between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

The Strange Case of Dr Jekyll and Mr Hyde: Story of the door

How does Stevenson make Hyde's first act shocking?

Lesson 3 of 34 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the AQA specification



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What is in this sampler

This is one complete lesson from our The Strange Case of Dr Jekyll and Mr Hyde scheme for Literature Paper 1, Section B. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 3, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 and 2 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What–How–Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters. For students working towards a grade 4.
Strengthening	Prompts for What, How and Why, a paragraph planner and a checklist. For students working at grades 5 and 6.
Soaring	A debatable statement, prompts to think further and an argument planner. For students aiming at grades 7 to 9.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

In the full scheme

- 34 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels

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- Four Feedback Loop progress checks with whole-class feedback sheets and improvement tasks
- An exam-style end-of-unit essay with a teacher guide, level guidance and annotated model answers
- A Soaring stretch booklet for students aiming at the top levels
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson
- The revision workbook and the model answer pack, to print for every student
- Every licence for the scheme also includes its 30 Raising Achievement drills for intervention sessions

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Lesson 3: Story of the door

SEQUENCE 1: CONTEXT AND CHAPTERS 1 AND 2 · 60 MINUTES

How does Stevenson make Hyde's first act shocking?

By the end of the lesson, students can

- Explain how Stevenson introduces Hyde through Enfield, a witness
- Analyse the Juggernaut simile and the adverb "calmly"
- Write a What–How–Why paragraph on Hyde's attack on the girl

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lesson 1 and the reading of Chapters 1 and 2. Students self-mark from the answer slide.	2–3
8–18	Know	Pre-teach "trample", "Juggernaut", "hellish" and "callous". Read the extract aloud while students follow and underline everything Hyde does.	4–5
18–28	Apply	Explode the quotation together. Think aloud about why Enfield cannot describe Hyde as a man, then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	6–7
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	8–9
33–53	Master	Students write one What–How–Why paragraph using their level of support in the student booklet. Share the model paragraph in the last five minutes.	10–11
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of the next lesson.	12

Do Now answers

1	In which month and year was the novella published?	**January 1886**
2	What is blackmail?	**Demanding money from someone by threatening to reveal their secret**
3	What is Enfield's rule about asking questions?	**The more suspicious something looks, the less he asks**
4	Whose will leaves everything to Edward Hyde?	**Dr Jekyll's**
5	Who was Deacon Brodie?	**A respected Edinburgh cabinet-maker and town councillor who was a burglar by night**

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Vocabulary

trample	to tread heavily on something and crush it
Juggernaut	a huge force that crushes everything in its path
hellish	like hell: terrible, cruel and evil
callous	cruel, and not caring about other people's pain

Reading

Chapter 1: Enfield's story

Enfield tells Utterson what he saw at "about three o'clock of a black winter morning", walking home through empty, lamp-lit streets.

> "All at once, I saw two figures: one a little man who was stumping along eastward at a good walk, and the other a girl of maybe eight or ten who was running as hard as she was able down a cross street. Well, sir, the two ran into one another naturally enough at the corner; and then came the horrible part of the thing; for the man trampled calmly over the child's body and left her screaming on the ground. It sounds nothing to hear, but it was hellish to see. It wasn't like a man; it was like some damned Juggernaut. I gave a few halloa, took to my heels, collared my gentleman, and brought him back to where there was already quite a group about the screaming child. He was perfectly cool and made no resistance, but gave me one look, so ugly that it brought out the sweat on me like running."

Robert Louis Stevenson, The Strange Case of Dr Jekyll and Mr Hyde (1886), Chapter 1

Word help **stumping**: walking with short, heavy steps · **halloa**: a shout to get attention · **collared**: grabbed by the collar

Explode the quotation

Method	Zoom in
A simile. Enfield cannot describe Hyde as a man, so he compares him to a crushing force.	"Juggernaut" is a noun for a huge force that crushes whatever is in its path. The adjective "damned" adds hell to the image.

"like some damned Juggernaut"

Effect	Purpose
Readers picture something heavy and unfeeling rolling over a child, which is more horrifying than anger would be.	Enfield says "It wasn't like a man". From Hyde's first act, Stevenson suggests he may not be fully human.

Hinge question

Enfield says Hyde was "like some damned Juggernaut". What does the simile suggest about the attack?

A. Hyde was driving a heavy cart when he ran into the girl.

B. Hyde crushed the child like an unstoppable force that feels nothing. (the right answer)

C. Hyde was cursed, so he could not help what he did.

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What the answers tell you

A is a literal reading: remind students that a simile compares, and start them on Securing. C has noticed "damned" but turns Hyde into a victim: point to "trampled calmly" and ask whether a man who could not help himself would be calm.

Why the answer is right

A Juggernaut crushes whatever is in its way without stopping, and Hyde tramples the girl "calmly", without any feeling.

Master task

How does Stevenson make Hyde's attack on the girl shocking?

Securing aiming for a 4

Quotations to choose from

"trampled calmly over the child's body"

"left her screaming on the ground"

"it was hellish to see"

Starters

Stevenson makes the attack shocking by _____. Enfield says that Hyde _____. The _____ (adjective) _____ (word class) _____ suggests _____. Stevenson wants his readers to _____ because _____.

Strengthening aiming for grades 5 to 6

Prompts

What: Make a clear point about what makes the attack shocking.

How: Choose a quotation. Name the method (simile, verb choice, contrast) and zoom in on one word.

Why: What did Stevenson want his readers in 1886 to feel about Hyde from his very first act? Think about who the victim is and who tells the story.

Soaring aiming for grades 7 to 9

The debate

"Hyde's calmness is more shocking than the attack itself. How far do you agree?"

Write two paragraphs. In the second, give an alternative reading that begins with "Alternatively".

Model paragraph

What	Stevenson makes the attack shocking because Hyde hurts a child without showing any feeling at all.
How	Enfield says that Hyde "trampled calmly over the child's body". The violent verb "trampled" sits beside the quiet adverb "calmly", so the cruelty seems effortless. Enfield then calls him "like some damned Juggernaut", a simile that turns Hyde into a machine that crushes whatever lies in its path.
Why	Stevenson gives the story to Enfield, a respectable man about town, who can only reach for the language of hell: it was "hellish to see". Readers in 1886 meet Hyde first as something less than human, and the victim, a small girl, makes the act impossible to excuse.

Exit ticket

Hyde's calmness is frightening because...

Teacher notes

Subject knowledge

Enfield tells the story as an eyewitness, in his own chatty voice ("Well, sir"), which makes the horror feel like real testimony. The setting builds tension first: streets "as empty as a church" and Enfield beginning "to long for the sight of a policeman". The girl is "not much the worse", so the horror lies in Hyde's manner. Everyone who sees Hyde wants to hurt him, even the doctor who is "about as emotional as a bagpipe", a dry joke that makes his hatred more striking. Hyde then pays with a cheque signed by a respectable man, which turns an assault into a mystery.

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