mr. Hyde Chapter Match Up**

**Original Text**  
(Estimated) Quizzes Section

**Chapter 1: History of the Lane**  
(Chapter 1: A Child in the Night)  
(Chapter 2: "Blackmail" Scene)

**Chapter 2: Search for Mr. Hyde**  
(Chapter 3: Dr. Jekyll's Will)  
(Chapter 4: Mr. Hyde and Liza)  
(Chapter 5: Will a Blackmail Party be Murder?)

**Chapter 3: Dr. Jekyll was Quicker at Lane**  
(Chapter 6: Mr. Utterson's Protest)

**Chapter 4: The Canine Murder Case**  
(Chapter 7: Interviewing a Murderer)  
(Chapter 8: Witness to Mr. Hyde?)

**Chapter 5: Incident of the Canine**  
(Chapter 9: The Letter)  
(Chapter 10: A Comparison of Evidence)

**Chapter 6: Inevitable Incident of Dr. Lanyon**  
(Chapter 11: Dr. Lanyon's Secret)

**Chapter 7: Incident at the Window**  
(Chapter 12: Conversation at a Window)

**Chapter 8: The Last Night**  
(Chapter 13: The Search for a Mysterious Drug)  
(Chapter 14: The Small Room)  
(Chapter 15: Dr. Jekyll's Disappearance)

**Chapter 9: Dr. Lanyon's Narration**  
(Chapter 16: A Mysterious Chapter?)

**Chapter 10: Dr. Jekyll's Full Statement of the Case**  
(Chapter 17: The Feast of Good and Evil)  
(Chapter 18: The Kiss Who Sold Twice)

This document helps teachers who may wish to provide differentiated instruction by allowing higher-level students to read the original text and students who need the adapted text can read the illustrated classic. The chapter match-up document helps teachers know which chapters in the original text “match up” to the Illustrated Classics version.

## Anticipation Guides

There are three levels of anticipation guides depending on the abilities and needs of your students. The upper-level guide forces students to not only discuss the themes in the novel prior to reading the story but to also find evidence in the text to support a specific viewpoint. The Middle and Lower level activities ask students to consider their own opinions about certain themes in the novel before reading and then review their opinions after reading.

Upper Level

[illegible]

Mid-Level

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Strange Case of Dr. Jekyll & Mr. Hyde

Anticipation Guide

Directions: Before reading the book, write "Yes" if you agree with the statement, "No" if you disagree with the statement, and "I" if you don't have enough information about the statement.

Yes = I agree    No = I disagree    I = I don't know

Before Reading	Statement	After Reading
	1. Everyone has two sides: the outside the shows the world, and the inside the keeps hidden.	
	2. If you tell a secret, you should not tell anyone.	
	3. The best way to deal with a difficult problem is to use logic and reason.	
	4. If someone asks you to keep a secret, you should not tell anyone.	
	5. Sometimes you have to lie to protect yourself.	
	6. Most friends will support you, even if you are doing something they don't agree with.	

Pre-Reading Reflection

Directions: After completing the "Anticipation Guide" section on the pre-reading guide, get the small groups to read the "Anticipation Guide" section on the pre-reading guide. Each group will create a story. It is a separate sheet of paper. Make a story like the one below. Your story should be between 100-150 words.

Statement	Yes	No	I don't know
1			
2			
3			

Write the number of your "Yes" and "No" responses for each question. Circle your total number of "Yes" and "No" responses. Discuss the statements about which your group did not agree. When you are finished, write down in your notebook the statement the statement your group disagreed with and explain why you disagreed.

Lower Level

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Strange Case of Dr. Jekyll & Mr. Hyde

Anticipation Guide

Directions: Before reading the book, write "Yes" if you agree with the statement, "No" if you disagree with the statement, and "I" if you don't have enough information about the statement.

Yes = I agree    No = I disagree    I = I don't know

Before Reading	Statement	After Reading
	1. If someone is in trouble, you will have to help him or her in order to get him to stop.	
	2. Keeping secrets is important.	
	3. Helping with secrets can have dangerous results.	
	4. Everyone has two sides: the outside the shows the world, and the inside the keeps hidden.	
	5. Everyone has a side or dark side, some people give in to it, others do not.	
	6. Science can help solve all of the world's problems.	
	7. The best way to deal with a difficult problem is to use logic and reason.	
	8. If someone asks you to keep a secret, you should not tell anyone.	
	9. Sometimes you have to lie to protect yourself.	
	10. Most friends will support you, even if you are doing something they don't agree with.	

Note Taking Guides

Use Note Taking guides to assist students with taking notes as they read. Various levels have been provided for you so that you can meet the instructional needs and levels of your students.

Upper Level

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Standards Format: Note-Taking

Directions: Before reading the book, write "Yes" if you agree with the statement, "No" if you disagree with the statement, and "I" if you don't have enough information about the statement.

Statement	Yes	No	I don't know
1. Everyone has two sides: the outside the shows the world, and the inside the keeps hidden.			
2. If you tell a secret, you should not tell anyone.			
3. The best way to deal with a difficult problem is to use logic and reason.			
4. If someone asks you to keep a secret, you should not tell anyone.			
5. Sometimes you have to lie to protect yourself.			
6. Most friends will support you, even if you are doing something they don't agree with.			

Chapter 1: The Story of Dr. Jekyll & Mr. Hyde

Directions: Before reading the book, write "Yes" if you agree with the statement, "No" if you disagree with the statement, and "I" if you don't have enough information about the statement.

Statement	Yes	No	I don't know
1. Everyone has two sides: the outside the shows the world, and the inside the keeps hidden.			
2. If you tell a secret, you should not tell anyone.			
3. The best way to deal with a difficult problem is to use logic and reason.			
4. If someone asks you to keep a secret, you should not tell anyone.			
5. Sometimes you have to lie to protect yourself.			
6. Most friends will support you, even if you are doing something they don't agree with.			

Mid-Level

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Standards Practice: Note-Taking

As each chapter starts, you will be completing a Chapter Reader to help you understand and follow the important details of your reading. For each chapter, complete your notes fully. The short questions or words to copy are not highlighted and in the green. The short notes will stand out in completing the reading. Chapter 1 has been done for you.

Examples	
Characteristics	In this section, list the major characters who are part of the action. You don't need to list all of the characters, just the ones important to the plot.
Action	In this section, summarize the chapters.
Conflict	In this section, write down any problems or conflicts that occur. Include words or highlight which type of conflict is taking place. You may choose more than one, but be sure to explain your answer.
How or Why?	In this section, write down any questions about what you just read. The questions start begins with either "HOW" or "WHY?" They are the questions that can be answered by looking in the book, or questions that you would answer.

Chapter 1: A Guide to the Village	
Characteristics	the villagers, the village
Action	Johnny and Mabel are going for a morning morning walk after they wake up in morning time. Mabel was talking the story of how she discovered the village because she is alone girl.
Conflict	Mabel: Mabel was a conflict with the little girl, Mabel was the conflict with the village.
How or Why?	Why did the village? Mabel was the little girl? How does the villagers feel about the incident?

Lower Level

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Standards Practice: Note-Taking

As each chapter starts, you will be completing a Chapter Reader to help you understand and follow the important details of your reading. For each chapter, complete your notes fully. The short questions or words to copy are not highlighted and in the green. The short notes will stand out in completing the reading. Chapter 1 has been done for you.

Examples	
Characteristics	In this section, list the major characters who are part of the action. You don't need to list all of the characters, just the ones important to the plot.
Action	In this section, summarize the chapters.
Conflict	In this section, write down any problems or conflicts that occur. Include words or highlight which type of conflict is taking place. You may choose more than one, but be sure to explain your answer.
How or Why?	In this section, write down any questions about what you just read. The questions start begins with either "HOW" or "WHY?" They are the questions that can be answered by looking in the book, or questions that you would answer.

Chapter 1: A Guide to the Village	
Characteristics	the villagers, the village
Action	Johnny and Mabel are going for a morning morning walk after they wake up in morning time. Mabel was talking the story of how she discovered the village because she is alone girl. the village from Mabel to play the village. Mabel gives them a chance to play the village.
Conflict	Mabel: Mabel was a conflict with the little girl, Mabel was the conflict with the village.
How or Why?	Why did the village? Mabel was the little girl? How does the villagers feel about the incident?

Leveled Author Biographies

Use the author biographies to assist students in gathering information about the author at the appropriate reading level for individualized learning. Information about how to use Lexiles can be found at Lexile.com

950 Lexile Level

A 950 Lexile score could range anywhere from 6th - 12th grade reading level depending on the content of the passage.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Author Biography: Robert Louis Stevenson

Robert Louis Stevenson is famous for writing Treasure Island, Kidnapped, and The Strange Case of Dr. Jekyll and Mr. Hyde.

Robert's father, was Thomas Stevenson. Thomas was a famous light-house engineer. Robert's mother was Margaret Baillie. Robert Louis Baillie Stevenson was born on November 13, 1850. He later changed his name to Robert Louis Stevenson.

Robert had no siblings. When Robert was young, he had many friends and beautiful gardens. He was so rich he had a full-time nurse he called "Nanny."

He started school at the age of five and had a hard time making friends. He was unable to read until seven or eight years old. He often missed school because he was so sick, so he had private tutors. When Stevenson was seventeen, he moved to the University of Edinburgh to study engineering like his father. He was not interested in engineering, so his father told him to study law. When he graduated in 1870, he decided to become a writer instead of a lawyer.

Stevenson traveled and wrote about his adventures. Traveling often made him sick. During one of the trips, he met an American woman named Fanny Osbourne. She was married and had three children (David, Lloyd, and Henry), but she was unhappy with her husband. Stevenson fell in love with her. His friends and parents did not want him to date a married woman. Robert still moved to California to be with her. She finally divorced her husband and married Robert in 1880. Robert moved with Fanny and the children to Ocean View to near his parents. Between 1880-1887 Stevenson wrote his most famous stories.

After his father died, Stevenson moved with his mother, with most step-children to California. His health was getting better. He decided to move to the South Pacific (the French Islands) where he spent the rest of his life traveling with his family and writing. He died on December 3, 1894 at the age of forty. End.

700 Lexile Level

A 700 Lexile score could range anywhere from 3rd to 6th grade reading level depending on the content of the passage.





# DR JEKYLL AND MR HYDE - SECTION 1

## Section 1 (Chapters 1 & 2)

In Chapters 1 and 2 we are introduced to various characters in the story. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

### Section 1 Video



Description: This video gives a complete summary of Chapters 1 and 2 in the text.

<https://youtu.be/gyhvxJv6JRw>

### Section 1 - Discussion Question



This video poses the idea for discussion about believing or not believing a story that has been told to you in the past. Students can answer it individually, or it can be used for small or large group discussion.

<https://youtu.be/znqeGYUpHu0>

Chapter 1 - Teaser Video



<https://youtu.be/UOnhibFHjDo>

This video is a teaser of things to come in chapter 1. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

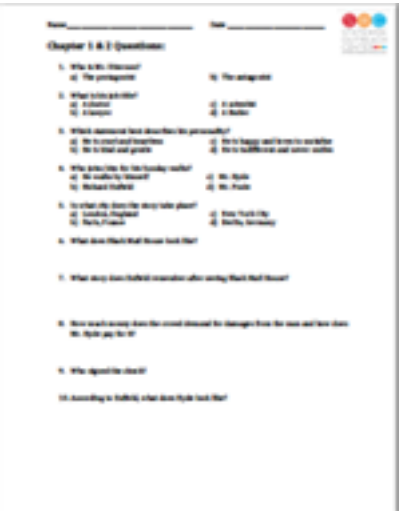
Chapter 2 - Teaser Video



<https://youtu.be/xHbwO1yYFkk>

This video is a teaser of things to come in chapter 2. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

Section 1 - Questions



**Length of Activity:** 20 minutes

# DR JEKYLL AND MR HYDE - SECTION 2

## Section 2 - Chapters 3, 4 and 5

This section covers Chapters 3, 4, and 5 in the text. There are videos that include a summary of all 3 chapters and a discussion question to go along with that video. There are also individual "teaser" videos for each chapter along with section questions.

### Section 2 Video - (Chapters 3, 4, & 5)



If you wish to see this video with a plain background, click [here](https://youtu.be/MSia2Dgl-3E).

<https://youtu.be/MSia2Dgl-3E>

### Section 2 Discussion Question



This video poses the question, "Why do you think Dr. Jekyll wants all of his possessions given to Mr. Hyde if something happens to him?"

[https://youtu.be/91mQnrg2\\_is](https://youtu.be/91mQnrg2_is)



### Chapter 3 Teaser Video



<https://youtu.be/30DZHt1UEp8>

This video is a teaser of things to come in chapter 3. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

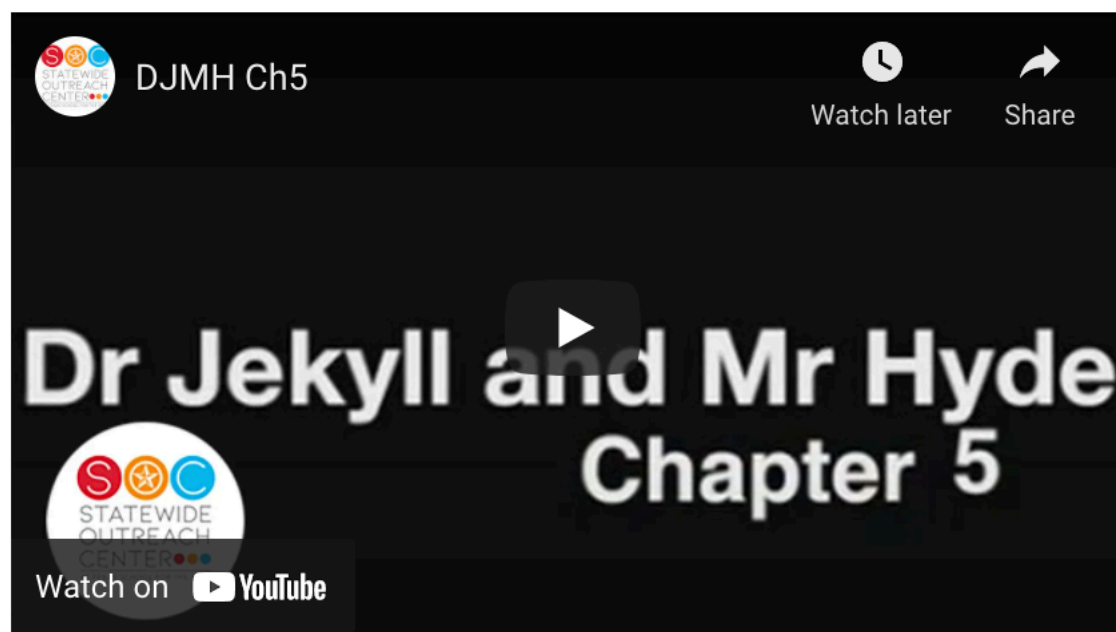
### Chapter 4 Teaser Video



<https://youtu.be/JZDCs31O-XE>

This video is a teaser of things to come in chapter 4. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

### Chapter 5 Teaser Video




<https://youtu.be/xbGsHPYyxwI>

This video is a teaser of things to come in chapter 5. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

Section 2 Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Chapter 3-5 Questions

1. What does the judge tell the jury?

2. What are the two reasons why the judge told the jury?

3. Why does the judge tell the jury?

4. Why does the judge tell the jury?

5. Why does the judge tell the jury?

6. Why does the judge tell the jury?

7. Why does the judge tell the jury?

8. Why does the judge tell the jury?

9. Why does the judge tell the jury?

10. Why does the judge tell the jury?

11. Why does the judge tell the jury?

12. Why does the judge tell the jury?

Length of Activity: 20 minutes

# DR JEKYLL AND MR HYDE - SECTION 3

## Section 3 - Chapter 6

In this section, we learn about Dr Jekyll spending more time with his friends. Mr Utterson speaks with Dr. Jekyll about Mr. Hyde. Use the videos, worksheets and activities included here to give students greater access to the material they read.

### Section 3 Video



This video gives a complete summary of the section.

<https://youtu.be/hprK1UoUe38>

### Section 3 Discussion Question



This video questions the idea of a person being in a great mood one day, and suddenly changing moods the following day.

<https://youtu.be/cB68sWoCI8w>

### Section 3 Video



[Caption](#)

This video is a teaser of things to come in chapter 6. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

### Chapter 6 Teaser Video



<https://youtu.be/pWJWB3UVHV4>

This video is a teaser of things to come in chapter 6. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

Type to enter text

Type to enter text

Section 3 - Chapter 6 Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Chapter 6 Questions

1. Why were Thomas invited to play? Is he?

2. Why does Thomas stop after the party to talk to play? What do they discuss?

3. What does play want about himself?

4. How does play react to the condition of play?

5. What does play tell Thomas to get "the most of me"?

6. What power does Thomas make in play?

7. Use the description of play in the chapter and the description of play in the previous chapter to fill out the character description. This is already mostly done, but be sure to describe each role.

Play	Role

Length of Activity: 20 minutes

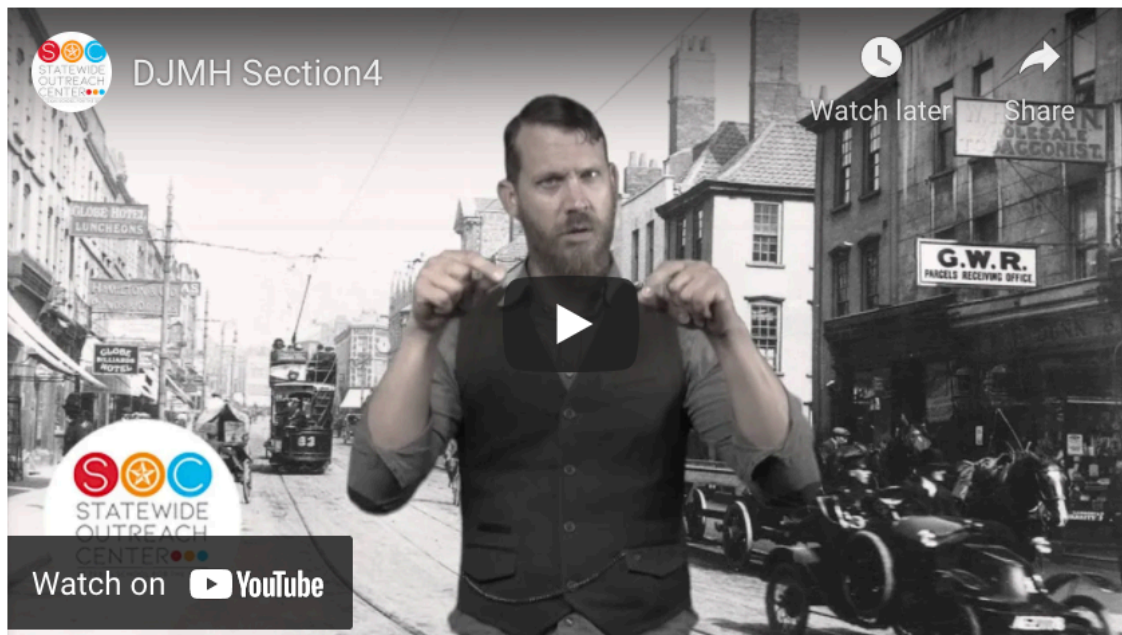


# DR JEKYLL AND MR HYDE - SECTION 4

## Section 4 - Chapters 7 and 8

In section 4, we learn about a murder that takes place. Mr Utterson is involved in helping to identify the murderer. Use the provided videos, worksheets and activities to assist students in accessing the text.

### Section 4 Video



This video gives a summary of this section which includes Chapters 7 and 8.

<https://youtu.be/Gb5IL62Tbxk>

### Section 4 Discussion Question



This video discusses the idea of meeting people and getting along well, and then at other times, meeting someone who you do not get along well with.

<https://youtu.be/5ZWSBy8QcKg>

## Chapter 7 Teaser Video



This video is a teaser of things to come in chapter 7. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

<https://youtu.be/2uobEOjvVgE>

## Chapter 8 Teaser Video



This video is a teaser of things to come in chapter 8. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

<https://youtu.be/b45ZlGpj4QU>

## Section 4 Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

**Chapter 7 - 4 Questions**

1. How much does the general interest rate increase with the shift and the multiplier?  
a) 1 year  
b) 3 months  
c) 2 months  
d) 1 month

2. Why does the interest rate rise in the long run?  
a) the central bank  
b) the market and monetary institutions  
c) the government  
d) the central bank

3. Why does the interest rate rise?  
a) in the short run  
b) in the long run  
c) in the short run  
d) in the long run

4. Why does the interest rate rise in the short run?  
a) in the short run  
b) in the long run  
c) in the short run  
d) in the long run

5. What is the interest rate?  
a) 1 year  
b) 3 months  
c) 2 months  
d) 1 month

6. Why does the interest rate rise?  
a) in the short run  
b) in the long run  
c) in the short run  
d) in the long run

7. How does the interest rate rise in the short run?  
a) in the short run  
b) in the long run  
c) in the short run  
d) in the long run

8. How does the interest rate rise in the long run?  
a) in the short run  
b) in the long run  
c) in the short run  
d) in the long run

9. What is the interest rate?  
a) 1 year  
b) 3 months  
c) 2 months  
d) 1 month

10. What is the interest rate?  
a) 1 year  
b) 3 months  
c) 2 months  
d) 1 month

11. What is the interest rate?  
a) 1 year  
b) 3 months  
c) 2 months  
d) 1 month

12. What is the interest rate?  
a) 1 year  
b) 3 months  
c) 2 months  
d) 1 month

13. Why is it not really responsible to get a 100% interest rate of 1% after the market?

**Length of Activity:** 20 minutes

This video poses a question for discussion regarding witnessing an event that possibly needs to be reported.

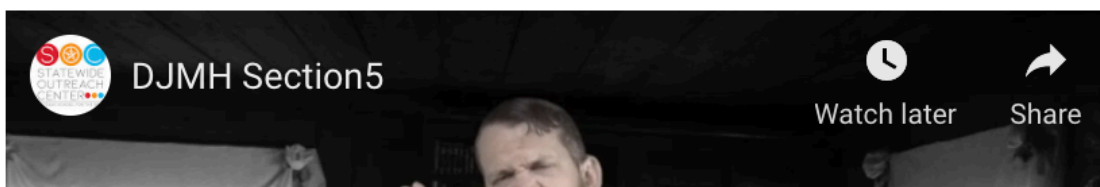


# DR JEKYLL AND MR HYDE - SECTION 5

## Section 5 - Chapters 9 and 10

In this section, we learn of Dr Jekyll being very ill. Mr Utterson questions him, but Dr Jekyll is very vague. Use the videos, worksheets and activities provided to expand upon the text as you read.

### Section 5 Video



This video is a summary of events that happened in this section which includes chapters 9 and 10.

### Chapter 10 Teaser Video



This video is a teaser of things to come in chapter 10. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.



<https://youtu.be/5-9MCJN9WZc>

## Chapter 9 Teaser Video



This video is a teaser of things to come in chapter 9. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

<https://youtu.be/j3Y50gdgViA>

## Section 5 Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Chapter 9-10 Questions:**

1. What is the main idea of the story? (What is the author's message?)
2. What does the author say about the main idea?
3. Why does the author say this about the main idea?
4. What is the author's attitude toward the main idea?
5. Why is the author's attitude important for the story?
6. According to the author, what is the main idea of the story?
7. What does the author say about the main idea of the story?
8. Why is the author's attitude important for the story?
9. What does the author say about the main idea of the story?
10. What does the author say about the main idea of the story?

## Section 6 Video



This video is a summary of events that happened in section 6 which includes Chapter 11.

<https://youtu.be/mrO7nK-dv-4>

## Section 6 Discussion Question



This video discusses the idea that sometimes, it is hard to control our emotions and asks students to discuss a time that may have happened to them.

<https://youtu.be/TyKOhGhnXac>

# DR JEKYLL AND MR HYDE -

## Chapter 11 Teaser Video

In  
de  
yo



This video is a teaser of things to come in chapter 11. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves. So learn of Dr. Lanyon's ded to expand upon the text as

[https://youtu.be/TqHm1Xa\\_i7g](https://youtu.be/TqHm1Xa_i7g)

## Section 7 Video



If you want to see this video with a plain background, [click here](https://youtu.be/TqHm1Xa_i7g).

[https://youtu.be/TqHm1Xa\\_i7g](https://youtu.be/TqHm1Xa_i7g)

## Section 7 Discussion Question



[https://youtu.be/TqHm1Xa\\_i7g](https://youtu.be/TqHm1Xa_i7g)



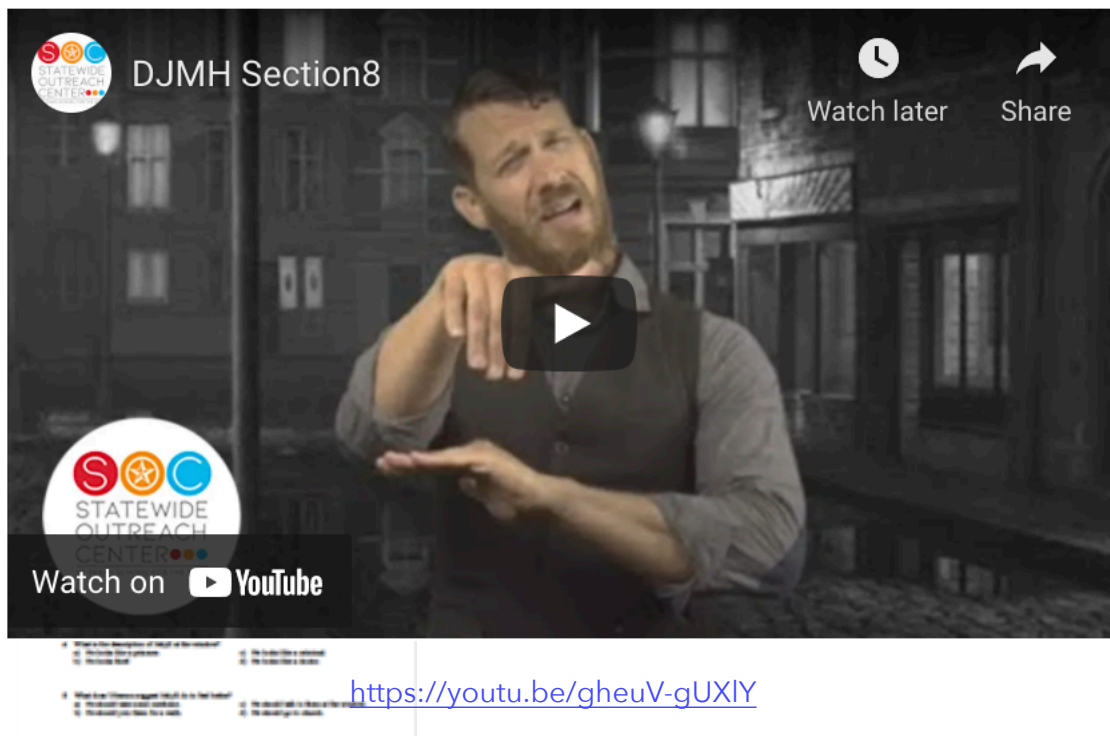


[https://youtu.be/TqHm1Xa\\_i7g](https://youtu.be/TqHm1Xa_i7g)

# MR HYDE - 7

of Sunday stroll. They see Dr Jekyll  
meets and activities provided to

## Section 8 Video



This video is a summary of events in this section which include chapters 13, 14, and 15.

If you wish to see this video in plain text, [click here](#).

## Section 8 Discussion Question (A)



This video discusses the idea of keeping secrets from friends, or having a friend keep a secret from you.

This video discusses the idea of keeping secrets from friends, or having a friend keep a secret from you.

## Section 8 Discussion Question (B)



# MR HYDE -

This video asks how the reader felt when the body of Mr. Hyde was found.

5  
road has happened in Dr. Jekyll's lab.  
activities provided to expand upon

This video asks how the reader felt when the body of Mr. Hyde was found.

## Chapter 13 Teaser Video



This video is a teaser of things to come in chapter 13. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

<https://youtu.be/I9BTUZw35Oo>



## Chapter 14 Teaser Video



<https://youtu.be/AtEjfeDZcuU>

This video is a teaser of things to come in chapter 14. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

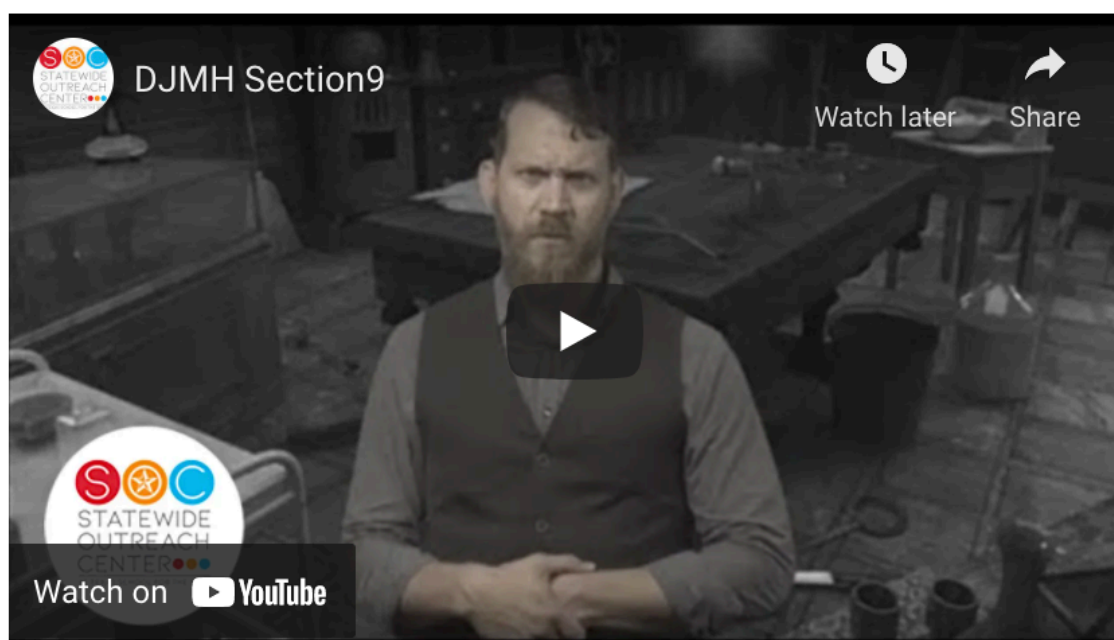
## Chapter 15 Teaser Video



<https://youtu.be/gDVAelcl9ao>

This video is a teaser of things to come in chapter 15. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

## Section 9 Video



This video is a summary of events that took place in section 9 which includes Chapter 16.

If you wish to see this video with a plain background, [click here](https://youtu.be/cCCXEWPPWOc)

<https://youtu.be/cCCXEWPPWOc>

## Section 9 Discussion Question



This video discusses the idea of being told a secret that maybe you wish you didn't know.

**Length of Activity:** 20 minutes

## Chapter 16 Teaser Video

# MR HYDE -

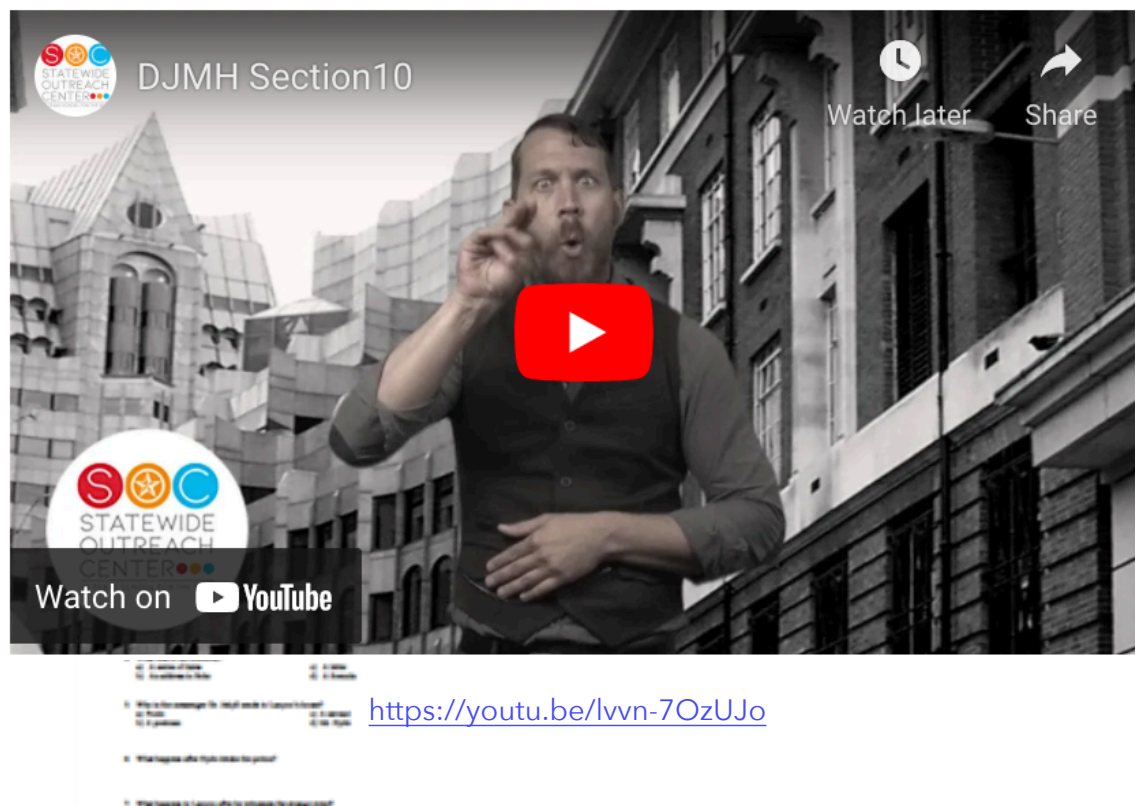


This video is a teaser of things to come in chapter 16. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

...ning Dr. Jekyll and Mr Hyde. This  
worksheets and activities provided to

[https://youtu.be/Wv\\_NmGGLs3A](https://youtu.be/Wv_NmGGLs3A)

## Section 10 Video



This video is a summary of events that took place in section 10 which includes chapters 17 and 18.

If you want to see this video with a plain background, [click here](#).

## Section 10 Discussion Question



This video asks the user to list or tell the accomplishments of his/her life, or the things that the user is most proud of.

<https://youtu.be/3oVYyG90SnQ>

## Chapter 17 Teaser Video



<https://youtu.be/yLYjzd2DnjA>

# MR HYDE -

This video is a teaser of things to come in chapter 17. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.

ents that have taken place. He

n. Use the videos, worksheets and

## Chapter 18 Teaser Video



<https://youtu.be/hqCfNyELsk8>

This video is a teaser of things to come in chapter 18. The idea is for students to be drawn into the story and then asked to go and read the chapter for themselves.



Section 10 Worksheet

Name\_\_\_\_\_Date\_\_\_\_\_

Chapter 17-18 Questions

These questions are aimed at helping you to master the content of the chapters. You may work in pairs or groups to discuss the questions.

1. What does Haldane mean when he says "That man is not only one, but only one?"

2. What point does Haldane say came out of the experiment? What was the experiment's overall message?

3. How does Haldane say he feels the first time he looks the picture?

4. Why does Haldane say he is nervous during the experiment?

5. According to Haldane, why is Hsp90 so much essential?

6. Why does Haldane say he became Hsp90 instead of the sugar?

7. In what way does Haldane's discovery add to the experiment?

8. How does Haldane react to Hsp90's message?

9. Why is a sugar molecule essential to Hsp90's message?

10. What happens that might have made Haldane feel that the Chapter was not only so beautiful?

Length of Activity: 20 minutes

# DR JEKYLL AND MR HYDE - EXTENSION ACTIVITIES

## Extension Activities

The activities shown below are all designed to assist students who may struggle to read on grade level. The materials are developed specifically to meet the needs of students in the Deaf Ed classroom.

### Character Cube

[Instructions](#) [Cube Template](#)

1. 2. 3. 4. 5.		☹️
	😊	
	☹️?	

### Vocabulary List - All Levels

Student Name: _____	Date: _____
<b>Vocabulary List:</b>	
1. Jekyll (JEK-ill) is a doctor who makes a special medicine.	26. Hyde (HAID) is an evil, scary, and dangerous person.
2. Hyde (HAID) is a bad and evil person.	27. Strange (STRAY-j) is being unusual, different, or odd.
3. Jekyll (JEK-ill) is a doctor who makes a special medicine.	28. Amusement (AM-u-seh-munt) is when you feel happy or laugh.
4. Jekyll (JEK-ill) is a doctor who makes a special medicine.	29. Jekyll (JEK-ill) is a doctor who makes a special medicine.
5. Jekyll (JEK-ill) is a doctor who makes a special medicine.	30. Jekyll (JEK-ill) is a doctor who makes a special medicine.
6. Jekyll (JEK-ill) is a doctor who makes a special medicine.	31. Jekyll (JEK-ill) is a doctor who makes a special medicine.
7. Jekyll (JEK-ill) is a doctor who makes a special medicine.	32. Jekyll (JEK-ill) is a doctor who makes a special medicine.
8. Jekyll (JEK-ill) is a doctor who makes a special medicine.	33. Jekyll (JEK-ill) is a doctor who makes a special medicine.
9. Jekyll (JEK-ill) is a doctor who makes a special medicine.	34. Jekyll (JEK-ill) is a doctor who makes a special medicine.
10. Jekyll (JEK-ill) is a doctor who makes a special medicine.	35. Jekyll (JEK-ill) is a doctor who makes a special medicine.
11. Jekyll (JEK-ill) is a doctor who makes a special medicine.	36. Jekyll (JEK-ill) is a doctor who makes a special medicine.
12. Jekyll (JEK-ill) is a doctor who makes a special medicine.	37. Jekyll (JEK-ill) is a doctor who makes a special medicine.
13. Jekyll (JEK-ill) is a doctor who makes a special medicine.	38. Jekyll (JEK-ill) is a doctor who makes a special medicine.
14. Jekyll (JEK-ill) is a doctor who makes a special medicine.	39. Jekyll (JEK-ill) is a doctor who makes a special medicine.
15. Jekyll (JEK-ill) is a doctor who makes a special medicine.	40. Jekyll (JEK-ill) is a doctor who makes a special medicine.
16. Jekyll (JEK-ill) is a doctor who makes a special medicine.	41. Jekyll (JEK-ill) is a doctor who makes a special medicine.
17. Jekyll (JEK-ill) is a doctor who makes a special medicine.	42. Jekyll (JEK-ill) is a doctor who makes a special medicine.
18. Jekyll (JEK-ill) is a doctor who makes a special medicine.	43. Jekyll (JEK-ill) is a doctor who makes a special medicine.
19. Jekyll (JEK-ill) is a doctor who makes a special medicine.	44. Jekyll (JEK-ill) is a doctor who makes a special medicine.
20. Jekyll (JEK-ill) is a doctor who makes a special medicine.	45. Jekyll (JEK-ill) is a doctor who makes a special medicine.
21. Jekyll (JEK-ill) is a doctor who makes a special medicine.	46. Jekyll (JEK-ill) is a doctor who makes a special medicine.
22. Jekyll (JEK-ill) is a doctor who makes a special medicine.	47. Jekyll (JEK-ill) is a doctor who makes a special medicine.
23. Jekyll (JEK-ill) is a doctor who makes a special medicine.	48. Jekyll (JEK-ill) is a doctor who makes a special medicine.
24. Jekyll (JEK-ill) is a doctor who makes a special medicine.	49. Jekyll (JEK-ill) is a doctor who makes a special medicine.
25. Jekyll (JEK-ill) is a doctor who makes a special medicine.	50. Jekyll (JEK-ill) is a doctor who makes a special medicine.

Length of Activity: 20 minutes

This is a list of the most common vocabulary that students need to focus on as they read Dr. Jekyll and Mr Hyde.

### Foldable Activity





Length of Activity: 25 minutes

This is an activity for students to practice using a foldable to organize information from the text.

## [Crossword Puzzle](#)



Length of Activity: 30 minutes

This activity helps to reinforce the vocabulary used in the text.

## [Tone and Mood Powerpoint](#) [in PDF](#)



Length of Activity: 30 minutes

This activity is designed for students to learn how to identify tone and mood in the story.

## [Instructions for Tone and Mood Powerpoint](#)

<

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**PART 1: Answer the questions (5 pts)**

1. In what year was Robert Louis Stevenson born? (2pt)

a) 1850                      c) 1858  
b) 1871                      d) 1879

2. What were two jobs that Stevenson studied while in college? (2pt)

a) \_\_\_\_\_  
b) \_\_\_\_\_

3. Why didn't Robert's friends and family want him to marry Fanny Stevenson?  
a) She was an American.                      c) She was older than him.  
b) She was married with 3 children.                      d) She made him sick.

4. Where did he live with his family during the last years of his life? (2pt)

a) Hawaii                      c) Scotland  
b) Sweden/Finland                      d) Great Britain

**PART 2: Matching (7 pts)**

\_\_\_\_\_ Mr. Hoffman                      a) He taught a class.  
\_\_\_\_\_ Dr. Lanyon                      b) He was able to perform heart surgery.  
\_\_\_\_\_ Mr. Poole                      c) He was ordered by Mr. Hyde.  
\_\_\_\_\_ Mr. Jekyll                      d) He was the policeman investigating the murder.  
\_\_\_\_\_ Mr. Stevenson                      e) He was the protagonist of the story.  
\_\_\_\_\_ Mr. Todd                      f) He was his friendship with his wife.  
\_\_\_\_\_ Inspector Stevenson                      g) He was the doctor who works with the protagonist.

Length of Activith: 30 - 40 minutes  
 This is the final exam that was written specifically for this unit.  
[Key](#) - This is the KEY to the Final Exam posted above.

### [Doppelganger Activity \(Lower Level\)](#)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Doppelganger Project**



**From Wikipedia:**  
 A doppelgänger, or doppelganger, is a term used to describe a person who appears to be a second self of another person. The word is derived from the German word "doppel", meaning "double", and "gänger", meaning "walker". The concept of a doppelgänger has been used in literature, art, and popular culture for centuries. It is often used to describe a person who appears to be a second self of another person, or a person who appears to be a second self of another person.

Robert Louis Stevenson played heavily with the concept of the doppelgänger in Dr. Jekyll and Mr. Hyde. For your doppelganger, you will be creating a story that demonstrates the concept of a "doppelganger". Create a person or persons who are in a story that demonstrates good and evil. You could choose two people who represent both sides of the coin, or you could choose two people who represent completely opposite sides of the coin. Your story must have at least 10 pictures in which one half of the story represents good and the other half represents evil.

Your poster can be digitally produced (such as Canva, PosterMyWays, etc.) or hand-drawn. Please use 400 x 600 mm for your poster on a standard size paper. You may find images and stories on the internet to help you. Remember, doppelgangers are not real people. Be creative! You may use the following symbols on the next page to help you plan.

Length of Activity: 20 minutes  
 This activity is for students to learn about what it means to have a doppelganger. They will look at the "good and evil" sides of someone.

### [Doppelganger Activity - Upper Level](#)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Doppelganger Project**



**From Wikipedia:**  
 A doppelgänger, or doppelganger, is a term used to describe a person who appears to be a second self of another person. The word is derived from the German word "doppel", meaning "double", and "gänger", meaning "walker". The concept of a doppelgänger has been used in literature, art, and popular culture for centuries. It is often used to describe a person who appears to be a second self of another person, or a person who appears to be a second self of another person.

Robert Louis Stevenson played heavily with the concept of the doppelgänger in Dr. Jekyll and Mr. Hyde. For your doppelganger, you will be creating a story that demonstrates the concept of a "doppelganger". Create a person or persons who are in a story that demonstrates good and evil. You could choose two people who represent both sides of the coin, or you could choose two people who represent completely opposite sides of the coin. Your story must have at least 10 pictures in which one half of the story represents good and the other half represents evil.

Your poster can be digitally produced (such as Canva, PosterMyWays, etc.) or hand-drawn. Please use 400 x 600 mm for your poster on a standard size paper. You may find images and stories on the internet to help you. Remember, doppelgangers are not real people. Be creative! You may use the following symbols on the next page to help you plan.

Length of Activity: 20 minutes  
 This activity is for students to learn about what it means to have a doppelganger. They will look at the "good and evil" sides of someone.



# DR JEKYLL AND MR HYDE - MEET YOUR STORYTELLER



## **Russell Wayne Harvard, *Dr. Jekyll and Mr. Hyde* Storyteller**

Born in 1981, Russell Wayne Harvard is an American actor who made his film debut in Paul Thomas Anderson's *There Will Be Blood* (2007), playing the grown adopted son of Daniel Day-Lewis. In 2010 Harvard depicted deaf NCAA championship wrestler and UFC mixed martial arts fighter Matt Hamill, in *The Hammer*. In 2012 Off Broadway hit *Tribes*, Harvard won several awards for his depiction of Billy, the deaf son in an intellectual, though dysfunctional, hearing British family. Harvard has also performed on several tv shows such as *Fargo* as Mr. Wrench, *CSI: N.Y.*, *Fringe*, *Switched at Birth*, and *Odd Mom Out*.

Born in Pasadena, Texas, into a third-generation deaf family, Harvard graduated from Texas School for the Deaf in 1999. After, Harvard studied at Gallaudet University in Washington, D.C., where he graduated with a bachelor's degree in Theatre Arts.







Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 1 & 2 Questions:

1. Who is Mr. Utterson?
  - a) The protagonist
  - b) The antagonist
2. What is his job title?
  - a) A doctor
  - b) A lawyer
  - c) A scientist
  - d) A Butler
3. Which statement best describes his personality?
  - a) He is cruel and heartless
  - b) He is kind and gentle
  - c) He is happy and loves to socialize
  - d) He is indifferent and never smiles
4. Who joins him for his Sunday walks?
  - a) He walks by himself
  - b) Richard Enfield
  - c) Mr. Hyde
  - d) Mr. Poole
5. In what city does the story take place?
  - a) London, England
  - b) Paris, France
  - c) New York City
  - d) Berlin, Germany
6. What does Black Mail House look like?
7. What story does Enfield remember after seeing Black Mail House?
8. How much money does the crowd demand for damages from the man and how does Mr. Hyde pay for it?
9. Who signed the check?
10. According to Enfield, what does Hyde look like?

## Chapter 3-5 Questions:

1. What does Dr. Jekyll's will instruct?
2. What are the full names of Dr. Jekyll and Mr. Hyde?
3. Who lives at Cavendish Square?
  - a) Dr. Jekyll
  - b) Mr. Hyde
  - c) Dr. Lanyon
  - d) Mr. Enfield
4. How does Utterson know Lanyon?
  - a) They went to college together
  - b) Utterson is Lanyon's Lawyer
  - c) Lanyon is Utterson's nephew
  - d) Utterson saw Lanyon talking to Hyde
5. Why aren't Lanyon and Jekyll friends anymore?
  - a) They were never friends
  - b) Jekyll thought Lanyon was becoming too crazy
  - c) Jekyll stole one of Lanyon's ideas
  - d) They differed on some point of science
6. Why can't Utterson sleep well after his visit to Dr. Lanyon?
7. How does Utterson plan to meet Hyde?
8. What are some further details to describe Hyde's physical appearance?
9. Where does Utterson go following his encounter with Hyde?
10. Who is Poole?
11. What does Poole tell Utterson about Mr. Hyde?
12. What does Utterson fear Hyde might do? Why?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 6 Questions:

1. Why was Utterson invited to Jekyll's house?
2. Why does Utterson stay after the party to talk to Jekyll? What do they discuss?
3. What does Jekyll say about Lanyon?
4. How does Jekyll react to the mention of Hyde?
5. What does Jekyll tell Utterson to put "his mind at ease"?
6. What promise does Utterson make to Jekyll?
7. Use the description of Jekyll in this chapter and the description of Hyde in the previous chapters to fill out the character chart below. Put in as many details as you can to describe each man.

<i>Jekyll</i>	<i>Hyde</i>

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 7-8 Questions:

1. How much time has passed between the incident with the child and the murder?
  - a) 1 year
  - b) 1 month
  - c) Three days
  - d) Two weeks
2. What items are found on the body? (check all that apply)

<input type="checkbox"/> A purse	<input type="checkbox"/> some papers
<input type="checkbox"/> Identification card	<input type="checkbox"/> a sealed and stamped envelope
<input type="checkbox"/> a gold watch	
3. Who witnesses the murder?
  - a) A nurse
  - b) A maid
  - c) Mr. Utterson
  - d) Dr. Jekyll
4. Who was murdered and where did he work?
5. What is the murder weapon?
  - a) A gun
  - b) A cane
  - c) A knife
  - d) No weapon
8. Who does the weapon belong to?
  - a) Dr. Lanyon
  - b) Mr. Utterson
  - c) Mr. Hyde
  - d) Dr. Jekyll
9. How does Utterson know where to take the police?
10. What is the name of the inspector?
11. What is the condition of Hyde's house when Utterson and the inspector enter?
12. What 2 important clues are found at Hyde's house and where were they found?
13. Why is it virtually impossible to get out a WANTED poster of Hyde after the murder?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 9-10 Questions:

1. When Utterson stops at Jekyll's home after getting away from the inspector, where in the house does Poole lead Utterson?
  - a) the library
  - b) the study
  - c) the laboratory
  - d) the garden
2. What does Jekyll say when Utterson asks about Hyde?
3. Why does Jekyll want Utterson to have the letter?
4. Who is it from and what does it say?
5. Why is there no envelope for the letter?
6. According to Jekyll, who dictated the terms of his will?
7. What does Poole say when Utterson asks for a description of the messenger?
8. Who is Mr. Guest and what special ability does he have?
9. What does Guest conclude after comparing the two writing samples?
10. What assumption does Utterson make from Guest's findings?



## Chapter 11 Questions:

1. How does Dr. Jekyll behave at the time of Hyde's supposed disappearance?
2. How long did his new behavior last?
  - a) 1 month
  - b) 2 months
  - c) 2 weeks
  - d) 1 year
3. What change has occurred in Dr. Lanyon?
  - a) he has become deathly ill
  - b) he has become friends with Jekyll
  - c) he has become scared and agitated
  - d) he has become happier and livelier
4. What reason does Lanyon give for why he is dying?
  - a) he has become mentally ill
  - b) he has had a great shock
  - c) he has the same disease as Jekyll
  - d) he taken some bad medication
5. What does Lanyon say when Utterson mentions Jekyll?
  - a) "I wish we were still friends."
  - b) "I think he's guilty of murder."
  - c) "I regard him as dead!"
  - d) "I shall not live long enough to make another friend."
6. In his letter, what does Jekyll want Utterson to do?
  - a) Come visit him at midnight.
  - b) Promise to help find Mr. Hyde.
  - c) Leave him alone.
  - d) Change his will.
7. What was in the letter that Utterson received the night of Lanyon's funeral?
8. What instructions are given on the second document?
9. What does Utterson do with the two documents?
  - a) he burns them
  - b) he hides them in his desk
  - c) he reads them both
  - d) he puts them in his safe

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 12 Questions:

1. Why are Utterson and Enfield at the door again?
  - a) They are going on their Sunday walk.
  - b) They saw Mr. Hyde leave.
  - c) They are visiting Dr. Jekyll.
  - d) They want to invite Jekyll for a walk.
  
2. What does Enfield say he realized about the house?
  - a) That it was a back door to Jekyll's house.
  - b) That he used to live there as a child.
  - c) That it's the same house where Hyde lives.
  - d) That the house has no windows.
  
3. What does Utterson say his reaction was to meeting Hyde?
  - a) He felt relieved.
  - b) He felt angry.
  - c) He felt repulsion.
  - d) He felt agitated.
  
4. What is the description of Jekyll at the window?
  - a) He looks like a prisoner.
  - b) He looks thief.
  - c) He looks like a criminal.
  - d) He looks like a doctor.
  
5. What does Utterson suggest Jekyll do to feel better?
  - a) He should take some medicine.
  - b) He should join them for a walk.
  - c) He should talk to them at the window.
  - d) He should go to church.
  
6. What happens to Jekyll as Utterson and Enfield are talking with him?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 13-15 Questions:

1. Why does Poole come to see Utterson?
  - a) To give him a letter.
  - b) He's afraid something bad has happened to Jekyll.
  - c) He found a dead body in the lab.
  - d) The other servants won't work.
2. What does he want Utterson to do?
  - a) To help find out if Jekyll has been murdered.
  - b) To add Poole's name to Jekyll's will.
  - c) To read the letters in the safe.
  - d) To help encourage Jekyll to leave the house.
3. What does Poole think has happened to Jekyll?
  - a) He thinks Jekyll killed himself.
  - b) He thinks Jekyll has been murdered.
  - c) He thinks Jekyll ran away.
  - d) He thinks Jekyll has gone crazy.
4. How long did Poole wait before going to Utterson for help?
  - a) 1 week
  - b) 3 days
  - c) 10 days
  - d) 2 weeks
5. What has Poole been sent to do all week by the man in the lab?
  - a) Poole was to find a specific medicine.
  - b) Poole was to send letters to Utterson.
  - c) Poole was to bring food to Jekyll.
  - d) Poole was to fire all of the servants.
6. What tools are used to break the door down?
7. What does Utterson believe happened to Dr. Jekyll?
8. Who do they find inside? What has happened to him?
9. How is the will in the lab different from the original will?
10. What does the note from Jekyll instruct Utterson to do?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 16 Questions:

1. What 3 items does Jekyll want Dr. Lanyon to take from the drawer?
2. What is Lanyon asked to do with this item?
  - a) Mix it into a medicine.
  - b) Bring it back to his house.
  - c) Throw them in the garbage.
  - d) Mix them and then drink the potion.
3. How long does it take the locksmith and the carpenter to get into Jekyll's laboratory?
  - a) 4 days
  - b) 4 hours
  - c) 2 days
  - d) 2 hours
4. What was in the notebook?
  - a) A series of dates
  - b) An address in Soho
  - c) A letter
  - d) A formula
5. Who is the messenger Dr. Jekyll sends to Lanyon's house?
  - a) Poole
  - b) A postman
  - c) A servant
  - d) Mr. Hyde
6. What happens after Hyde drinks the potion?
7. What happens to Lanyon after he witnesses the strange event?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Chapter 17-18 Questions:

**These questions are challenging and require you to really take a look at Jekyll's last letter to Utterson. You may work in pairs or groups to discuss the questions.**

1. What does Jekyll mean when he says "that man is not truly one, but truly two?"
2. What good does Jekyll believe may come out of his experiment? How can his experiment benefit society?
3. How does Jekyll say he feels the first time he drinks the potion?
4. Why does Jekyll use a mirror during his experiment?
5. According to Jekyll, why is Hyde so much smaller?
6. Why does Jekyll say he became Hyde instead of an angel?
7. In what way does Jekyll become addicted to his experiment?
8. How does Jekyll react to Hyde's wrongdoings?
9. Why is a separate bank account opened in Hyde's name?
10. What happens one night two months before the murder of Sir Danvers and why is this event important?

Name \_\_\_\_\_

Date \_\_\_\_\_

11. What are the pros and cons of remaining Jekyll?
12. What steps does Jekyll take to prevent himself from becoming Hyde again?
13. What happens one January day in Regent's Park?
14. When he came to himself at Lanyon's house, what fear replaces Jekyll's "fear of the gallows"?
15. What problem does Jekyll encounter with the drug?
16. From this point forward, what happens to Jekyll while he sleeps?
17. How does Hyde torment Jekyll? Why?
18. What keeps Hyde from committing suicide?
19. Why is it symbolic that Jekyll's first supply of the salt was impure?
20. How does Jekyll get Hyde to commit suicide and why does he kill himself?



## Good vs. Evil Project:



Robert Louis Stevenson plays heavily with the concept of Good vs. Evil in Dr. Jekyll and Mr. Hyde.

For your assignment, you will be creating a collage that shows visual words and symbols of what good and evil mean to you. Think of words, pictures, and symbols that represent good or evil.

Your collage must have at least 20 words, symbols, or pictures. Use the yin-yang design on the next page as your planning page. Once you are done with your planning, your final poster must be done on poster paper. Half of the page

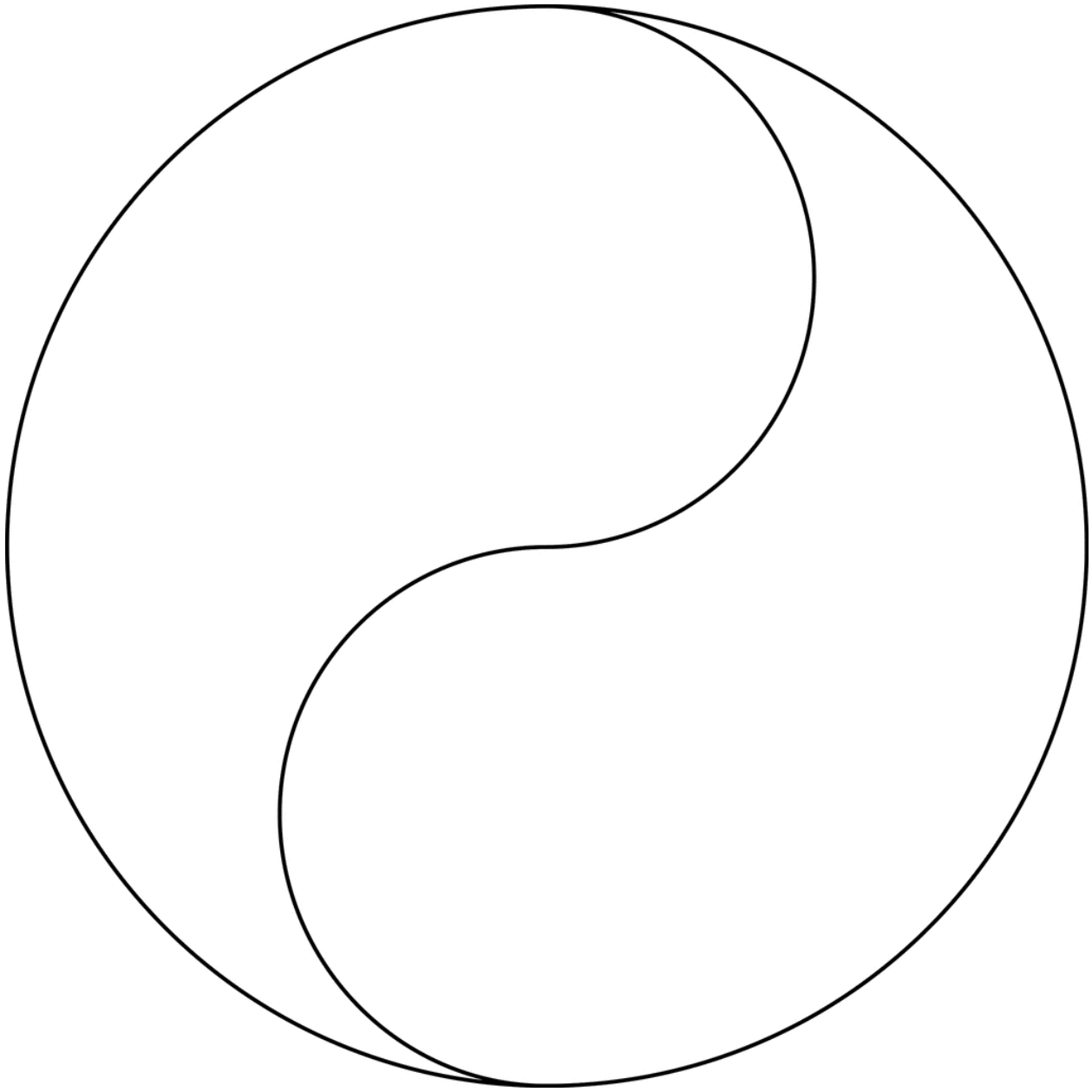
should represent good and the other half should represent evil. You may find images and wordart on the internet, in magazines, newspapers, or use your own drawings. Be creative! (\*note, if you borrow an image from the internet, please cite the image!)

### RUBRIC:

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exemplary</b>
<b>content</b>	Poster contains less than 20 words/pictures.	Poster contains 20 words/pictures.	Poster contains more than 20 words/pictures
<b>creativity</b>	Layout, design, use of color, and use of space is distracting.	Layout, design, use of color, and use of space is attractive.	Layout, design, use of color, and use of space is very attractive and creative.
<b>Graphics/ images</b>	Many graphics do not relate to the topic and/or borrowed graphics do not have a source citation.	All graphics relate to the topic. A few graphics are missing a source citation.	All graphics are related to the topic and make it easy to understand. Borrowed graphics have a source citation.
<b>Use of time</b>	Did not use class time to focus on the project or often distracted others.	Used time well during the class period, usually focused and not distracting others.	Used time well during each class period. Focused on getting the project done, and never distracted others.

Name\_\_\_\_\_

Date\_\_\_\_\_



## Doppelganger Project:

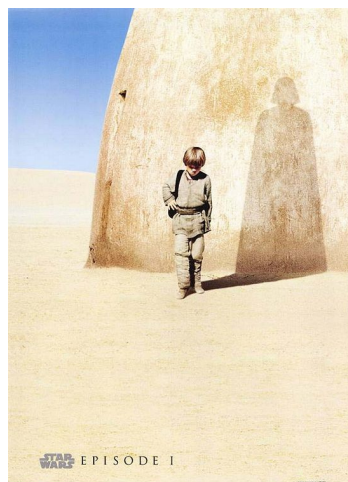


### From Wikipedia:

*In fiction and folklore, a doppelgänger or doppelganger is a look-alike or double of a living person, sometimes portrayed as a paranormal phenomenon, and in some traditions as a harbinger of bad luck. In other traditions and stories, they recognize your double-goer as an evil twin. The word doppelgänger is often used in a more general sense to describe any person who physically or behaviorally resembles another person.*

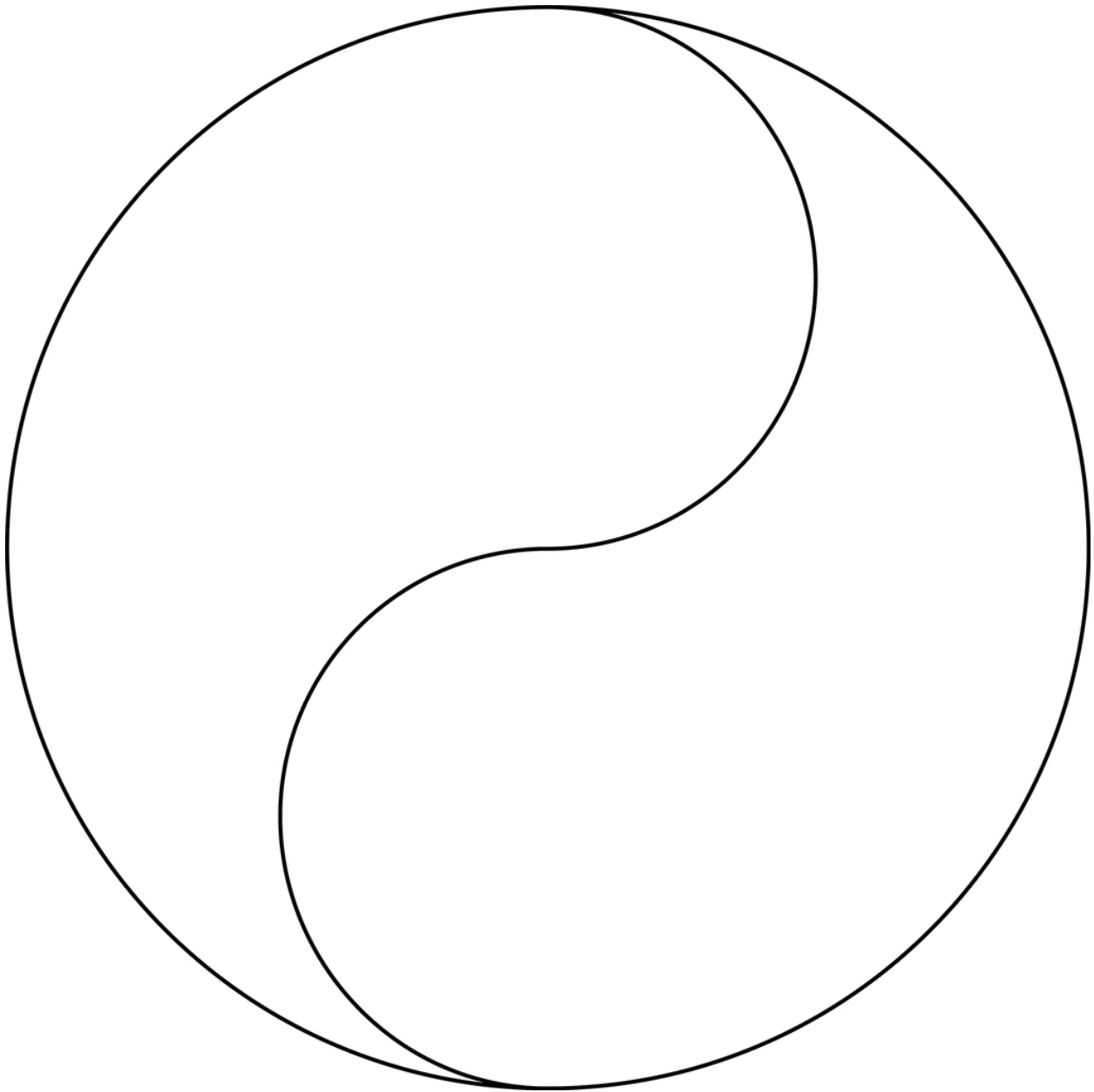
Robert Louis Stevenson plays heavily with the concept of the doppelgänger in Dr. Jekyll and Mr. Hyde. For your assignment, you will be creating a collage that demonstrates the concept of a “doppelgänger”. Consider a person or person(s) either real or fictional that demonstrate good and evil. You could choose ONE person who represents BOTH sides (like Anakin Skywalker) or you could choose two people that represent contrasting sides (like Batman and Joker). Your collage must have at least 20 pictures in which one half of the collage represents good and the other half represents evil.

Your poster can be digitally produced (such as Canva, PowerPoint/Keynote slide, PicCollage app, Phoster app, etc.). Or you may choose to do your poster on construction/poster paper. You may find images and wordart on the internet, in magazines, newspapers, or use your own drawings. Be creative! You may use the yin-yang symbol on the next page to help you plan.



Name\_\_\_\_\_

Date\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## PART 1: Author Bio (5 pts)

1. In what year was Robert Louis Stevenson born? (1pt)

- a) 1880                      c) 1894  
b) 1875                      d) 1850

2. What were two jobs that Stevenson studied while in college? (2pts)

- engineering
- law

3. Why didn't Robert's friends and family want him to marry Fanny Osbourne?

- a) She was an American.                      c) She was older than him.  
b) She was married with 3 children.      d) She made him sick.

4. Where did he live with his family during the last years of his life? (1pt)

- a) Hawaii                      c) Scotland  
b) Samoan Islands          d) Great Britain

## PART 2: Matching (7 pts)

- |                             |   |
|-----------------------------|---|
| <u>E</u> Mr. Utterson       | A) Dr. Jekyll's butler                        |
| <u>F</u> Dr. Lanyon         | B) is able to analyze handwriting             |
| <u>A</u> Mr. Poole          | C) was murdered by Mr. Hyde                   |
| <u>G</u> Mr. Enfield        | D) is the policemen investigating the murder  |
| <u>C</u> Sir Danvers Carew  | E) is the protagonist of the story            |
| <u>B</u> Mr. Guest          | F) ends his friendship with Dr. Jekyll        |
| <u>D</u> Inspector Newcomen | G) goes for Sunday walks with the protagonist |

**PART 3: True/False (5 pts)**

1. T or **F** The story takes place in Dublin, Ireland.  
*Takes place in London, England*
2. **T** or F Mr. Utterson is the protagonist of the story.
3. **T** or F In the first will, Hyde is specified as heir to Jekyll's fortune.
4. **T** or F No one is able to give a detailed description of Hyde.
5. T or **F** Sarah, the maid, witnessed the murder between 11am-2pm.  
*The murder happens between 11pm-2am*

**PART 4: Multiple-Choice (13 pts)**

1. What is Utterson's profession?
  - a. Doctor
  - b. Lawyer**
  - c. Butler
  - d. Detective
2. What did Enfield witness near the odd door one night?
  - a. He saw Hyde breaking into Dr. Jekyll's house.
  - b. He saw Hyde trample over a little girl.**
  - c. He saw Hyde beat a man with a can.
  - d. He saw Hyde steal something from a shop window.



3. Why did Lanyon end his friendship with Jekyll?
  - a. They had a disagreement about Jekyll's experiments.
  - b. Lanyon was expecting to be Jekyll's heir.
  - c. Jekyll owed Lanyon some money and refused to pay it back.
  - d. Jekyll stole Lanyon's research.
4. Why does Utterson want to meet Mr. Hyde in person?
  - a. He was having bad dreams.
  - b. He wanted to ask Hyde about the will.
  - c. Dr. Jekyll had a letter for Mr. Hyde.
  - d. He wanted to prove that Hyde was a murderer.
5. What weapon is used in the death of Sir Carew Danvers?
  - a. An axe
  - b. A fire poker
  - c. A cane
  - d. A revolver
6. What items do Utterson and the Inspector find in Hyde's apartment?
  - a. A pocket watch and a vial of elixir
  - b. A charred checkbook and the top half of a cane
  - c. 2 letters addressed to Mr. Utterson
  - d. They don't find anything in the room.
7. What happens to Jekyll after the Carew murder?
  - a. He becomes friends with Dr. Lanyon again.
  - b. He stops working on all of his experiments.

Name \_\_\_\_\_

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- c. He disappears.
  - d. He becomes more sociable and helps out at the church.
8. What does Mr. Guest tell Utterson about the handwriting on both letters?
- a. A woman wrote one of the letters.
  - b. The same person wrote both letters.
  - c. Both letters are almost identical, except they slant differently.
  - d. He is not able to read the handwriting.
9. At the end, who urgently calls on Mr. Utterson because he suspects foul play?
- a. Dr. Lanyon
  - b. Dr. Jekyll
  - c. Inspector Newcomen
  - d. Mr. Poole
10. Who does Utterson find in the laboratory after breaking down the door?
- a. Dr. Jekyll, lying dead.
  - b. Mr. Hyde, lying dead.
  - c. A footman holding an axe
  - d. No one, the room is empty
11. What horrible thing does Lanyon witness that causes him to go into shock?
- a. The death of Sir Danvers Carew
  - b. Hyde stomping on a little girl
  - c. Hyde turning into Jekyll
  - d. Jekyll turning into Hyde
12. How does Jekyll get rid of Hyde at the end?
- a. He shoots Hyde
  - b. He makes a potion that gets rid of Hyde

Name \_\_\_\_\_ Date \_\_\_\_\_

- c. He tricks Hyde into killing himself.
  - d. He turns Hyde in to the police.
13. Who is named the benefactor in Dr. Jekyll's final will?
- a. Dr. Lanyon
  - b. Mr. Utterson
  - c. Poole
  - d. Mr. Hyde

**PART 5: Essay Question (15 pts—organization with a clear introduction, body and conclusion-5pts; providing at least 3 pieces of evidence from the novel-5 points; spelling, grammar, word usage-5 pts).**

**On a separate sheet of paper, describe the setting of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Discuss three ways in which the setting contributes to the theme of the story.**

**TOTAL: \_\_\_\_/ 45 = \_\_\_\_%**

Name \_\_\_\_\_

Date \_\_\_\_\_

## PART 1: Author Bio (5 pts)

1. In what year was Robert Louis Stevenson born? (1pt)

- a) 1880                                      c) 1894
- b) 1875                                      d) 1850

2. What were two jobs that Stevenson studied while in college? (2pts)

- \_\_\_\_\_
- \_\_\_\_\_

3. Why didn't Robert's friends and family want him to marry Fanny Osbourne?

- a) She was an American.                                      c) She was older than him.
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4. Where did he live with his family during the last years of his life? (1pt)

- a) Hawaii                                      c) Scotland
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## PART 2: Matching (7 pts)

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| _____ Mr. Guest          | F) ends his friendship with Dr. Jekyll        |
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Name\_\_\_\_\_

Date\_\_\_\_\_

### **PART 3: True/False (5 pts)**

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2. T or F     Mr. Utterson is the protagonist of the story.
3. T or F     In the first will, Hyde is specified as heir to Jekyll's fortune.
4. T or F     No one is able to give a detailed description of Hyde.
5. T or F     Sarah, the maid, witnessed the murder between 11am-2pm.

### **PART 4: Multiple-Choice (13 pts)**

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**PART 5: Essay Question (15 pts—organization with a clear introduction, body and conclusion-5pts; providing at least 3 pieces of evidence from the novel-5 points; spelling, grammar, word usage-5 pts).**

**On a separate sheet of paper, describe the setting of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Discuss three ways in which the setting contributes to the theme of the story.**

**TOTAL: \_\_\_\_/ 45 = \_\_\_\_%**

## Grammar: Verb Phrases

### OBJECTIVES:

Students should understand that...

- a. Participles are verbals (words derived from verbs)
- b. "Perfect" verb phrases require a form of "have" + a past participle verb.
- c. "Progressive" verb phrases require a form of "be" + a present participle verb.
- d. Both "perfect" and "progressive" verb phrases can be in the past, present, or future tense.

Students should be able to...

- a. Identify examples of "perfect" and "progressive" verb phrases in all three tenses.
- b. Write correct sentences that contain "perfect" and "progressive" verb phrases.
- c. Choose the most effective type of verb phrase to convey the desired meaning.

This unit contains example sentences/selections from *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson.

## Grammar: Participles

A **present participle** is a verb that ends in –ing (same as a **gerund**, except that gerunds act as nouns while present participles still act as verbs.)

A **past participle** is a verb that often ends in –ed or –en (except with irregular verbs).

Change the following verbs into past participle and present participle verb forms. (Be careful for irregular verbs!)

	present participle	past participle
1. give	<i>giving</i>	<i>given</i>
2. arrive	<i>arriving</i>	<i>arrived</i>
3. write	<i>writing</i>	<i>written</i>
4. live	<i>living</i>	<i>lived</i>
5. break	<i>breaking</i>	<i>broken</i>
6. fight	<i>fighting</i>	<i>fought*</i>
7. work	<i>working</i>	<i>worked</i>
8. sell	<i>selling</i>	<i>sold*</i>
9. help	<i>helping</i>	<i>helped</i>
10. take	<i>taking</i>	<i>taken</i>

## Grammar: Perfect Tense

A “perfect” verb phrase uses the verb “have” plus a past participle verb. Remember, a past participle verb is a verb that often ends in –ed or –en like “seen”, “taken,” “talked,” or “done.”

had + past participle = past perfect

*Example: Utterson had refused to let the will be drafted by his clerk.*

have/has + past participle = present perfect

*Example: For ten years Jekyll has become more and more fanciful.*

will have + past participle = future perfect

*Example: “You will have earned the everlasting gratitude of Dr. Jekyll.”*

In the following sentences, replace the simple verb with a “perfect” verb phrase, but keep the tense—so if it’s past-tensed verb, make it a past perfect verb phrase:

1. Gary and Wilson **walked** to the baseball field.  
*Gary and Wilson **had walked** to the baseball field.*
2. Hundreds of kids **gather** on the field for tryouts.  
*Hundreds of kids **have gathered** on the field for tryouts.*
3. The boys and girls **will show** their skills to many coaches.  
*The boys and girls **will have shown**\* their skills to many coaches.*
4. The boys’ parents **watch** from the bleachers.  
*The boys’ parents **have watched** from the bleachers.*
5. The All-Star Summer Camp **will choose** just twenty-five campers.  
*The All-Star Summer Camp **will have chosen** just twenty-five campers.*

## Grammar: Progressive Tense

A “progressive” verb phrase uses the verb “be” plus a present participle verb. Remember, a present participle verb is a verb that often ends in –ing like “reading,” “playing,” or “doing.”

was/were + present participle = past progressive

*Example: Utterson had refused to let the will be drafted by his clerk.*

am/is/are + present participle = present progressive

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will be + present participle = future progressive

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In the following sentences, replace the simple verb with a “progressive” verb phrase, but keep the tense—so if it’s past-tensed verb, make it a past progressive verb phrase:

1. Bailey **waits** for the bus to stop in front of her house.  
*Bailey **is waiting** for the bus to stop in front of her house.*
2. She **checks** her backpack to make sure she has her lunch.  
*She **is checking** her backpack to make sure she has her lunch.*
3. Her mom **packed** a special sandwich while Bailey **brushed** her teeth.  
*Her mom **was packing** a special sandwich while Bailey **was brushing** her teeth.*
4. The driver **will take** her to Clarkson Middle School.  
*The driver **will be taking** her to Clarkson Middle School.*
5. She **will sit** next to her best friend, Vivian.  
*She **will be sitting** next to her best friend, Vivian.*

## Grammar QUIZ: Verb Phrases

In the following sentences, underline the verb phrase and decide if the underline verb phrase is past, present, future perfect OR past, present, future progressive.

1. Heidi was playing near her favorite tree.  
*Past progressive*
2. We all have eaten something delicious before.  
*Present perfect*
3. Leo will be coming to the party this afternoon.  
*Future progressive*
4. Jemma has counted seven missing books.  
*Past perfect*
5. The students were studying in the library.  
*Past progressive*
6. Lisa is writing an article for the school newspaper.  
*Present progressive*
7. High School seniors will have spent over 18 years in school.  
*Future perfect*
8. Have you ever felt frightened before?  
*Present perfect*

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## Grammar: REVIEW

In the following excerpt, underline “progressive” verb phrases twice and “perfect” verb phrases once.

As I was crossing the courtyard after breakfast, the same shudder I had felt in the park came over me again. I was seized by the sensations that announced the change. There was just enough time for me to rush to my office...and then Hyde stood there where Jekyll had been.

In the following excerpt, chose the most effective verb or verb phrase.

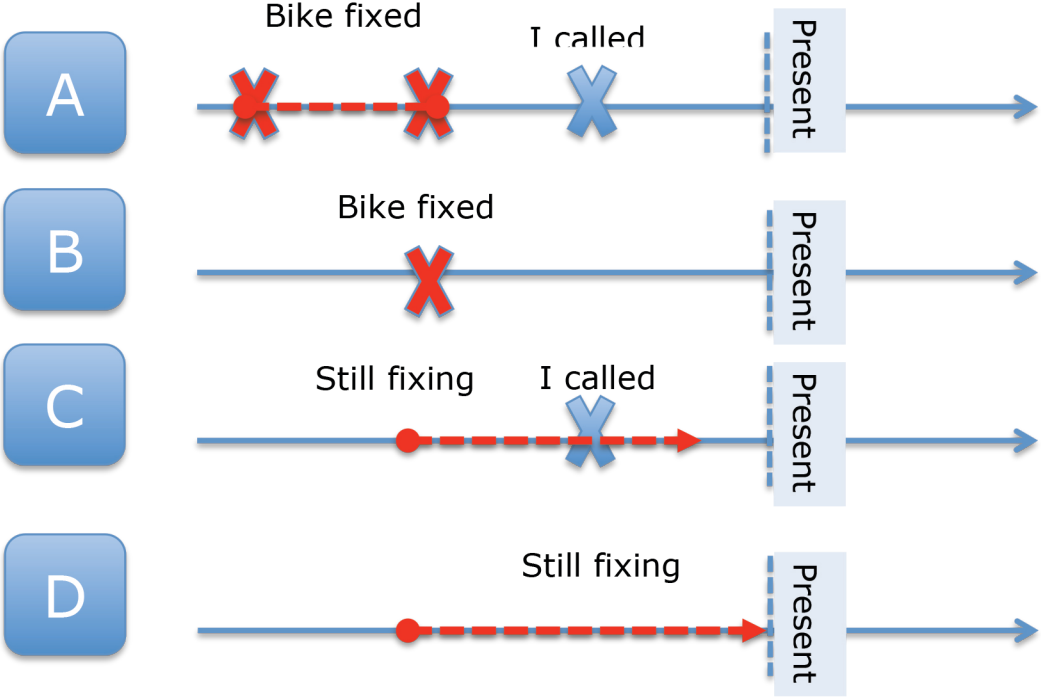
As soon as you (**were reading** / **have read**) this letter, go to my house. Poole, my butler, (**was receiving** / **has received**) written instructions and expects you. He (**will be waiting** / **will have waited**) with a carpenter and a locksmith. The door to my office is to be forced open. You will then enter alone.



Grammar: Verb Phrases

PRE-TEST: Read the following sentences and decide which visual representation matches each sentence.

- B   1. Dan fixed the bike last week.
- C   2. Dan was fixing the bike when I called.
- A   3. Dan had fixed the bike, so I called to pick it up.
- D   4. Dan has fixed bikes for the past 3 years.



## Grammar: Verb Phrases

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Students should understand that...

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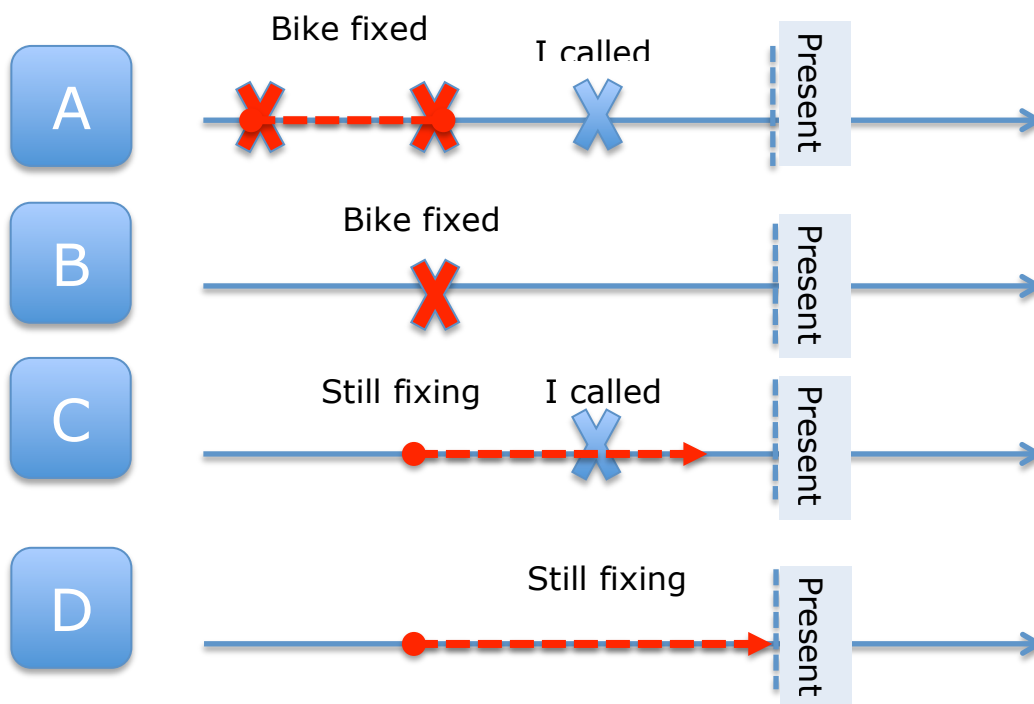
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Name\_\_\_\_\_

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Change the following verbs into past participle and present participle verb forms. (Be careful for irregular verbs!)

	present participle	past participle
1. give		
2. arrive		
3. write		
4. live		
5. break		
6. fight		
7. work		
8. sell		
9. help		
10. buy		

## Grammar: Perfect Tense

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## Grammar: Progressive Tense

A “progressive” verb phrase uses the verb “be” plus a present participle verb. Remember, a present participle verb is a verb that often ends in –ing like “reading,” “playing,” or “doing.” A progressive verb is an *act in progress*.

was/were + present participle = past progressive

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**Grammar: REVIEW**

In the following excerpt, underline “progressive” verb phrases twice and “perfect” verb phrases once.

The envelope read: “Dr. Jekyll’s Will.” The will was hand written by the respected doctor himself, because Utterson had refused to let the will be drafted by his clerk. He had been too shocked by its contents when Jekyll first approached him, and he was still shocked. For friendship’s sake only, he had consented to be the guardian of the will and to present it to the courts if it became necessary to do so.

In the following excerpt, choose the most effective verb or verb phrase.

As soon as you **(were reading / have read)** this letter, go to my house.

Poole, my butler, **(was receiving / has received)** written instructions and expects you. He **(will be waiting / will have waited)** with a carpenter and a locksmith. The door to my office is to be forced open. You will then enter alone.



Name \_\_\_\_\_

Date \_\_\_\_\_

## **Grammar QUIZ: Verb Phrases**

In the following sentences, underline the verb phrase and decide if the underline verb phrase is past, present, future perfect OR past, present, future progressive.

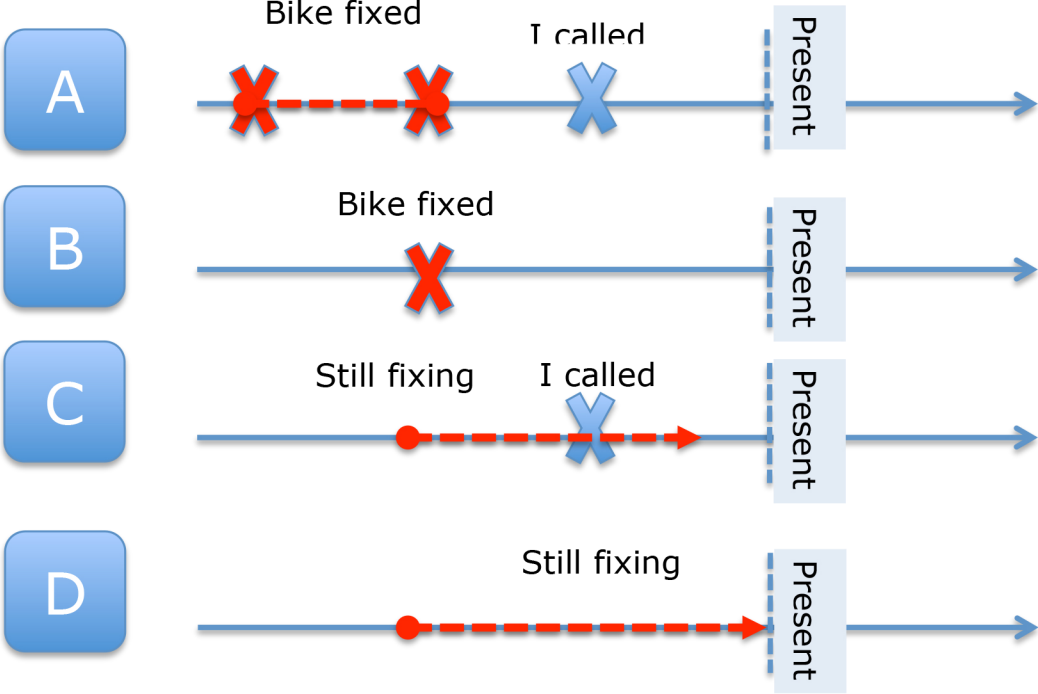
1. Heidi was playing near her favorite tree.
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4. Jemma has counted seven missing books.
5. The students were studying in the library.
6. Lisa is writing an article for the school newspaper.
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8. Have you ever felt frightened before?



Grammar: Verb Phrases

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### **Excerpt 1: A Child in the Night**

Two well-dressed men were about to cross a London street on a sunny Sunday morning. They were Mr. Gabriel John Utterson, an elderly lawyer, and his young cousin, Richard Enfield. A horse-drawn hansom cab drew up beside them, and the cabman leaned down from his perch, waving his whip.

“Mornin’, gentlemen,” the cabman called with a hopeful smile. “Off to church on this fine Sunday, I’ll bet. I’ll have you there in two winks or less.”

Mr. Utterson never spoke unless it was important. He frowned at the cabman and waved him away. But Richard gave the man a friendly smile and shook his head.

“No, my good man, we are out for a walk, which we take every Sunday. That’s the way to see interesting things in London.”

They crossed several streets and soon found themselves in a dingy neighborhood. As they slowly walked down a small street full of shops, Mr. Utterson stopped to admire an interesting display in a store window.

Suddenly Richard tugged at his sleeve and spoke with a serious note in his voice. “See that door across the street, Cousin? It is involved with something rather odd that happened to me.”

Mr. Utterson looked at the scarred, weatherbeaten door Richard was pointing to. It belonged to a two-story building that was one of several built around a courtyard. Because there were no windows at the front of the building, it looked deserted and somewhat sinister.

## **Excerpt 2: Witness to a Murder**

Now the inspector broke in, for the story was getting confused. He explained to the lawyer that two men happened to meet across the road from where Sarah watched at her window. The older man was apparently asking for directions, for he pointed in one direction after bowing politely. The second man was Hyde. The inspector ordered Sarah to resume her story.

“Mr. Hyde didn’t answer him, that I could tell. He waved his big cane about and seemed to want the old gentleman out of the way. He stamped his feet, almost like he was taken by a fit.

“Well sir, the old gentleman was surprised, and he stepped back. I guess he was a little afraid. I know I was, and I was safe indoors. But as soon as he stepped back, Mr. Hyde was on him! He lifted up that cane and brought it down ever so hard on the gentleman’s head. He hit him and hit him. When the gentleman fell down, Mr. Hyde hit him some more. Then he jumped right on him, up and down. Just like them apes in the zoo do. That’s when I left my senses.”

“She had fainted, “ explained the inspector. “By the time she came to and called the police, it was two o’clock this morning. Mr. Hyde was gone, of course, but his victim lay in the road dead, horribly mangled. We found the bottom half of the cane in the gutter where it had rolled. It had been broken, even though it was made from some very tough and heavy wood. No doubt the murderer carried the top half away with him.

### **Excerpt 3: The Twins of Good and Evil**

....My scientific studies forced me to the following truth—a man is not truly one person, but actually two. But my discovery has come only part of the way. I believe that scientists who come after me will discover that a man is not only two men, but many men.

Even before I began my experiments to prove this “two-ness” of men, I daydreamed about it. I longed to separate these two identities and place each one in its own body. Then there would be no unhappiness such as I had experienced. The upright twin could walk with his head held high, doing good, and no longer exposed to the disgrace brought about by his evil twin. The latter—this evil twin—could walk his downward path, free of the ideals and regrets of his good self. The struggle within man could then cease. He would be free to be both selves.

When I began to experiment in my laboratory, I found that certain compounds had the effect of changing a man’s flesh, of waving it aside like a wind blowing curtains. I will not write down my formula for two reasons: the first reason is that my experiments were incomplete, as this document will show. I managed to reach only a certain point in dividing the twins. My second reason is that I now realize that we cannot throw off the burden of our life. We cannot experience happiness, forever untouched by troubles. When we try, even ore unhappiness returns to haunt us.

## Tone and Mood Lesson:

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

LESSON Objectives: Students will

- analyze a piece of artwork to determine how color helps create mood
- select textual evidence (words) from a chapter in J&H that reflect tone/mood
- understand difference between “tone” (author’s/character’s emotions) “mood” how the writing makes the reader feel
- create a piece of artwork that demonstrates tone/mood of a selected scene from Jekyll and Hyde using both color and words from the text

TO PREPARE AHEAD OF TIME:

- Tone-Mood PPT
- Copies of various chapters
- An example artwork made by the teacher

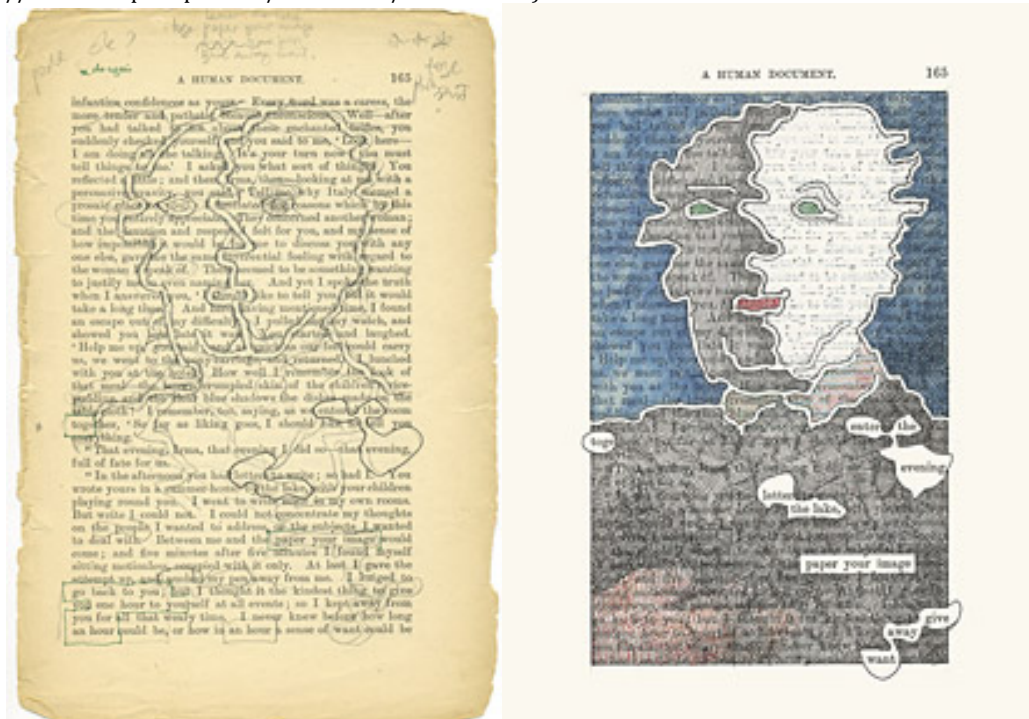
ACTIVITY:

1. View the Tone-Mood PPT with the students
2. Ask students how they FEEL when they look at the artwork. What emotions does the painter want you to feel? How do you know?
3. Teacher defines TONE and MOOD in artwork (TONE—the colors/hues used)—(MOOD: how the person viewing the artwork feels)
4. Show 2-3 additional pieces of artwork and evaluate for tone/mood
5. MAKE CONNECTIONS: explain that writing is just like artwork. Writers want their readers to FEEL something and will use a variety of words and figurative language like similes/metaphors etc to create tone and mood
6. teacher shows the words TONE and MOOD on the board and gives the literary definitions (students need to write these words/definitions in their notebooks) and teacher gives examples.
7. explain to students that they will be creating a piece of artwork that shows tone/mood of a scene from the Strange Case of Dr. Jekyll and Mr. Hyde.
8. Teacher (should have created a piece of artwork before class) shows students the example artwork and explains how color and text were used to show tone and mood. See if students can guess which scene from Strange Case of Dr. Jekyll and Mr. Hyde the painting is from.

9. Hand out a large piece of white paper for each student. Provide students with watercolors, markers, colored pencils, or other art mediums. Explain to students that they will select a chapter from Strange Case of Dr. Jekyll and Mr. Hyde. Provide students with watercolors, markers, colored pencils, or other art mediums. Explain to students that they will select a chapter from Strange Case of Dr. Jekyll and Mr. Hyde.
10. Give students 20-30 minutes to work on their artwork. Go around the room and help students select words for their piece (they may need your help in finding textual evidence—they can use their books).
11. Once their artwork is finished, they must compose a 1-2 paragraph summary explaining the tone and mood of their artwork.

**Directions for students:** Please select an excerpt from a chapter of the Strange Case of Dr. Jekyll and Mr. Hyde. Then, create a piece of artwork known as HUMUMENT using color and text. Make sure you consider what colors would BEST reflect the tone/mood of that scene. What words from the text demonstrate the tone/mood. The words you choose MUST come from the actual book itself. You may type out your excerpt onto one page. Then using a black marker, circle words or phrases that help set the tone of the passage. Use colored pencils to block out all other words. See the example HUMUMENT below.

(<http://www.tomphillips.co.uk/humument/introduction>)



Name \_\_\_\_\_

Date \_\_\_\_\_

## **“Magic” Foldable Activity**

This cool foldable you will choose 4 vocabulary words that could be used to describe Dr. Jekyll and 4 vocabulary words that can be used to describe Mr. Hyde. Once the foldable is created, you will have a “magic” center where you will write the definitions of your words. In addition, you can add in the margins WHY the words you have chosen fit each character.

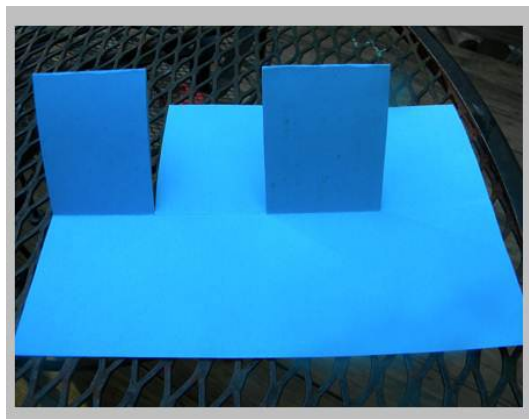
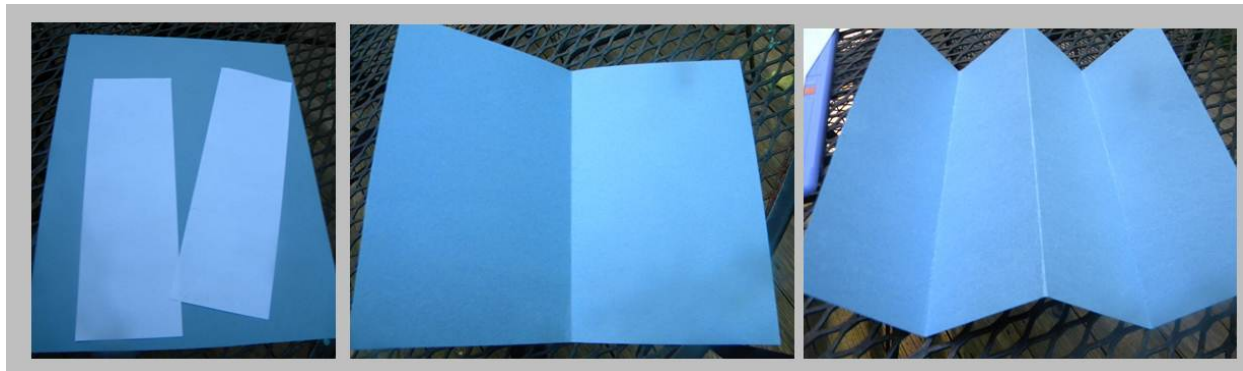
Below are the directions for how to create the foldable.

### **What you will need.**

- One piece of 8.5 x 11 paper in one dark color.
- Half of another sheet of paper in a light color (your teacher should have cut this “half sheet” into two strips).

### **STEPS:**

Start by folding the larger sheet of paper in half. Then fold it in half again so that it looks like an accordion or a “W”.



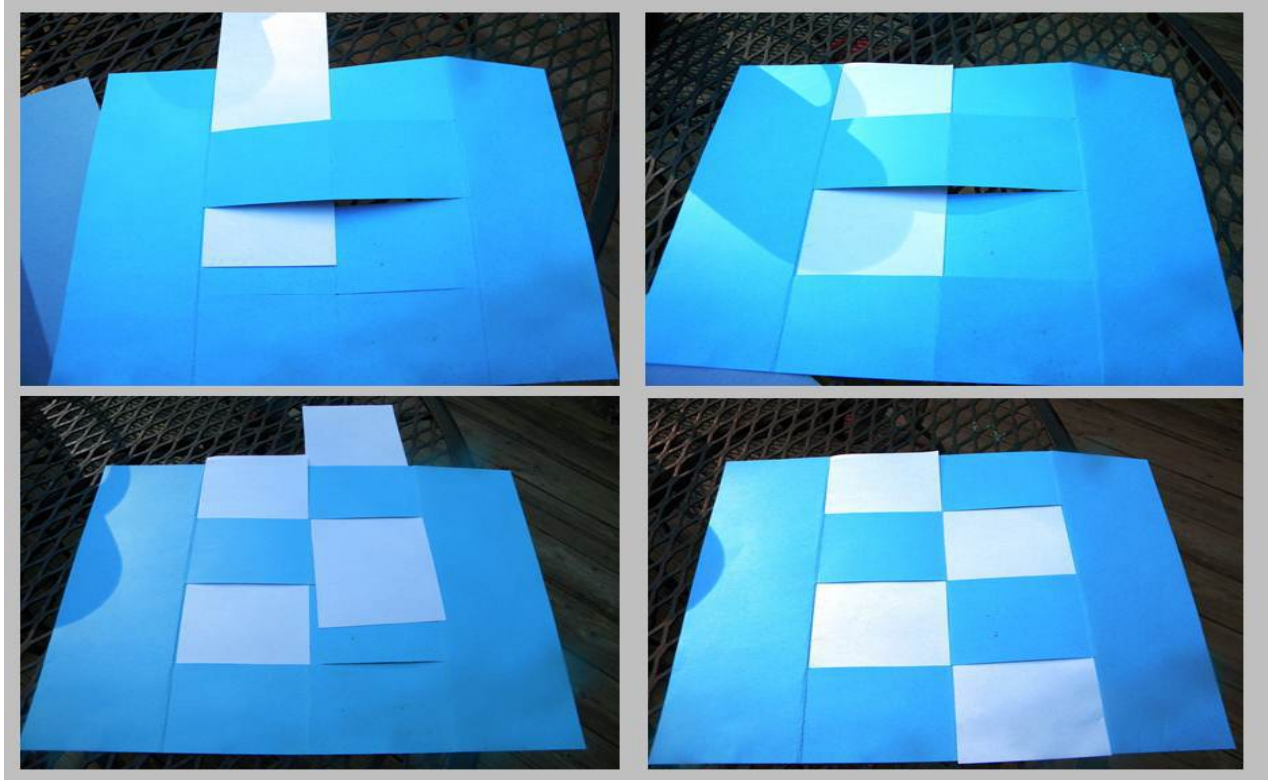
Next, hold the big piece like a “W” and cut 3 slits down the middle of the pointy part of the W. To make these slits even, first make a cut half way down the middle. Then cut half way down the two sides. The goal is to divide the paper into fourths.



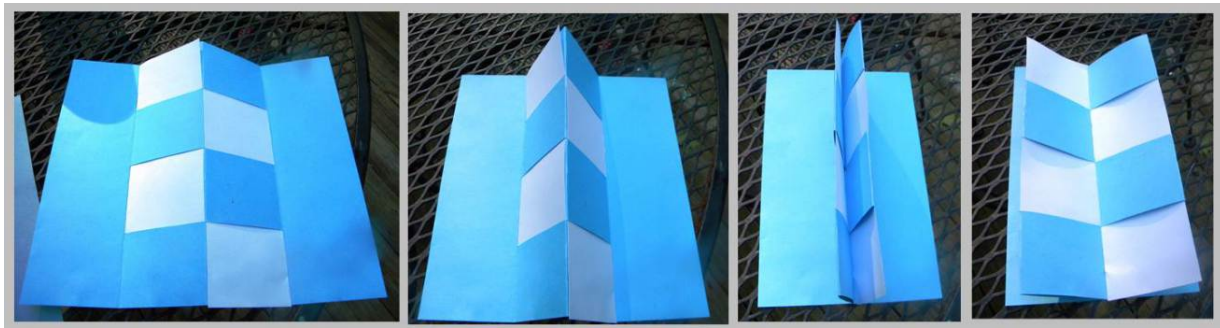
Name \_\_\_\_\_

Date \_\_\_\_\_

Next Fold the paper out flat and weave the smaller pieces over and under the slots on the left hand side. Then take the other piece and weave it in the opposite way, under and over the slots on the right hand side. It should look like a checkerboard. On the “light” parts, right the vocabulary words that BEST match Dr. Jekyll. On the “dark” parts write your vocabulary words that BEST match Mr. Hyde.



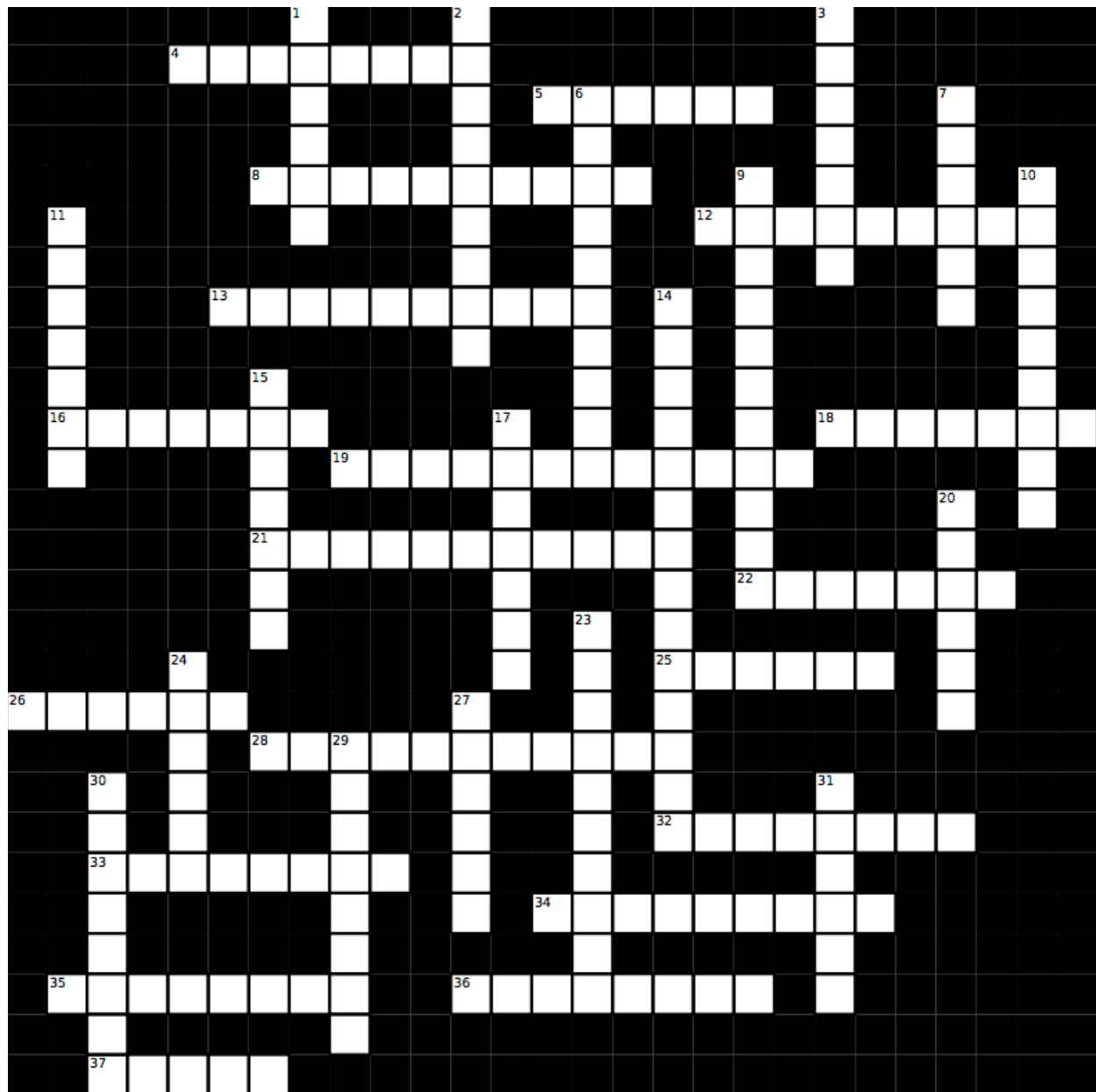
If you want to see the “MAGIC” part, fold the middle back up into a “mountain”. If you look carefully, you can spread this center part out to reveal another section. In this middle section you will write the vocabulary definitions. In the margins you can draw a picture to represent Dr. Jekyll and a picture to represent Mr. Hyde.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Dr. Jekyll & Mr. Hyde CROSSWORD



Name \_\_\_\_\_

Date \_\_\_\_\_

**Across**

4. evil or criminal
5. disappear
8. a person who gives money to help another
12. disgusting and unpleasant
13. the general beliefs others have about a person
16. to hide
18. feeling no hope
19. private, not to be shared with others
21. having no interest or sympathy
22. very angry
25. to agree or allow
26. dull, gloomy
28. one who forces another to do something
32. not having a normal shape
33. an event causing great damage or disaster
34. hurry through a place stealing things or causing great damage
35. acting against something or someone
36. extreme dislike
37. shy

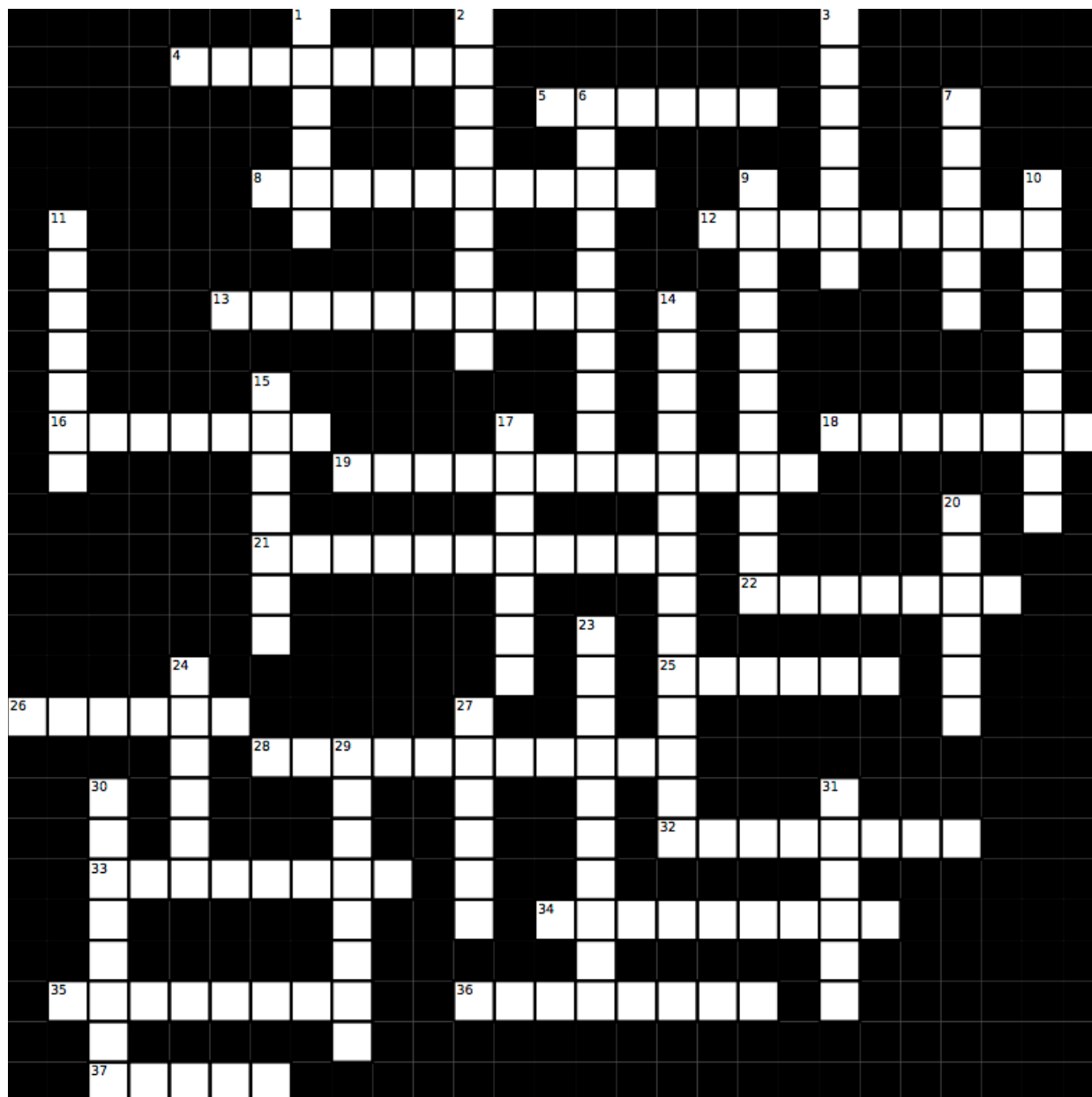
**Down**

1. evil
2. extreme physical violence
3. deliberately cruel or violent
6. very bad or unpleasant
7. to look at with respect or approval
9. looking similar
10. hidden away
11. an act of fairness
14. quick to become angry
15. to warn
17. ugly
20. feeling uncomfortable
23. causing unhappiness
24. to show or make something known
27. dirty, mixed with something foreign, not pure
29. feeling nervous or bothered
30. an event or occurrence
31. requiring immediate attention

Name \_\_\_\_\_

Date \_\_\_\_\_

## Dr. Jekyll & Mr. Hyde CROSSWORD



Name \_\_\_\_\_

Date \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Vocabulary List:

1. **Admire (10)**—v. to look at with respect or approval
2. **Sinister (12)**—adj. evil or criminal
3. **Indifferent (12)**—adj. having no interest or sympathy
4. **Hideous (14)**—adj. ugly
5. **Repulsive (18)**—adj. disgusting and unpleasant
6. **Deformed (18)**—adj. not having a normal shape
7. **Blackmailer (24)**—n. one who forces another to do something
8. **Reveal (26)**—v. to show or make something known
9. **Incident (28)**—n. an event or occurrence
10. **Somber (31)**—adj. dull, gloomy
11. **Benefactor (32)**—n. a person who gives money to help another
12. **Uneasy (38)**—adj. feeling uncomfortable
13. **Vanish (44)**—v. disappear
14. **Defiance (50)**—n. acting against something or someone
15. **Unpleasant (52)**—adj. causing unhappiness
16. **Timid (52)**—adj. shy
17. **Loathing (54)**—adj. extreme dislike
18. **Wicked (58)**—adj. evil
19. **Conceal (60)**—v. to hide
20. **Calamity (60)**—n. an event causing great damage or disaster
21. **Distressed (66)**—adj. feeling worried, anxious, or pain
22. **Abominable (66)**—adj. very bad or unpleasant
23. **Justice (70)**—n. an act of fairness
24. **Urgent (73)**—adj. requiring immediate attention
25. **Short-tempered (78)**—v. quick to become angry
26. **Ransacked (92)**—v. to hurry through a place stealing things or causing great damage
27. **Reputation (104)**—n. the general beliefs others have about a person
28. **Enraged (114)**—adj. very angry
29. **Brutality (114)**—n. extreme physical violence
30. **Confidential (116)**—n. private
31. **Resemblance (118)**—n. looking similar
32. **Vicious (120)**—adj. deliberately cruel or violent
33. **Seclusion (123)**—n. hide away
34. **Permit (128)**—v. to agree or allow
35. **Despair (140)**—adj. feeling no hope
36. **Agitated (144)**—adj. feeling nervous or bothered
37. **Caution (148)**—v. to warn
38. **Impure (152)**—n. dirty, mixed with something foreign