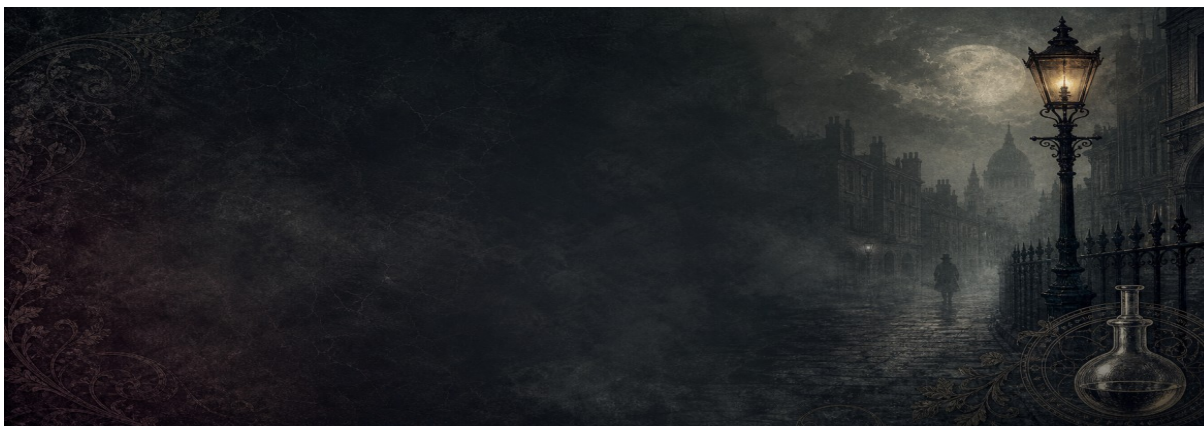




THE STRANGE CASE OF DR JEKYLL AND MR HYDE

by Robert Louis Stevenson

A Living Book Study for GCSE (Years 9-11), with a KS3 Introduction Tier

Welcome. This Living Book Study of Dr Jekyll and Mr Hyde is built around GCSE English Literature study - it is a current set text on several exam boards - with a core plan for Years 9-11, and a lighter introduction tier for Years 7-8 who want to meet the story earlier, before formal exam preparation begins.

In the Charlotte Mason tradition, we still keep the feast wide alongside exam skills: history, science, art and thoughtful conversation sit next to quotation banks and essay practice. Choose what fits your family and pace it to suit.

A few steady habits will support progress:

- For Years 7-8: focus on story, character and Victorian context - build familiarity, not exam technique yet.
- For Years 9-11: build a quotation bank from every chapter, and practise the three AQA-style Assessment Objectives - AO1 (response with references), AO2 (language/structure/form), AO3 (context).
- Little and often beats a last-minute cram: spread the reading and quotation collecting across the term, and save the final week for timed exam practice.

How to use this plan

- Follow the suggested 4-week medium-term plan, or dip into the subject activity map to build your own route.
- Print the accompanying Learning Booklet for chapter-by-chapter reading and response tasks.
- Use the Independent Study slides if a student is working through the plan on their own.
- This novella deals with violence, addiction and psychological breakdown as themes - read the KS3 tier notes below before starting with a younger child.

About the Text

First published in 1886, *The Strange Case of Dr Jekyll and Mr Hyde* is a short Gothic novella about a respectable London doctor, Henry Jekyll, who discovers a potion that separates the good and evil sides of his nature - releasing the violent, uninhibited Edward Hyde. Told largely through the eyes of the lawyer Mr Utterson, the story

withholds its central secret until the final chapter, Jekyll's own confession. It is widely studied at GCSE for its exploration of duality, reputation, science versus morality, and the tensions of Victorian respectability.

Text used: the 1886 first edition is out of copyright and freely available from Project Gutenberg and Standard Ebooks (see Helpful Websites, below). Any GCSE edition with the original ten chapters will work equally well, and many include useful footnotes on Victorian vocabulary.

Topics included: History (Victorian London, respectability and reputation, Robert Louis Stevenson's life), Science (Victorian chemistry, theories of the divided self, addiction), Geography (mapping the novella's London), Art (Gothic illustration), Drama, and GCSE exam skills (AO1-AO3, extract-based questions).

Years 7-8 Introduction Tier

Younger students can meet the story earlier through a graphic-novel or lightly abridged edition, focusing on mystery and character rather than exam analysis. Keep discussion of violence and addiction age-appropriate and led by your own judgement of the child.

Activity	Learning Areas	Description	Resources
Wanted poster for Mr Hyde	Art + Literacy	Using the vague, unsettling description Stevenson gives of Hyde, design a Victorian-style wanted poster for him.	Paper/card, pens, printed Victorian poster examples
Utterson the detective	Literacy + Logic	Follow Mr Utterson's investigation like a detective story. Keep a case notebook of clues, suspicions and questions as you read.	Notebook, pen
Two front doors	Art + DT	Design and draw Dr Jekyll's respectable front door, and the shabby door Mr Hyde uses at the back of the same building.	Paper, colouring materials
Victorian laboratory	Science + Art	Research what a real Victorian chemistry laboratory looked like, then draw Dr Jekyll's laboratory as you imagine it.	Pictures of Victorian labs, drawing materials
Two sides of me	PSHE + Art	Fold a piece of paper in half. On one side, draw/describe how you behave when you're at your best; on the other, when you're tired, cross or having a bad day. Discuss - do we all have a bit of Jekyll and Hyde in us?	Paper, pens

GCSE (Years 9-11) Subject Activity Map

Literacy / Exam Skills:

- Keep a quotation bank from every chapter: quotation, technique, effect, and a possible AO3 context link.
- Character profiles for Jekyll, Hyde, Utterson and Lanyon - build each with quotations, not just adjectives.
- Structure task: why does Stevenson tell this story through Utterson's investigation, and delay the truth until Jekyll's own confession in the final chapter?
- Practise an AQA-style extract question: 'Starting with this extract, write about how Stevenson presents [duality / secrecy / violence]. Write about how it is presented in the extract, and in the rest of the novel.'
- Compare Jekyll and Hyde to another duality/transformation story you know - modern or classic.

History / Context:

- Research Victorian respectability and reputation - why do Utterson and Enfield agree never to discuss what they've seen?
- Research Robert Louis Stevenson's life and the legend of Deacon Brodie, a respectable Edinburgh council member by day and burglar by night, said to have inspired the story.
- Research Victorian London: gas lighting, fog, the contrast between respectable squares and slum streets - link to the novella's settings.
- Record key dates (Stevenson's life, publication, Victoria's reign) in your Book of Centuries.

Science:

- Research real Victorian chemistry and what was and wasn't understood about the mind at the time.
- Discuss Jekyll's potion as fiction - what does the novella suggest about science overreaching its limits ('playing God')?
- Explore the novella as an allegory for addiction: Jekyll's loss of control over his transformations mirrors descriptions of addiction. Discuss what evidence supports this reading.

Geography:

- Map the London locations in the novella - contrast Jekyll's respectable square with the Soho street where Hyde lives.
- Discuss what the geography of the story tells us about Victorian ideas of respectable versus disreputable areas.

Art:

- Illustrate Mr Hyde as Stevenson deliberately describes him - unsettling, but hard to pin down exactly why.
- Design a Gothic book cover for the novella, choosing imagery that hints at its central twist without revealing it.

Drama / Performance:

- Read Utterson and Enfield's opening conversation aloud as a two-person scene.
- Perform the breaking down of the laboratory door in Chapter 8, building tension through pace and pause.

GCSE Exam Skills:

- AO1: write a response using precise textual references (not just quotations).
- AO2: analyse Stevenson's use of language, structure and form - e.g. Gothic conventions, withheld information, first-person confession in the final chapter.
- AO3: explain how Victorian context (science, religion, respectability) shapes the novella's meaning.
- Full timed practice essay in the final week, using your quotation bank.

Possible Medium-Term Plan (4 Weeks)

Chapters: 1 Story of the Door | 2 Search for Mr Hyde | 3 Dr Jekyll Was Quite at Ease | 4 The Carew Murder Case | 5 Incident of the Letter | 6 Remarkable Incident of Dr Lanyon | 7 Incident at the Window | 8 The Last Night | 9 Dr Lanyon's Narrative | 10 Henry Jekyll's Full Statement of the Case

Week 1 - Chapters 1-4

Day	Read	Core Task	Extension / Cross-curricular
Day 1	Ch 1: Story of the Door.	Narration: how does Stevenson build mystery by opening with Enfield's story rather than Jekyll's?	Discuss: what is strange about the door itself, before we even meet Hyde?
Day 2	Ch 2: Search for Mr Hyde.	Quotation bank: collect the physical description of Hyde. What details are given, and what is left vague?	Context: research Victorian physiognomy - the belief you could read character from appearance.
Day 3	Ch 3: Dr Jekyll Was Quite at Ease.	Narration: contrast Jekyll's civilised dinner party with what we already suspect about Hyde.	Discuss: why does Jekyll defend Hyde to Utterson without explaining why?
Day 4	Ch 4: The Carew Murder Case.	Quotation bank: collect language Stevenson uses to describe the murder's violence.	GCSE: plan a short response to: 'How does Stevenson present violence in this chapter?'

Week 2 - Chapters 5-8

Day	Read	Core Task	Extension / Cross-curricular
Day 5	Ch 5: Incident of the Letter.	Discuss: why does Utterson choose loyalty to Jekyll over reporting his suspicions to the police?	Theme: begin a 'secrecy and reputation' notes page - add to it as you read on.
Day 6	Ch 6-7: Remarkable Incident of Dr Lanyon / Incident at the Window.	Context: research Victorian debates about science versus religion (Darwin, evolution) and fears about where science might lead.	Narration: what has changed about Jekyll by the window scene?
Day 7	Ch 8: The Last Night.	Narration: how does Stevenson build suspense as Poole and Utterson break down the door? Look at sentence length and pacing.	GCSE: plan a response to an extract from the door-breaking scene, focusing on tension.
Day 8	Response day.	Compare Jekyll and Hyde in a table: appearance,	Art: illustrate Hyde based on your quotation bank.

		behaviour, others' reactions, and how each is described by the narration.	
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Week 3 - Chapters 9-10

Day	Read	Core Task	Extension / Cross-curricular
Day 9	Ch 9: Dr Lanyon's Narrative.	Narration: how does Stevenson use Lanyon's account, rather than a direct description, to build horror at the transformation?	Discuss: why might Stevenson choose to reveal the transformation through a witness's letter rather than showing it happen 'live'?
Day 10	Ch 10 (first half): Henry Jekyll's Full Statement of the Case.	Quotation bank: 'man is not truly one, but truly two.' Explain what Stevenson is suggesting about human nature.	GCSE: plan a response to: 'How does Stevenson present the idea of duality in the novella as a whole?'
Day 11	Ch 10 (second half): the growing addiction to becoming Hyde, and the final transformation.	GCSE: theme of addiction/loss of control - find evidence that Jekyll can no longer choose when he becomes Hyde.	Discuss: is the ending a tragedy, a punishment, or something else?
Day 12	Response day.	Structure task: why does Stevenson save the full explanation for the very last chapter? What effect does this have on a reader?	Writing: rewrite the final page from Utterson's point of view, on discovering the truth.

Week 4 - Context, themes and exam practice

Day	Read	Core Task	Extension / Cross-curricular
Day 13	Context deep-dive.	Research Robert Louis Stevenson's life, the legend of Deacon Brodie, and the Gothic fiction tradition (compare briefly to Frankenstein or Dracula).	Book of Centuries: record key dates.
Day 14	Theme: Duality.	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.	Discuss: how does the setting itself reflect the theme of duality?
Day 15	Exam practice.	Finish your quotation bank and character profiles.	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.'
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Helpful Websites

- Full text (free, out of copyright): Project Gutenberg - www.gutenberg.org/ebooks/43 and Standard Ebooks - standardebooks.org
- Robert Louis Stevenson's life: Writers' Museum, Edinburgh - www.edinburghmuseums.org.uk/venue/writers-museum
- Deacon Brodie legend: Historic Environment Scotland - www.historicenvironment.scot
- Victorian London and respectability: The Victorian Web - www.victorianweb.org
- GCSE exam board specifications and sample assessment materials: check your exam board's website for current Assessment Objectives and past extract questions

Glossary

- English Journal: a notebook where thoughts, quotations and images are kept while reading a novel. Use the printable Learning Booklet, or a plain notebook.
- Book of Centuries: a timeline book, in the Charlotte Mason tradition, where children record historical figures and dates as they meet them.
- Duality: the state of having two parts or sides, often opposite - a central theme of this novella.
- Gothic fiction: a genre blending horror, mystery and romance, often featuring dark settings, the supernatural, and hidden secrets.
- AO1 / AO2 / AO3: GCSE English Literature Assessment Objectives - responding with references (AO1), analysing language/structure/form (AO2), and explaining context (AO3).

Other Living Book Studies in the Series

- Alice's Adventures in Wonderland by Lewis Carroll (Year 5-7)
- A Christmas Carol by Charles Dickens (Year 7-9, GCSE extension)
- The Wind in the Willows by Kenneth Grahame
- The Jungle Book by Rudyard Kipling
- Treasure Island by Robert Louis Stevenson