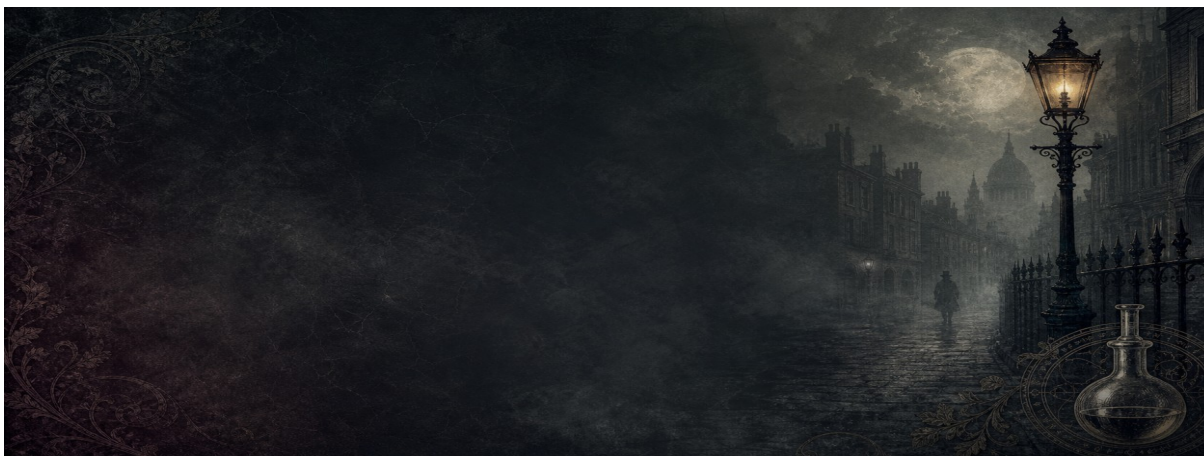




DR JEKYLL AND MR HYDE

A LIVING BOOK STUDY - LEARNING BOOKLET

Name: _____

TASKS: DAY 1

Week 1 - Chapter 1: Story of the Door

READ:

Chapter 1, Enfield's account of the man trampling a child, and the door he disappeared through.

NARRATION:

Why does Stevenson open the novella with Enfield's story, rather than introducing Jekyll or Hyde directly? What effect does this have?

CONTEXT / EXTENSION:

Discuss: what is strange about the door itself, before we even meet Hyde?

Your response:

TASKS: DAY 2

Week 1 - Chapter 2: Search for Mr Hyde

READ:

Chapter 2, Utterson's growing unease about Jekyll's will, and his first meeting with Hyde.

QUOTATION BANK:

Collect the physical description of Hyde in this chapter. What details are given, and what is deliberately left vague?

CONTEXT / EXTENSION:

Research Victorian physiognomy - the belief that character could be read from someone's appearance. Why might Stevenson be playing with this idea?

Your response:

TASKS: DAY 3

Week 1 - Chapter 3: Dr Jekyll Was Quite at Ease

READ:

Chapter 3, Jekyll's dinner party and his conversation with Utterson about Hyde.

NARRATION:

Contrast Jekyll's civilised dinner party with what we already suspect about Hyde.

CONTEXT / EXTENSION:

Discuss: why does Jekyll defend Hyde to Utterson without explaining why?

Your response:

TASKS: DAY 4

Week 1 - Chapter 4: The Carew Murder Case

READ:

Chapter 4, the murder of Sir Danvers Carew.

QUOTATION BANK:

Collect language Stevenson uses to describe the murder's violence.

GCSE EXAM SKILLS:

Plan a short response to: 'How does Stevenson present violence in this chapter?'

Your response:

TASKS: DAY 5

Week 2 - Chapter 5: Incident of the Letter

READ:

Chapter 5, Utterson finds the letter and suspects Jekyll of shielding Hyde.

DISCUSS:

Why does Utterson choose loyalty to Jekyll over reporting his suspicions to the police?

CONTEXT / EXTENSION:

Start a 'secrecy and reputation' notes page. Add to it as you read on.

Your response:

TASKS: DAY 6

Week 2 - Chapters 6-7

READ:

Chapter 6, Remarkable Incident of Dr Lanyon, and Chapter 7, Incident at the Window.

NARRATION:

What has changed about Jekyll by the window scene?

CONTEXT / EXTENSION:

Research Victorian debates about science versus religion (Darwin, evolution) and fears about where science might lead.

Your response:

TASKS: DAY 7

Week 2 - Chapter 8: The Last Night

READ:

Chapter 8, Poole's fear, and breaking down the laboratory door.

NARRATION:

How does Stevenson build suspense as Poole and Utterson break down the door? Look closely at sentence length and pacing.

GCSE EXAM SKILLS:

Plan a response to an extract from the door-breaking scene, focusing on how tension is built.

Your response:

TASKS: DAY 8

Week 2 - Response Day

READ:

No new reading - review Chapters 1-8.

COMPARE JEKYLL AND HYDE:

Draw a table with two columns. For each, note: appearance, behaviour, and how others react to them.

CONTEXT / EXTENSION:

Art: illustrate Hyde based on your quotation bank.

Your response:

TASKS: DAY 9

Week 3 - Chapter 9: Dr Lanyon's Narrative

READ:

Chapter 9, Lanyon witnesses the transformation.

NARRATION:

How does Stevenson use Lanyon's account, rather than a direct description, to build horror at this moment?

CONTEXT / EXTENSION:

Discuss: why might Stevenson reveal the transformation through a witness's letter, rather than showing it happen 'live' to the reader?

Your response:

TASKS: DAY 10

Week 3 - Chapter 10, first half

READ:

The opening of Chapter 10: Jekyll's early life and his theory of the divided self.

QUOTATION BANK:

'Man is not truly one, but truly two.' Explain what Stevenson is suggesting about human nature in your own words.

GCSE EXAM SKILLS:

Plan a response to: 'How does Stevenson present the idea of duality in the novella as a whole?'

Your response:

TASKS: DAY 11

Week 3 - Chapter 10, second half

READ:

The rest of Chapter 10: Jekyll's growing addiction to becoming Hyde, and the final transformation.

GCSE THEME:

Find evidence that Jekyll can no longer choose when he becomes Hyde. What does this suggest about addiction and loss of control?

CONTEXT / EXTENSION:

Discuss: is the ending a tragedy, a punishment, or something else?

Your response:

TASKS: DAY 12

Week 3 - Response Day

READ:

No new reading - review the whole novella.

STRUCTURE:

Why does Stevenson save the full explanation for the very last chapter? What effect does this have on a reader?

CONTEXT / EXTENSION:

Writing: rewrite the final page from Utterson's point of view, on discovering the truth.

Your response:

TASKS: DAY 13

Week 4 - Context

READ:

No new reading - research day.

CONTEXT:

Research Robert Louis Stevenson's life, the legend of Deacon Brodie, and the Gothic fiction tradition.

CONTEXT / EXTENSION:

Book of Centuries: record key dates for Stevenson's life and the novella's publication.

Your response:

TASKS: DAY 14

Week 4 - Theme: Duality

READ:

No new reading - theme review.

THEME TASK:

Collect evidence of doubles and opposites across the whole novella: two doors, two names, day and night, science and superstition, respectable street and slum street.

CONTEXT / EXTENSION:

Discuss: how does the setting itself reflect the theme of duality?

Your response:

TASKS: DAY 15

Week 4 - Exam Practice

READ:

No new reading - finish your quotation bank and character profiles first.

GCSE EXAM SKILLS:

Full timed practice: 'Starting with this extract, write about how Stevenson presents the idea that people have a hidden, darker side. Write about the extract, and about the novel as a whole.'

Your response:

QUOTATION BANK

Collect 8-10 key quotations as you read. For each, note the chapter, the technique Stevenson uses, the effect it creates, and a possible AO3 context link.

Quotation	Chapter	Technique	Effect	Context link

CHARACTER PROFILES

Dr Henry Jekyll

Key quotations, adjectives and role in the story:

Mr Edward Hyde

Key quotations, adjectives and role in the story:

Mr Gabriel Utterson

Key quotations, adjectives and role in the story:

Dr Hastie Lanyon

Key quotations, adjectives and role in the story:
