

# STUDY GUIDE



Saddleback's *Illustrated Classics*<sup>™</sup>  
**DR. JEKYLL AND MR. HYDE**  
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## NOTES TO THE TEACHER

### **SADDLEBACK'S ILLUSTRATED CLASSICS<sup>™</sup> SERIES**

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

### **THE REPRODUCIBLE EXERCISES**

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

## **DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES**

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
  - Write a paragraph about your favorite character.
  - Do Internet research on the author or the story’s setting.
  - Write a three-paragraph book report.
  - Use the vocabulary words as the basis for a spelling test.
  - Have students rewrite lines of dialogue in their own words.
  - Ask students to write a new title for the book.



DR. JEKYLL AND MR. HYDE  
**PREVIEWING THE STORY**

What's the story about? Read the summary before answering the questions.  
 Hint: There are no right or wrong answers. Use your imagination!



*Dr. Jekyll and Mr. Hyde is the story of a respectable man who makes a terrible discovery. To prove his idea that everyone has two selves—one good, one evil—he creates a drug that releases his “other self.” The good Henry Jekyll actually turns into the evil Edward Hyde! What*

*happens as a result? Do you think the doctor is pleased with his successful experiment? As you read you will see that Jekyll’s secret identity brings him nothing but trouble.*

1. Do you think that there are some scientific experiments that are just *too* dangerous to try? Or, to put it another way, do you believe that scientists *should* do everything they *can* do? Explain why or why not.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. In the story, Dr. Jekyll’s friends get worried as they see odd changes in his behavior. Have you ever been worried about a troubled friend? Do you think it’s possible to help someone who doesn’t *want* to be helped? Explain your reasoning.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. *Dr. Jekyll and Mr. Hyde* was published in 1886. Truly amazing scientific advancement has been made since then. If you were an author writing today, what bold, perhaps unbelievable, scientific experiment might *you* write about?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Throughout the story, Jekyll makes a lot of effort to conceal the identity of Edward Hyde. How hard would it be to keep someone’s identity a secret? Give two ideas of how this might be done.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Do you believe that cruel, violent people should be punished with the same cruelty and violence they showed to others? Explain why or why not.  
 \_\_\_\_\_  
 \_\_\_\_\_



DR. JEKYLL AND MR. HYDE  
**ABOUT THE AUTHOR**

**A.** Read about the author's life on the page before the story starts. After reviewing what you have read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. \_\_\_\_\_ Robert Louis Stevenson was born in London, England, in 1850.
2. \_\_\_\_\_ Orphaned as a baby, Stevenson was raised by an older cousin.
3. \_\_\_\_\_ As a religious man, Stevenson was interested in a person's struggle between good and evil.
4. \_\_\_\_\_ *Treasure Island*, Stevenson's famous pirate story, was his first successful book.
5. \_\_\_\_\_ Stevenson wrote *The Master of Ballantrae* before he wrote *A Child's Garden of Verses*.
6. \_\_\_\_\_ Stevenson died of apoplexy, which is an old-fashioned name for a stroke.
7. \_\_\_\_\_ The novel *Kidnapped* is considered to be Stevenson's finest work.
8. \_\_\_\_\_ Stevenson read widely and often borrowed ideas from other authors.
9. \_\_\_\_\_ Stevenson studied to become a lawyer, but left law school to write full-time.
10. \_\_\_\_\_ Native South Sea islanders came to call Stevenson "the teller of tales."

**B.** Circle a letter to show the meaning of the **boldface** word in each sentence.

1. A person described as **industrious** is
  - a. businesslike.
  - b. hard working.
  - c. talented.
2. **Psychology** is the science that studies
  - a. the mind and the ways people think and act.
  - b. how fortune tellers and psychics work.
  - c. psychologists and psychiatrists.
3. Literary **critics**
  - a. disapprove of lengthy books.
  - b. edit the work of authors.
  - c. write their judgments about books.



## DR. JEKYLL AND MR. HYDE

**INTERPRETING VISUAL CLUES**

The drawings in an illustrated novel can give you as much information as the words. Pictures not only show what characters are doing, but also how they are feeling.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 13—top of page.** Study the items on Mr. Utterson's desk. Which two items show you that the story took place more than 100 years ago?
  - a. the laptop and the laser printer
  - b. the candle and the quill pen
  - c. the paper and the blotter
2. **Page 17—top of page.** This illustration shows Dr. Jekyll hard at work. Exactly where do you think he is working? Notice the details.
  - a. at the hospital
  - b. in his office
  - c. in his laboratory
3. **Page 21—bottom of page.** Study the picture of the accident scene. By the expressions on the two men's faces you can tell that Enfield is angry and Hyde is
  - a. startled.
  - b. grief-stricken.
  - c. glad to see Enfield.
4. **Page 25—top righthand side.** In this picture, Utterson has just taken Jekyll's will out of his safe. Look closely at the will. What detail makes it different from a will a lawyer would prepare today?
  - a. It's printed on white paper.
  - b. It's written by hand.
  - c. It's folded like a letter.
5. **Page 31—bottom of page.** This picture shows Utterson waiting for Jekyll. What details in the drawing show old-fashioned sources of heat and light?
  - a. the fireplace and the gas lamp
  - b. the mantel and the clock
  - c. the mirror and the chair
6. **Page 39—top half of page.** This composite illustration is made up of several drawings. The artist has clustered these drawings together to
  - a. save space and add drama.
  - b. create a parade of dangerous men.
  - c. show the transformation from Jekyll to Hyde.
7. **Page 12—bottom of page.** Look closely at the two men and read each man's words. Why doesn't Hyde seem angry about Poole's unflattering description of him?
  - a. Hyde knows that Poole is just kidding.
  - b. Poole isn't saying it out loud.
  - c. Hyde is proud of being ugly.