

# Dr. Jekyll and Mr. Hyde

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy I Honors**  
Time Period: **May**  
Length: **2-3 weeks**  
Status: **Published**

## Unit Overview

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Students will explore the concept of the duality of human nature and Sigmund Freud's theory of personality.

## Transfer

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Students will be able to independently use their knowledge to...

- Explain which characters represent the different parts of the personality citing textual evidence
- Explain Dr. Jekyll's Promethian ambition
- Comprehend the text

## Meaning

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## Understandings

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Students will understand...

- \* moral values in Victorian Era England
- \* Freud's theory of personality and how it applies to the novel
- \* how the story of Prometheus is related to the idea of Promethean ambition
- \* the basic plot of the novel
- \* how knowledge of word parts helps to decode meanings of new words

## **Essential Questions**

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Students will consider....

- \* Are human beings inherently good or bad?
- \* Is it possible for a person to be entirely good or entirely bad?
- \* How do the moral standards of society affect our behavior?
- \* Is reputation more important than personal satisfaction?

## **Application of Knowledge and Skill**

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Students will know...

- \* what the id, ego, and superego do at each stage of Freud's theory of personality
- \* the Greek myth of Prometheus
- \* the Greek myth of Damon and Pythias
- \* plot elements
- \* how and why Dr. Jekyll transforms into Mr. Hyde
- \* the meanings of the names Jekyll and Hyde
- \* society of Victorian Era England

Students will be skilled at...

- \* reading and comprehending the novel
- \* identifying and explaining elements of the parts of the personality
- \* analyzing allegorical aspects of the novel

## **Academic Vocabulary**

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- \* Id
- \* Ego
- \* Superego

- \* Promethean Ambition
- \* Troglodytic
- \* Multifarious
- \* Frame Story
- \* Allegory

## **Learning Goal 1**

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Students will be able to define and explain the parts of Freud's theory of personality and explain which characters in the novel represent each part of the personality, citing textual evidence.

## **Target 1- Levels 1 and 2**

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SWBAT:

- \*Take notes on Freud's theory of personality
- \* List the parts of the personality
- \* Recall the elements of each part of the personality

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the

	audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## Target 2- Levels 3 and 4

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### SWBAT:

\* Use textual evidence in an essay to explain which characters represent the different parts of the personality

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## Learning Goal 2

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Students will be able to explain how the story of Prometheus relates to Dr. Jekyll's Promethean ambition.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## **Targets- Levels 3 and 4**

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### **SWBAT:**

- \* Independently read and comprehend the story of Prometheus
- \* Compare and contrast the consequences of Prometheus' actions to those of Dr. Jekyll's

## **Learning Goal 3**

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Students will be able to analyze the development and progression of a theme throughout the course of the novel and how characters help to portray the theme.

## Targets- Levels 3 and 4

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### SWBAT:

- \* develop and support their opinions about statements related to the novel before reading
- \* compare and contrast the characters Dr. Jekyll and Mr. Hyde

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## Learning Goal 4

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Students will be able to use knowledge of word parts to define unfamiliar words.

## Target 1- Levels 3 and 4

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### SWBAT:

- \* use a list of Latin prefixes, root words, and suffixes to define words from the novel

LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
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	based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Learning Goal 5

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Students will be able to compare and contrast *Dr. Jekyll and Mr. Hyde* to the film, *The Nutty Professor*.

## Targets- Level 1, 2, 3, and 4

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SWBAT:

\* Demonstrate comprehension of the plot of *The Nutty Professor*

\* Explain the similarities and differences between the plots, characters, and conflicts between *The Nutty Professor* and *Dr. Jekyll and Mr. Hyde*.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

## Summative Assessment

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\* Reading check quizzes

\* Unit Test

## **21st Century Life and Careers Standards**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **Formative Assessment and Performance Opportunities**

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- \* class discussions
- \* cloze procedure
- \* anticipation guide

\* Magic Latin Squares

\* Problem Solving with the Potion

## **Accommodations/Modifications**

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- Collaborative learning opportunities
- Extended time per 504 and IEP
- Frequent comprehension checks
- Graphic organizers
- Redirect on task
- Review sheet for unit test
- Reword and clarify as necessary
- Sparknotes

## **Interdisciplinary Connections**

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- Read and discuss article on Societal Norms of Victorian Era England
- Take notes on and discuss Freud's Theory of Personality

## **Unit Resources**

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- Cloze Procedure
- Jekyll and Hyde Notes
- Unit Test