**CCS Summer Reading 2025**

**English IV**

Required Reading: *The Strange Case of Dr. Jekyll and Mr. Hyde* byRobert Louis Stevenson

**About Summer Reading**

Students entering 12th grade are required to read the novel selected by the CCS English Department. This text will serve as part of the curriculum for the beginning of the school year. After reading the novel, students must prepare the assignment described below and **submit the assignment through Google Classroom by 11:59 PM on Monday August 11th**. These questions will count as the **very first quiz grade** in English class, and if it is not submitted online by the deadline, it will receive a grade of zero (0). **No late assignments will be accepted.**

Log into the class with the following credentials:

[**https://classroom.google.com/c/NzgzNjQ4MzYyMTIz?cjc=242qdsc5**](https://classroom.google.com/c/NzgzNjQ4MzYyMTIz?cjc=242qdsc5)

**Class code:** 242qdsc5

Students must also be prepared to take an in-class assessment on *Dr. Jekyll and Mr. Hyde* on Augus 11th in class*.* This will serve as their first official test grade in English class.

**Additionally, as rising seniors, you will be required to write your college essay. Please be on the lookout for an email from Mrs. Balsam with all of the instructions.**

**Assignment Overview**

All students must read the novel in its entirety and make **personal annotations** throughout the text. These annotations should include:

* Reactions and personal insights
* Analysis of themes, motifs, and symbolism
* Character development observations
* Questions that arise as you read
* Significant passages and quotations

**Question Format:** In a new Word or Google document, type each question number followed by the full question and your complete answer. Be sure to leave a blank line between each question for clarity and organization. **Use textual evidence to support your answers.**

**The completed guided reading questions must be submitted through Google Classroom by the stated deadline.**

**Assessment Schedule**

* **During the first full week of school:** *Dr. Jekyll and Mr. Hyde* will be discussed in class with written and group-based assessments.

**A Note on Academic Integrity at CCS**

A student’s homework and in-class work fulfill the instructor’s intentions in a specific class:

1. Individual assignments must be represented by individual work. There are to be no “study groups” for this type of assignment.
2. In no case is direct copying allowed.

Academic integrity is **VITAL**. Plagiarism of any kind will not be tolerated and will result in a zero on the assignment. Plagiarism is defined as presenting the work **or** ideas of another as one’s own. This includes:

1. Direct copying of another person’s (living or dead) work;
2. Using any portion of another person’s material or ideas **without proper documentation** (i.e. internal citation/parenthetical documentation and Works Cited)
3. Paraphrasing another person’s original material **without proper documentation**

**Be prepared to bring your annotated book on the first day of school and to participate in meaningful discussion and assessments.**

***The Strange Case of Dr. Jekyll and Mr. Hyde* – Guided Reading Questions**

**Chapters 1–3**

1. How does Stevenson use Mr. Utterson’s point of view to build suspense and mystery in the opening chapters?
2. What role does the setting (fog, dark streets, etc.) play in establishing tone and foreshadowing themes?
3. How is Hyde described physically and emotionally? Why is his appearance so disturbing to others?
4. What might the will and Utterson’s reaction to it suggest about societal expectations and legal control?

**Chapters 4–6**

1. How does the murder of Sir Danvers Carew complicate Utterson’s moral dilemma? How does this event shift the tone of the novella?
2. What are the symbolic meanings of locked doors, especially in Jekyll’s home?
3. How does Stevenson use Mr. Lanyon’s character as a contrast to Jekyll? What does Lanyon’s decline suggest about the nature of truth?

**Chapters 7–10**

1. How does the narrative structure (letters, testimonies, and third-person narration) affect the reader’s understanding of the plot?
2. How does Jekyll explain his desire to separate his two selves? Do you think he views Hyde as truly separate or an extension of himself?
3. What moral or philosophical warning does Stevenson seem to issue through the conclusion of Jekyll’s confession?
4. How does the story reflect Victorian anxieties about science, morality, and human duality?
5. Is Jekyll’s final act (suicide) an escape, a punishment, or a final attempt at control? Explain your reasoning.

**Guided Reading Questions Rubric**

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| --- | --- | --- | --- | --- |
| **Category** | **Exceeds Expectations (10 pts)** | **Meets Expectations (8–9 pts)** | **Approaching Expectations (6–7 pts)** | **Below Expectations (0–5 pts)** |
| **Completion** | All questions are thoroughly answered; none are missing. | All questions are answered, with minor detail omissions. | Most questions are answered, but some are incomplete or overly brief. | Several questions are missing or mostly incomplete. |
| **Depth of Analysis** | Responses show thoughtful interpretation, strong insight, and original reflection. | Responses show adequate understanding and some analysis. | Responses are mostly surface-level with limited analysis or insight. | Responses are vague, overly simplistic, or show minimal understanding of the text. |
| **Textual Support** | Specific examples or quotes from the text are effectively incorporated when appropriate. | Occasional textual references are included to support points. | Few or no quotes/examples are included; general references are made without detail. | No textual evidence is provided to support responses. |
| **Organization & Format** | Answers are clearly labeled, well-spaced, and consistently follow the required format. | Formatting is mostly clear; questions and answers are numbered and spaced appropriately. | Formatting is inconsistent; may lack spacing or clarity between questions. | Disorganized format makes it difficult to follow or assess answers. |
| **Grammar & Conventions** | Responses are free of grammatical and spelling errors; writing is polished and academic in tone. | Minor grammatical or spelling errors are present but do not interfere with meaning. | Several errors in grammar or spelling occasionally interfere with clarity. | Frequent errors make responses difficult to understand. |

**Total Points Possible: 50**