
Honors English II K

Curriculum Guide

Scranton School District

Scranton, PA

Scranton School District
Curriculum Guide

Honors English II K

Prerequisites:

- Successful completion of Honors English I
- Be in compliance with the [SSD Honors and AP Criteria Policy](#)

This course is similar to English II K, but the analytical depth and rigor of the class is more intense. Students focus on various genres of literature with strong cultural references. The class also has a heavy emphasis on poetry analysis. Through the readings, students develop their analytical and evaluative skills in alignment with Pennsylvania Standards as well as post-secondary requirements

**Scranton School District
Curriculum Guide**

Year-at-a-glance

Subject: Honors English II K	Grade Level: 10th	Date Completed: 3/8/2017
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1st Quarter

Topic	Resources	Standards
Short Story Review-Literal/Figurative Analysis	<i>The Language of Literature</i> Textbook	CC.1.3.9-10.A-K CC1.2.9-10. J-K CC.1.4.9-10.A-L CC.1.4.9-10R-T CC.1.4.9-10.V CC. 1.5.9-10.F CC.1.5.9-10.C,D
Grammar Review- Sentence Structure	Warriner’s Grammar/Supplemental worksheets	CC.1.4.9-10.F CC1.5.9-10.A-D
Non-Fiction Analysis	<i>The Language of Literature</i> Textbook Selected Speeches- handouts	CC.1.2.9-10.A-L CC.1.4.9-10.A-F CC.1.4.9-10. G-I CC1.5.9-10.A-D
Essay Writing	<i>The Language of Literature</i> Textbook	CC.1.2.9-10.A-L CC.1.4.9-10.A-F CC.1.4.9-10. G-I CC1.5.9-10.A-D
<i>I Know Why The Caged Bird Sings</i>	<i>I Know Why the Caged Bird Sings</i> by Maya Angelou	CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D

**Scranton School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
<i>I Know Why The Caged Bird Sings</i> (Continued)	<i>I Know Why the Caged Bird Sings</i> by Maya Angelou	CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D
Poetry Terms	<i>The Language of Literature</i> Textbook	CC.1.2.9-10.K CC.1.2.9-10.G
Lyrical , Narrative, and Dramatic Poetry Analysis Paired Poetry Analysis	<i>The Language of Literature</i> Textbook Selected Poems-handouts	CC.1.2.9-10.K CC.1.2.9-10.G CC1.3.9-10.A-B CC1.3.9-10.D CC1.3.9-10.F CC1.3.9-10.I-K CC1.5.9-10.A CC1.5.9-10.G
Intro to the Renaissance Theatre- Non-fiction	<i>The Language of Literature</i> Textbook	CC.1.2.9-10.A-L CC.1.2.9-10.K
"Life of Caesar"- Non-fiction	<i>Adventures in Appreciation</i>	CC.1.2.9-10.A-L CC.1.2.9-10.K

**Scranton School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Shakespeare	<i>The Language of Literature</i> Textbook	CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D
The Things They Carried	<i>The Things They Carried</i> by Tim O'Brien novel	CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D
Analytical Essay	Internet Corresponding literature	CC.1.4.9-20.A-F CC.1.4.9-10.S-X
<i>Night</i> excerpt	<i>The Language of Literature</i> Textbook	CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D
Eli Wiesel Nobel Acceptance Speech	<i>The Language of Literature</i> Textbook	CC.1.2.9-10. A-L CC.1.5.9-10.A,B,D,E
Keystone Review	Fine Line Keystone Review Books PDE Released Items	CC.1.2.9-10.A-I CC.1.3.9-10.A-K CC.1.4.9-10.A-L CC.1.4.9-10.S-T

**Scranton School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Arthurian Legend	<i>The Language of Literature</i> Textbook <i>Idylls of the King</i> by Alfred Lord Tennyson	CC.1.2.9-10.A-I CC.1.2.9-10.J, K,L CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.S-X CC.1.5.9-10.A-G
1984 by George Orwell	<i>1984</i> by George Orwell	CC.1.2.9-10.A-I CC.1.2.9-10.J, K,L CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.S-X CC.1.5.9-10.A-G
Cumulative Comparative Essay	<i>The Language of Literature</i> Textbook All novels and notes	CC.1.4.9-10.A-L CC.1.4.9-10.S-X
Final Exam Review	<i>The Language of Literature</i> Textbook All novels and notes	CC.1.2.9-10.A-L CC.1.3.9-10.A-K CC.1.4.9-10.A-L CC.1.4.9-10.S-X CC.1.5.9-10.A-G

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Quarter 1 Analytical Reading: Assigned novel during the summer or first days of school. Options: The Strange Case of Dr. Jekyll and Mr. Hyde; “Harrison Bergeron”; A Raisin in the Sun “The Masque of the Red Death”</p>	<p>CC.1.3.9-10.A-K CC1.2.9-10. J-K CC.1.4.9-10.A-L CC.1.4.9-10.R-T CC.1.4.9-10.V CC. 1.5.9-10.F CC.1.5.9-10.C,D</p>	<p>Plot elements:</p> <ul style="list-style-type: none"> • Setting • Complication • Rising action • Climax • Resolution • conclusion • Characterization/direct vs indirect • Tone • Theme • Point of view • Symbolism • Satire • Irony • allusion • Metaphors • Juxtaposition • Suspense • Gothic Literature (Jekyll) <p>Vocabulary from Text: See attachments</p>	<p>Selected novel, short story or play.</p> <p>Vocabulary sheets based on the selected work (see attached)</p> <p>Keystone Glossary of Key Terms</p> <p>Student generated plot outlines Class discussion Small group work/panel discussion Student written responses.</p> <p>Various media/video</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core aligned formative and summative assessments.</p> <p>Analytical short answer (1-3 paragraphs) and essay responses (5 paragraphs)</p> <p>Keystone Expository Rubric</p>	<p>5 days</p>

**Scranton School District
Curriculum Guide**

<p>Essay/Non-Fiction Unit Expository –analysis</p>	<p>CC.1.2.9-10.A-L CC.1.4.9-10.A-F CC.1.4.9-10. G-N CC.1.4.9-10.W CC1.5.9-10.A-D</p>	<ul style="list-style-type: none"> • Expository • Persuasive/argumentative • Narrative • Descriptive • Purposes of writing • Thesis • Hook • Topic sentence • Valid support • Unity • Coherency • Transitions • Conclusion • Structure of the essay • Author’s purpose • Tone • Diction • Connotation • Denotation • Formal, • Informal • Colloquial • Eulogy <p>Literary Devices: metaphor, simile, irony personification, imagery, satire and symbolism.</p>	<p>The Language of Literature McDougal (2006)</p> <p>Keystone Glossary of Key Terms</p> <p>Selected Published Essays/Speeches:</p> <p>“Digital vs Dial”-expository “Through a One-Way Mirror”-expository “from the Death of Socrates”-narrative “A Eulogy for Princess Diana”-expository (optional)</p> <p>Selected articles and US Seminal documents/speeches</p> <p>SOAP analysis sheet (see attached) Literary term sheet (students identify definitions) Vocabulary in context Class discussion Small group analysis Study guide Annotation Video clips</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p> <p>Analytical short answer: TDA (1-3 paragraphs).</p> <p>Keystone Literature Response Rubric</p>	<p>12 days</p>
<p>Grammar Review</p>		<p>Run- on sentence/fragment Comma splice Semicolon usage Verb consistency</p>	<p>Teacher modeling Editing Practice exercises</p>	<p>In conjunction with short answer response above Worksheets</p>	<p>5 days</p>

**Scranton School District
Curriculum Guide**

<p>Non-Fiction Unit Persuasive Analysis</p>	<p>CC.1.2.9-10A-L CC.1.4.9-10A-F CC.1.4.9-10 G-J CC.1.4.9-10.V,W CC1.5.9-10A-D</p>	<p>Purposes of Writing Propaganda techniques</p> <ul style="list-style-type: none"> • Name-calling • Bandwagon • Red herring • Emotional appeal • Testimonial • Repetition • Generalization/stereotyping • Circular argument • Logical appeal • Thesis • Hook • Topic sentence • Valid support • Unity • Coherency • Transitions • Conclusion • Structure of the essay • Author’s purpose • Claim/counter claim • Tone • Diction, connotation, denotation • Formal, informal, colloquial <p>Rhetorical Devices: Ethos, logos, pathos, rhetorical questions, repetition Literary Techniques: allusion, metaphor, simile, personification, imagery, satire and symbolism.</p>	<p>Advertisements</p> <p>Keystone Glossary of Key Terms</p> <p>“I Have a Dream”</p> <p>“A Eulogy for Martin Luther King”</p> <p>“the Gettysburg Address”-</p> <p>SOAP analysis sheet (see attached)</p> <p>Literary term sheet (students identify definitions)</p> <p>Vocabulary in context</p> <p>Annotation</p> <p>Class discussion</p> <p>Small group analysis</p> <p>Study guide</p> <p>Video clips</p> <p>Professional models of essays</p> <p>Teacher modeled essays</p> <p>Student generated writing</p> <p>Peer editing</p> <p>Worksheets/modeling</p>	<p>Annotation</p> <p>Outline propaganda techniques in an advertisement</p> <p>Core aligned formative and summative assessments.</p> <p>Written response: compare two essays based on the SOAPS analysis focusing on author’s purpose and tone.</p> <p>Keystone Expository Rubric</p> <p>“ A Letter From the Birmingham Jail” authentic assessment</p>	<p>8 days</p>
<p>Grammar Review</p>	<p>CC.1.4.9-10.F</p>	<ul style="list-style-type: none"> • Parallel structure • Verb consistency 			<p>3 days</p>

**Scranton School District
Curriculum Guide**

<p>Essay Writing Persuasive Writing Assignment</p>	<p>CC.1.2.9-10.A-L CC.1.4.9-10.A-F CC.1.4.9-10. G-I CC.1.4.9-10.S CC.1.4.9-10.W</p>	<ul style="list-style-type: none"> • Thesis • Claim/counter claim • Support • Citation (MLA) • Hook • Topic sentence • Sentence variety • Unity • Coherency • Transitions • Plagiarism (MLA citation) <p>Rhetorical Devices: Ethos, logos, pathos, rhetorical questions, repetition, parallel structure</p>	<p>Professional models of essays Teacher modeled essays Student generated writing</p> <p>Keystone Glossary of Key Terms</p> <p>MLA 7th edition handout Plagiarism explained- Academic Integrity Policy</p> <p>EasyBib.com Citation generators Transitions sheets Colored highlighters Peer editing</p> <p>Political Cartoon</p> <p>Editing</p>	<p>MLA documentation</p> <p>Persuasion/argument essay (min of 5 paragraphs)</p> <p>Citations (MLA) Works Cited Page</p> <p>Keystone Persuasive Rubric</p>	<p>8 days</p> <p>3 days</p>
<p>Grammar Review</p>					

Scranton School District
Curriculum Guide

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 1 and Quarter 2 Non- Fiction Unit <i>I Know Why the Caged Bird Sings</i>	CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.K CC.1.4.8-10.O CC.1.4.9-10.T-X CC.1.5.9-10.A-D	Autobiography/memoir <ul style="list-style-type: none"> • Audience • Great Depression • Prohibition • Segregation • WWII • Civil Rights Movement • Author’s purpose • Tone (changes) • Point of view • Characterization (direct/indirect) • Imagery • Simile • Metaphor • Colloquial terms • Bias/Bigotry • Irony 	<i>I Know Why the Caged Bird Sings</i> by Maya Angelou Vocabulary to accompany the novel- see attached Keystone Glossary of Key Terms Teacher notes Study guide Class discussion Evocative language sheet Power point Video clips	Teacher prepared tests, quizzes and assessments Core Aligned formative and summative assessments. Analytical short answer: TDA (1-3 paragraphs) Keystone Literature Response Rubric Expository essay (5 paragraph min) Keystone Expository Rubric	15 days 5 days
		Grammar/Writing Review	CC.1.4.9-10.B CC.1.4.9-10.F	<ul style="list-style-type: none"> • Thesis • Topic sentence • Unity • Verb Consistency 	Red line editing

**Scranton School District
Curriculum Guide**

<p>Poetry Unit Poetry terms</p>	<p>CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.J CC.1.2.9-10.K</p>	<ul style="list-style-type: none"> • Alliteration • Allusion • antithesis • Assonance • Audience • Author’s perspective • Ballad • Blank verse • Characterization • Chorus/refrain • Conceit • Consonance • Diction • Free verse • Hyperbole • Imagery • Irony • Metaphor • Meter • Mood • Onomatopoeia • Paradox • Personification • Stanza • Rhyme • Rhythm • Satire • Simile • Sonnet • Stereotype • Symbol • Theme • Tone 	<p>Poetry term sheet</p> <p><i>The Language of Literature</i> textbook</p> <p>Keystone Glossary of Key Terms</p> <p>Literary Term Dictionary</p>	<p>Completed study guide with terms</p>	<p>2 days</p>
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**Scranton School District
Curriculum Guide**

<p>Lyric Poetry Selection of poems: “Birches” by Frost</p> <p>“Tell all the Truth but tell it slant-“ by Dickinson</p> <p>“We Grow Accustomed to the Dark by Emily Dickinson</p> <p>“Piano” by Lawrence</p>	<p>CC.1.2.9-10.K CC.1.2.9-10.G CC1.3.9-10.A-B CC1.3.9-10.D CC1.3.9-10.F CC1.3.9-10.I-K CC1.5.9-10.A CC1.5.9-10.G</p>	<p>Types of poetry: Lyric, narrative, dramatic</p> <ul style="list-style-type: none"> • Similes • Metaphor • Imagery • Pastoral literature • Alliteration • Assonance • Consonance • Theme • Speaker • Tone • Stanzas • Rhyme scheme • Diction 	<p><i>The Language of Literature</i> textbook Selected poems (optional) “Those Winter Sundays” Emily Dickinson selections</p> <p>Keystone Glossary of Key Terms</p> <p>Annotation Class analysis/discussion</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p> <p>Written Analytical short response: TDA or interpretation (1-3 paragraphs)</p> <p>Keystone Literature Response Rubric</p>	<p>4 days</p>
<p>Dramatic Poetry “O Captain, My Captain” by Whitman</p> <p>Macbeth Soliloquy</p>	<p>CC.1.2.9-10.K CC.1.2.9-10.G CC1.3.9-10.A-B CC1.3.9-10.D CC1.3.9-10.F CC1.3.9-10.I-K CC1.5.9-10.A CC1.5.9-10.G</p>	<ul style="list-style-type: none"> • Elegy • Monologue • Dramatic poetry • Concrete poetry • Conceit • Extended metaphor • Imagery • Refrain • Tone • Author’s purpose 	<p><i>The Language of Literature</i> textbook</p> <p>Keystone Glossary of Key Terms</p> <p>Study Guide Annotation</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p>	<p>3 days</p>

**Scranton School District
Curriculum Guide**

Keystone Literature Review	CC.1.2.9-10.K CC.1.2.9-10.G CC1.3.9-10.A-B CC1.3.9-10.D CC1.3.9-10.F CC1.3.9-10.I-K CC1.5.9-10.A CC1.5.9-10.G	<ul style="list-style-type: none"> • Literary terms • Literary techniques • Rhyme • Rhythm • Poetry types • Analysis • Author’s purpose • TDA (text dependent analysis) 	Keystone Literature Review Workbooks Selected sections	Keystone Workbooks Poetry Analysis Released PDE Tests and supplements	4 days
Sonnets “Sonnet 18”, “Sonnet 30”, and “Sonnet 73” by Shakespeare “Sonnet 30 “ by Millay	CC.1.2.9-10.K CC.1.2.9-10.G CC1.3.9-10.A-B CC1.3.9-10.D CC1.3.9-10.F CC1.3.9-10.I-K CC1.5.9-10.A CC1.5.9-10.G	<ul style="list-style-type: none"> • English Sonnet/Elizabethan • Italian Sonnet/Petrarchian • Spenserian Sonnet • Iambic pentameter • Stanza • Couplet • Speaker • Tone • Theme • Universatality 	<i>The Language of Literature</i> textbook Keystone Glossary of Key Terms Sonnet Rhyme Scheme power point or notes Additional sonnets Annotation Compare/Contrast Writing	Teacher prepared tests, quizzes and assessments Core Aligned formative and summative assessments.	5 days

**Scranton School District
Curriculum Guide**

<p>Narrative Poetry “Sonnet Ballad” by G. Brooks</p> <p>“The Ballad of the Green Berets” by Staff Sgt. Barry Sadler</p> <p>“Exile” by Alvarez</p>	<p>CC.1.2.9-10.K CC.1.2.9-10.G CC1.3.9-10.A-B CC1.3.9-10.D CC1.3.9-10.F CC1.3.9-10.I-K CC1.5.9-10.A CC1.5.9-10.G</p>	<ul style="list-style-type: none"> • Ballad characteristics • Plot elements • Characterization • Culturally connections • Code language • Imagery • Connotation • Denotation 	<p><i>The Language of Literature textbook</i> Keystone Glossary of Key Terms Additional resources: “The Knight” author unknown handout</p> <p>“Concrete Angel” by Tina McBride Selected narrative poems</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p> <p>Written Analysis: TDA or short response</p> <p>Keystone Expository Rubric</p>	<p>3 days</p>
<p>“Afro-American Fragment by Hughes</p> <p>“Dreams Deferred by Hughes</p> <p>“Women” by A. Walker</p> <p>“Woman” by N. Giovanni</p>	<p>CC.1.2.9-10.K CC.1.2.9-10.G CC1.3.9-10.A-B CC1.3.9-10.D CC1.3.9-10.F CC1.3.9-10.I-K CC1.5.9-10.A CC1.5.9-10.G</p>	<ul style="list-style-type: none"> • Categories of poetry • Free verse • Imagery • Connotation • Denotation • Diction • Syntax • Figurative language • Cultural influence 	<p><i>The Language of Literature Textbook</i> Keystone Glossary of Key Terms</p> <p>Soaps analysis Class discussion</p> <p>Optional Poems</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p>	<p>3 days</p>

**Scranton School District
Curriculum Guide**

<p>Poetry Analysis Writing Component</p>	<p>CC.1.4.9-10.A-F CC.1.4.9-10.V-X</p>	<ul style="list-style-type: none"> • Analysis vs. Summary • Thesis • Topic sentence • Unity • Support • Coherency • Sentence Variety • Conclusion 	<p>Poetry selection Soaps Analysis Figurative Analysis MLA Citation</p>	<p>Essay (2-3 page annotated analysis of a selected poem)</p> <p>Keystone Expository Rubric</p>	<p>3 days</p>
<p>Shakespeare <i>Julius Caesar</i></p> <p>“Life of Caesar” by Plutarch</p>	<p>CC.1.2.9-10.A-L CC.1.2.9-10.K</p>	<ul style="list-style-type: none"> • Expository • Hook • Allusion • Characterization • Facts vs opinions • Irony • Foreshadowing • Author’s purpose • Tone <p>Vocabulary in text:</p> <ul style="list-style-type: none"> • Mortally • Pretext • Consuls • Insensibility • Diadem • Basely • Apparition • Inarticulate • lamenting 	<p><i>The Language of Literature</i> Textbook</p> <p>Keystone Glossary of Key Terms</p> <p>Non- fiction: “excerpt Life of Caesar” by Plutarch</p> <p>Test taking strategies for Non-fiction</p> <p>Annotation</p> <p>In-class reading</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p>	<p>2 days</p>

**Scranton School District
Curriculum Guide**

<p>Shakespeare <i>Julius Caesar</i></p> <p>Shakespeare's England</p>	<p>CC.1.2.9-10.A-L</p>	<ul style="list-style-type: none"> • Renaissance • Queen Elizabeth I • Patronage system • Morality plays • Miracle plays • Play structure 	<p><i>The Language of Literature</i> Textbook</p> <p>Keystone Glossary of Key Terms</p> <p>Annotation Teacher notes Power point- Renaissance/Globe Theatre sketch (Shakespeareglobe.com) Video clips</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p> <p>Completion of Theatre diagram</p>	<p>2 days</p>
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**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Quarter 3 Shakespeare <i>Julius Caesar</i></p>	<p>CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D</p>	<ul style="list-style-type: none"> • Tragedy • Tragic hero • Blank verse/prose • Soliloquy • Aside • Rhetorical devices • dramatic irony • Situational irony • Verbal irony • Characterization • Conflict • Climax • Tone • Foreshadowing • Imagery • Theme • Archetype • Comic relief • Suspense • Audience <p>Vocabulary in Context: construe, countenance, portentous, vexed, cogitations, entreat, prodigies, augmented, visage, affability, engrafted, apparition, emulate, puissant, malice, appease, strife, interred, oration base, mantle, prostrate, legacies, chastisement, covetous, exigent, ensign, engendered, envenomed, disconsolate</p>	<p><i>The Language of Literature</i> Textbook</p> <p>Keystone Glossary of Key Terms</p> <p>Annotation Teacher notes Class discussion/ reading Dramatic interpretations Various Media evaluations</p> <p>Act III- In depth analysis -suspense -rhetorical devices: ethos, logos, pathos, repetition, sarcasm, reverse psychology, and parallel structure</p> <p>MLA- Shakespearian documentation</p> <p>Power point- Video clips</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p> <p>Plot Analysis (written response with quotes and citations: 5 paragraph min)</p> <p>TDA (length varies based on the prompt)</p> <p>Essay (2-3 page annotated MLA analysis of a selected poem)</p> <p>Keystone Expository Rubric</p>	<p>15 days</p>

**Scranton School District
Curriculum Guide**

<p><i>The Things They Carried</i></p> <p>“On the Rainy River”</p>	<p>CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D</p>	<ul style="list-style-type: none"> • Vietnam Era • Draft/ draft dodgers • Civil disobedience • Communism • Framework plot • Psychological novel • Author’s purpose • Pont of view • Characterization • Plot elements • Theme • Style • Voice • Tone • Diction/syntax • Free verse <p>Vocabulary in context: See attached</p>	<p><i>The Language of Literature</i> Textbook</p> <p><i>The Things They Carried</i> Novel “On the Rainy River”</p> <p>Keystone Glossary of Key Terms</p> <p>Muhammad Ali- speech not going to war (history.com)</p> <p>Military term sheet- handout</p> <p>Poetry pair: “look at this) by e.e. cummings “Ghost of a Chance” by A. Rich</p> <p>Annotation Teacher notes Class discussion/ reading Dramatic interpretations Various Media evaluations</p> <p>Power point-Vietnam War Video clips- Vietnam War</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p> <p>Keystone analytical response: TDA or short response</p> <p>Keystone Rubric</p> <p>Plot Analysis (written response with quotes and citations)</p>	<p>12 days (novel)</p> <p>5 days (excerpt)</p>
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**Scranton School District
Curriculum Guide**

Analytical Essay	CC.1.4.9-20.A-F CC.1.4.9-10.S-X	<ul style="list-style-type: none"> • Thesis • Topic sentence • Unity • Support • Coherency • Sentence Variety • Conclusion • Documentation 	<p><i>The Language of Literature</i> Textbook Keystone Glossary of Key Terms</p> <p><i>Julius Caesar</i> play and historical background</p> <p><i>The Things They Carried</i>- novel and historical background Internet search/library research</p>	<p>Essay 3-4 page annotated MLA analysis during the unit</p> <p>Keystone Expository Rubric</p>	3 days
Night Excerpt	CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.V-X CC.1.5.9-10.A-D	<ul style="list-style-type: none"> • Memoir • Holocaust • Final solution • Style • Imagery • Connotation • Denotation • Tone <p>Vocabulary in context: din, emaciated, interminable, notorious, stature</p>	<p><i>The Language of Literature</i> Textbook</p> <p>Holocaust background- History.com</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Annotation</p> <p>Keystone aligned formative and summative assessments.</p>	1 days

**Scranton School District
Curriculum Guide**

<p>Eli Wiesel Nobel Acceptance Speech</p>	<p>CC.1.2.9-10. A-L CC.1.5.9-10.A,B,D,E</p>	<ul style="list-style-type: none"> • Essay types • Author’s purpose • Tone • Style • Diction • Imagery • Dialogue • Point of view <p>Vocabulary in Context: profound, humility, presumptuous, neutrality</p>	<p><i>The Language of Literature</i> Textbook</p> <p>Keystone Glossary of Key Terms</p> <p>Annotation</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Keystone Aligned formative and summative assessments.</p>	<p>1 day</p>
<p>Keystone Review</p> <p>TDA’s</p>	<p>CC.1.2.9-10.A-I CC.1.3.9-10.A-K CC.1.4.9-10.A-L CC.1.4.9-10.S-T</p>	<p>Terms and eligible content packets from PDE/SAS</p>	<p>Keystone Literature Review Workbooks</p> <p>Keystone Glossary of Key Terms</p> <p>Released Practice Exams</p>	<p>Released Practice Exams</p> <p>Keystone practice assessments</p> <p>Keystone Rubric</p>	<p>11 days</p>

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter IV Arthurian Legend	CC.1.2.9-10.A-I CC.1.2.9-10.J, K,L CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.S-X CC.1.5.9-10.A-G	<ul style="list-style-type: none"> • Myth vs Legend • Framework plot • Knights of the Round Table • Excalibur • Camelot • Chivalry • Victorian Literature • Medieval Romance • Tone • Allusion • Extended metaphor • Theme 	<i>The Language of Literature</i> Textbook “Coming of Arthur” “Gareth and Lynette” “Gunivere” “Le Morte Arthur” Keystone Glossary of Key Terms Idylls of the King KWL Annotation Video clips- <i>Merlin</i> Summaries Victorian Web and Cliffs Notes	Teacher prepared tests, quizzes and assessments Keystone Aligned formative and summative assessments.	10 days

**Scranton School District
Curriculum Guide**

<p>1984 by George Orwell</p>	<p>CC.1.2.9-10.A-I CC.1.2.9-10.J, K, L CC. 1.3.9-10.A-K CC.1.4.9-10.A-F CC.1.4.9-10.S-X CC.1.5.9-10.A-G</p>	<ul style="list-style-type: none"> • Totalitarianism • Fascism • Socialism • Communism • Dystopia • Orwellian • Joseph Stalin • Winston Churchill • Franklin D Roosevelt • Leon Trotsky • Satire • Hyperbole • Symbolism • Tone • Irony • Propaganda • Characterization <p>Vocabulary in Context See attachment</p>	<p>Internet resources for WWII and the Cold War</p> <p>Study Guide to accompany historical background</p> <p><i>1984</i> Novel by George Orwell</p> <p>Study questions</p> <p>Annotation Teacher notes Class discussion/ reading Dramatic interpretations Various Media evaluations</p>	<p>Teacher prepared tests, quizzes and assessments</p> <p>Core Aligned formative and summative assessments.</p> <p>Written summary of three sources.</p> <p>Plot Analysis (written response with quotes and citations)</p> <p>Analytical Essay (3-4 pages in length with citations)</p>	<p>12 days</p>
<p>Cumulative Comparative Essay</p>	<p>CC.1.4.9-10.A-L CC.1.4.9-10.S-X</p>	<ul style="list-style-type: none"> • Thesis • Topic sentence • Unity • Support • Coherency • Sentence Variety • Conclusion • Documentation 	<p><i>The Language of Literature</i> Textbook Corresponding novels and recourses</p> <p>MLA documentation</p>	<p>Student generated essay 3-4 pages documented in MLA.</p> <p>Keystone Expository Rubric</p>	<p>3 days</p>

**Scranton School District
Curriculum Guide**

Review for Final Exam	CC.1.2.9-10.A-L CC.1.3.9-10.A-K CC.1.4.9-10.A-L CC.1.4.9-10.S-X CC.1.5.9-10.A-G	<ul style="list-style-type: none"> • Keystone Glossary of Terms • Literary Review Packet • Literal and figurative analysis 	<i>The Language of Literature</i> Textbook Corresponding novels and recourses Study Guide		10 days
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Appendix A:

terms and abbreviations for *The Things They Carried*

AO	area(s) of operation
A & W	fast food place
AWOL	absent without leave
ARVIN	army of Viet Nam
C rations	box lunch
CID	criminal investigation division
Claymore	a mine packed with steel pellets
CO status	conscientious objector status
CS	tear gas
dustoff	medical evacuation, or medevac; also any helicopter pickup
E-6	non-commissioned officer, 6th level; sergeant (army)
EM	enlisted man
GI	government issue, another name for a soldier
HE	high explosive rounds
KIA	killed in action
LBJ	Lyndon Baines Johnson, US president from 1963-1969

Scranton School District
Curriculum Guide

LP	listening post
LSA(oil)	oil used on rifles and light machinery
Lt	lieutenant
LZ Gator	landing zone named Gator
M & M's	comic slang for medical supplies
MIA	missing in action
MP	military police
MPC	military payment certificates; payment instead of dollars
P 38	small can opener which can be put on a key chain
PF	popular force; So. Vietnamese militiamen
PFC	private 1st class
PRC 25	portable radio-telephone
Psy Ops	psychological warfare operations
R & R	rest and recreation
RF	regional force; So. Vietnamese regional force
RPG's	rocket propelled grenade
RTO	radiotelephone operator
SEATO	Southeast Vietnamese Treaty Organization
Sin Loi	Vietnamese for "sorry about that"
SOP	standard operating procedure
USO	Uniformed Services Organization, entertained the troops
VC	Viet Cong; a south Vietnamese who collaborated with the North

**Scranton School District
Curriculum Guide**

Appendix B:

I Know Why the Caged Bird Sings Vocabulary: Words are in the order they appear in the novel. Highlighted words are important.

Vocabulary List Chapters 1-11(inclusive)

Immaterial	abacuses	loath	vexed
Hearses	thwarted	imperative	assailed
Snouts	rancor	relish	reprobation
Persimmon	condoned	brimstone	escapades
Liberated	nonchalance	aversion	lurid
Displacement	heinous	cater-cornered	query
Calamitous	affliction	pandemonium	
Troubadours	abominations	chifforobe	
Affluent	impudent	indulged	
Commissary	gaggle	hamlet	
Inordinate	indignity	admonish	
Fiscal	servile	bombastic	
Prophesied	aping	cynic	

Vocabulary List chapters 12-27

Impudent	exemplary	rakish	enraptured
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Scranton School District
Curriculum Guide

Morose	inscrutable	ambrosia
Diversion	commensurate	expeditious
Tribulations	masochists	ecumenical
Crumpets	blasphemous	genteel
Abominations	farcical	metamorphous
Infuse	elocution	onerous
Ludicrous	palpable	dirge
Embalmed	vernacular	morbid
Tureen	incessantly	devoid

Chapters 28-34

Invincibility

Recriminations

Convolutd

Intrusions

Impenetrable

Rife

Scranton School District
Curriculum Guide

Revelers

Circumspectly

Careened

Magnanimous

Supercilious

Maliciously

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Curriculum Guide

Appendix C:

1984 Vocabulary

aesthetic	adj	having to do with artistic beauty; artistic
aptitude	n	capacity for learning; natural ability
assimilate	v	to take in; to absorb; to learn thoroughly
astute	adj	shrewd; keen in judgment
augment	v	to make bigger; to add to; to increase
cadence	n	rhythm; the rise and fall of sounds
compendium	n	a summary; an abridgement
complacent	adj	self-satisfied; overly pleased with oneself; contented to a fault
contriteadj		admitting guilt; especially feeling remorseful
dearth	n	lack; scarcity
delude	v	to deceive
deride	v	to ridicule; to laugh at contemptuously
didacticadj		intended to teach; morally instructive; pedantic
discreetadj		prudent; judiciously reserved
endemic	adj	native; restricted to a particular region or era; indigenous

**Scranton School District
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exonerate	v	to free completely from blame; to exculpate
extraneous	adj	unnecessary; irrelevant; extra
extrapolate	v	to project or deduce from something known; to infer
gravity	n	seriousness
guile	n	cunning; duplicity; artfulness
heresy	n	any belief that is strongly opposed to established belief
heyday	n	golden age; prime
ignominy	n	deep disgrace
immutable	adj	unchangeable
introspective	adj	tending to think about oneself; examining one's feelings
languish	v	to become weak, listless, or depressed
laud	v	to praise; to applaud; to extol; to celebrate
malleable	adj	easy to shape or bend
maverick	n	a nonconformist; a rebel
nostalgia	n	sentimental longing for the past; homesickness
oblivion		total forgetfulness; the state of being forgotten
painstaking	adj	extremely careful; taking pains
palliate	v	to relieve to alleviate something without getting rid of the problem; to assuage; to mitigate

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paradigm	n	a model or example	
paradox	n	a true statement or phenomenon that nonetheless seems to contradict itself; an untrue statement or phenomenon that nonetheless seems logical	
pensive adj		thoughtful and sad	
permeate	v	to spread or seep through; to penetrate	
precept	n	a rule to live by; a principle establishing a certain kind of action or	behavior; a maxim
premise	n	an assumption; the basis for a conclusion	
prerogative	n	a right or privilege connected exclusively with a position, a class, a nation, or some other group or classification	
profess	v	to declare; to declare falsely or pretend	
profound	adj	deep (in several senses)	
prosaic	adj	dull; unimaginative; like prose (as opposed to poetry)	
provincial	adj	limited in outlook to one's own small corner of the world; narrow	
rancor	n	bitter, long-lasting ill will or resentment	
rebuke	v	to criticize sharply	
relentless	adj	continuous; unstoppable	

**Scranton School District
Curriculum Guide**

relinquish	v	to release or let go of; to surrender; to stop doing	
reprehensible	adj	worthy of severe blame or censure	
robust	adj	strong and healthy; vigorous	
rudimentary	adj	basic; crude; unformed or undeveloped	
slander	v	to speak badly about someone publicly; to defame; to spread	malicious rumor
squalor	n	filth; wretched, degraded, or repulsive living conditions	
subjugate	v	to subdue and dominate; to enslave	
sublime	adj	awesome; extremely exalted; lofty; majestic	
sycophant	n	one who sucks up to others	
tacit	adj	implied; not spoken	
unconscionable	adj	not controlled by conscience; unscrupulous	
utopia	n	an ideal society	
vernacular	n	everyday speech; slang; idiom	
virulent	adj	extremely poisonous; malignant; full of hate	
volition	n	will; conscious choice	

Scranton School District
Curriculum Guide

Appendix D:

The Strange Case of Dr Jekyll and Mr. Hyde
Study Guide Student Copy

All references come from the Prestwick House Literary Touchstone Press
edition of *The Strange Case of Dr. Jekyll and Mr. Hyde*, published 2008.

Chapter One - Story of the Door

Vocabulary

austere -	strict
catholicity -	liberality
coquetry -	the act of flirting
eminently -	prominently or being noteworthy
emulously -	characterized by a desire for equaling or surpassing
florid -	gaudy, showy
harpies -	mythological creatures with the head of a woman and body of bird that carried off the souls of the dead
pedantically -	being particular about trivial points
proprieties -	accepted standards of behavior in polite society
quaintly -	fancifully, whimsically

1. Briefly identify the following characters introduced in this chapter.

(p.) Mr. Utterson-

(p.) Mr. Richard Enfield -

2. A simile is a comparison of two unlike things using the words *like* or *as*. Find an example of a simile in the description of a London neighborhood. (p.)

3. What triggers Enfield's strange story? (p.)

4. Define "Juggernaut." Why does Enfield compare Mr. Hyde's actions to a Juggernaut? (p.)

Scranton School District
Curriculum Guide

5. Why do Enfield and the doctor attending the child decide to extract a punishment from Mr. Hyde, even though the child is not seriously injured? What is the punishment? (p.)

6. Define "apocryphal." Why does Enfield accompany the man to the bank to cash the check? (p.)

7. Why does Enfield refer to the house as the Black Mail House? (p.)

8. What is unusual in Mr. Enfield's description of Mr. Hyde? (p.)

P. 1

9. Why do you suppose Mr. Utterson is concerned about the fact that Mr. Hyde has a key to the residence? (p.)

10. What does Mr. Utterson mean when he says "your tale has gone home"? (Pg. 13)

Scranton School District
Curriculum Guide

Chapter Two - Search for Mr. Hyde

Vocabulary

apace -	swiftly
apprehension -	anxiety or fear
balderdash -	slang for nonsense
conveyancing -	transferring of property to another
dapper -	trim and neat
geniality -	cheerfulness, friendliness
inordinate -	excessive
presentment -	something presented to view
prevision -	knowledge of success
stealthily -	secretly
troglydytic -	resembling a primitive cave man

1. Define "holograph." Why is this document referred to as "the lawyer's eyesore"? (Pg. 15)
2. Briefly describe Dr. Lanyon. Why does Mr. Utterson visit him? What does he learn of Lanyon's relationship with Jekyll?
(p.)
3. Why does Mr. Utterson want to see Mr. Hyde's face? Why do you suppose Utterson goes to so much trouble to investigate Hyde? (p.)
4. Describe Mr. Hyde's physical appearance. What does his name suggest? (p.)

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Curriculum Guide**

5. What information does Poole give Mr. Utterson about Mr. Hyde? (p.)

6. What does the lawyer think that Mr. Hyde knows about Dr. Jekyll? What is Enfield's plan to stop Hyde? (p.)

7. Consider Hyde's actions, the effect his appearance has on how people view him, and the effect he has had on Enfield and the doctor (they feel like murdering him). What can we conclude about Hyde and evil? (p.)

P. 2

8. Since Hyde's presence arouses evil thoughts and feelings in others, what is the author saying about evil and human beings? (p.)

Scranton School District
Curriculum Guide

Chapter 3 - Dr. Jekyll Was Quite at Ease

Vocabulary

abominable -	extremely bad
blatant -	offensively obvious
contrived -	to bring about
cronies -	familiar friends or close companions
fortnight -	two weeks (fourteen nights)
incoherency -	lacking unity, disjointed irrepressible - impossible to be restrained
unobtrusive -	not noticeable

1. What does Dr. Jekyll say to convince Mr. Utterson that he (the doctor) can handle Mr. Hyde? (p.)
2. What does Mr. Utterson promise Dr. Jekyll? (p.)
3. How is Jekyll's physical appearance described? (p.)
4. Compare and contrast the physical appearances of Jekyll and Hyde. (p.)

**Scranton School District
Curriculum Guide**

3. How is Hyde's assault on Carew described? Why do you suppose Hyde attacks him? (p.)
4. How does Mr. Utterson learn of Danvers Carew's death? (p.)
5. Why do the police think the murderer is Mr. Hyde? (p.)
6. How was Hyde's run-in with Carew similar to, but different from, the run-in with the girl in chapter one? (p.)
7. What do you suppose might have provoked Hyde? (p.)
8. What evidence is there that Mr. Hyde's rooms are furnished by Dr. Jekyll? (p.)
9. How does Inspector Newcomen of Scotland Yard plan to catch Mr. Hyde? (p.)
10. Why are Mr. Hyde's movements difficult to trace? How are the descriptions of Mr. Hyde similar to one another? (p.)

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Curriculum Guide

Chapter Four - The Carew Murder Case

Vocabulary

brandishing -	waving or shaking in a threatening manner
conflagration -	a fire
connoisseur -	one who has expert knowledge
disinterred -	dug up, uncovered
haggard -	having a worn look
insensate -	without regard or feeling
napery -	table linens
odious -	hateful
pall -	a cover that darkens an area
quailed -	drew back in fear
slatternly -	careless and untidy habits and appearance
umber -	yellow-brown earth

1. The maid looks out at a clear night and a full moon; the scene makes her feel at peace and in a romantic mood. While full moons are associated with romance and peace, with what else are they associated? (p.)
2. Who is Sir Danvers Carew, and how is he described? (p.)

P. 3

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Curriculum Guide**

3. How is Hyde's assault on Carew described? Why do you suppose Hyde attacks him? (p.)
4. How does Mr. Utterson learn of Danvers Carew's death? (p.)
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Scranton School District
Curriculum Guide

Chapter Five - Incident of the Letter

Vocabulary

carbuncles -	deep red gems
cupola -	a rounded roof or ceiling
eddy -	a whirlpool
gaunt -	grim and desolate
qualm -	a sudden feeling of sickness
ruminated -	meditated or reflected
sedulously -	diligently

1. We are told that now Jekyll appears to be "looking deadly sick." How would you account for this change in his appearance? (p.)
2. When Jekyll tells Utterson that Hyde will never be seen again, do you think he means it? (p.)
3. Why do you think Dr. Jekyll gives the letter to Mr. Utterson? (p.)
4. How does the letter ease Mr. Utterson's fears that Hyde will not blackmail Dr. Jekyll into helping him escape? P. 4
5. State two reasons Utterson is suspicious about the letter's origin? (p.)
6. Briefly identify Mr. Guest. (p.)
7. Mr. Utterson exclaims, "Henry Jekyll forge for a murderer!" (Pg. 34) Why?

Scranton School District
Curriculum Guide

Chapter Six - Remarkable Incident of Dr. Lanyon

Vocabulary

amities -	friendships
inscrutable -	mysterious, unable to be understood
ken -	knowledge
stringent -	strict
unmanning -	making weak and nervous

1. What change does Mr. Utterson notice in Dr. Jekyll after Mr. Hyde's disappearance? (p.)
2. What do the police discover about Hyde's life before his disappearance? (p.)
3. How might the murder of Carew- be more easily understood in light of the information the police gather? (p.)
4. How has Dr. Lanyon changed? What topic does he refuse to discuss with Utterson? (p.)
5. How does Dr. Jekyll explain his seclusion to Mr. Utterson? (p.)
6. What does the letter from Lanyon have in common with Dr. Jekyll's will? (p.)
7. Why does Utterson not desire the company of Dr. Jekyll? (p.)

Scranton School District
Curriculum Guide

Chapter Seven - Incident at the Window

Vocabulary

abject -	miserable, wretched
disconsolate -	cheerless
mien -	bearing or manner
traversed -	crossed over

P. 5

1. What is Dr. Jekyll's mood when Utterson and Enfield talk to him through the window? (p.)
2. Find an example of foreshadowing in this chapter. (a hint or clue about events to come later on in the story) (p.)
3. Why do you suppose Dr. Jekyll's smile changes to "an expression of such abject terror and despair, as froze the very blood of the two gentlemen below"? (Pg. 40)

Scranton School District
Curriculum Guide

Chapter Eight - The Last Night

Vocabulary

annotated -	to write critical explanatory notes in a literary work
baize -	a coarse woolen cloth like felt used to cover
blasphemies -	profane or mocking abuse of god or anything sacred
diaphanous -	transparent or translucent
doggedly -	persistently or stubbornly
draughts -	drafts
exorbitant -	excessive
lamentation -	a loud cry or wail
lawny -	appearing like close-cut grass
mottled -	marked with blotches or spots
peevishly -	showing ill humor or impatience
cud -	clouds or spray driven by the wind
sedulous -	diligent

1. Why are Poole and the other servants frightened? (p.)
2. Where does the impostor send Poole? How does he communicate with the butler? (p.)
3. What does Poole say to convince Utterson that it is necessary to break into Dr. Jekyll's cabinet? (p.)
4. How is Mr. Hyde behaving in the doctor's laboratory? (p.)

**Scranton School District
Curriculum Guide**

7. What two things surprise Mr. Utterson about the will found on Dr. Jekyll's desk? (p.)
8. Describe the other two documents discovered on the desk. (p.)

5. After finding Hyde's body, Utterson still believes Hyde killed Jekyll, but he is confused about a number of points. What are they? (p.)

6. Why do they think that Jekyll could not have left by the back door? What may we conclude from what they find in this instance? (p.)

Scranton School District
Curriculum Guide

Chapter Nine - Dr. Lanyon's Narrative

Vocabulary

acuteness -	sharpness, severity
disparity -	an apparent difference
ebullition -	the process of bubbling or boiling
enigmas -	speeches or writings that are difficult to understand
farrago -	a confused mixture
hansom -	two-wheeled covered carriage pulled by one horse
impediment -	an obstacle
incredulous -	unbelievable
inexplicable -	not understandable
parley -	a conference to settle a dispute with an enemy
prodigy -	something monstrous
pungent -	sharp sensation to the smell or taste
turpitude -	depravity
volatile -	changing to a vapor

1. What favor does Dr. Jekyll request from Dr. Lanyon? (p.)
2. List the contents of the drawer. (p.)
3. What is strange about the man who comes to pick up the drawer? (p.)
4. What choice does Mr. Hyde offer Dr. Lanyon? What is Lanyon's decision? (p.)

**Scranton School District
Curriculum Guide**

5. Why does Dr. Lanyon say" ... I shall die incredulous. As for the moral turpitude that man unveiled to me, even with tears of penitence, I cannot, even in memory, dwell on it without a start of horror"? (Pg. 56-57)

6. What piece of knowledge, which we already suspected, does the last sentence in Lanyon's narrative confirm? (p.)

7. Since Dr. Lanyon narrated this chapter, who do you think will narrate the last chapter? (p.)

P. 7

Scranton School District
Curriculum Guide

Chapter Ten - Henry Jekyll's Full Statement of the Case

Vocabulary

acquiescence -	passive acceptance
amorphous -	having no specific form
astute -	shrewd, crafty
aversions -	dislikes
avidity -	extreme eagerness
blazoned -	proclaimed
bravos -	people hired to commit crimes
buttressed -	supported
capacious -	capable of holding a large quantity
effulgence -	a bright glow
feint -	a false action
gesticulated -	made motions
incongruous -	lacking agreement
inherently -	existing within as a natural and inseparable quality
insidiously -	characterized by evil in a subtle manner
insurgent -	rebellious
inveterately -	habitually
irrevocably -	not able to be undone
multifarious -	variety
obsequiously -	excessive submission
parry -	to avoid
pecuniary -	having to do with money
premonitory -	being warned in advance
provocation -	the cause that produces another action swart - dark
throes -	severe spasms
tincture -	a substance made as a compound
transience -	the quality of being temporary

1. As a young man, what did Jekyll find was the worst of his faults? How did that lead him to practice "a profound duplicity"? (Pg. 59)

2. What aspect of Dr. Jekyll's own character inspires his research? (p.)

Scranton School District
Curriculum Guide

3. How does Dr. Jekyll feel after drinking the potion for the first time? How has he changed physically? (p.)

4. What explanation does Dr. Jekyll give for this change in size and age? Why are other people repelled by his appearance? (p.)

5. If other people are repulsed by Hyde's appearance, why is Jekyll not repulsed when he sees Hyde's image in the mirror? (p.)

P. 8

6. Since the drug changes his personality, why is he not changed into a completely good man instead of an evil one? (p.)

7. How did the pleasures Dr. Jekyll sought in the disguise of Mr. Hyde change over time? (p.)

8. How does Dr. Jekyll justify continuing to become Mr. Hyde? (p.)

9. In what way did Dr. Jekyll begin to lose control? (p.)

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10. At this point, why is it not possible for Dr. Jekyll to prevent the re-emergence of Mr. Hyde? (p.)

11. How does Mr. Hyde trap Dr. Jekyll in his laboratory? (p.)

12. How does Mr. Hyde show his hatred of Dr. Jekyll? (p.)

13. What finally dooms Dr. Jekyll to either living out his life as Mr. Hyde or committing suicide? (p.)

14. When does Henry Jekyll die? Mr. Hyde? (p.)

15. React to the following statement: Dr. Jekyll is both the protagonist and the antagonist in this story. (p.)

p. 9