

Teacher Guide

Cue Sheet

Dr. Jekyll and Mr. Hyde

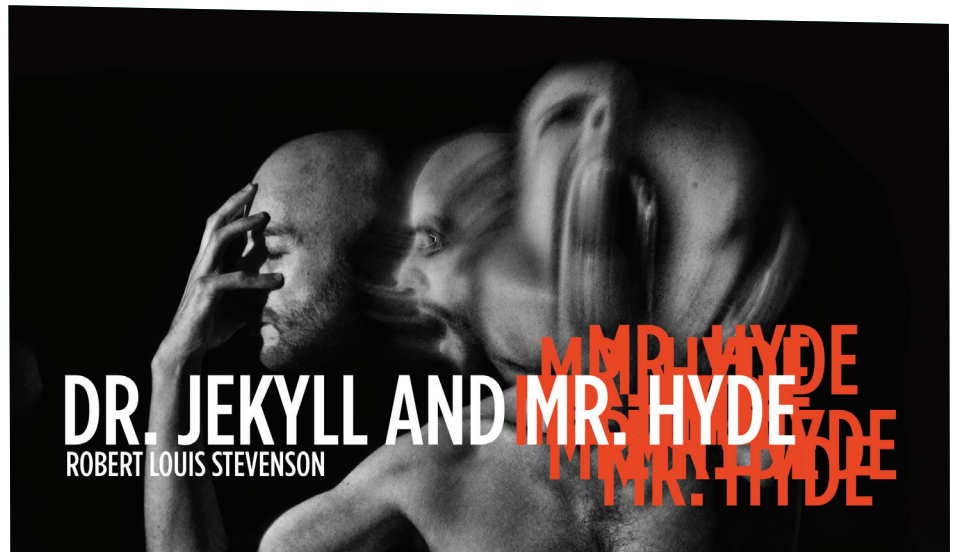
Monday, February 22, 2027
10:15am

Questions to ask students BEFORE the performance

- How should we treat others, even if they do something wrong?
- Why is it important to acknowledge your feelings and not let them stay bottled up?
- What responsibilities do scientists have when experimenting with new ideas?

Questions to ask students AFTER the performance

- Why do you think Dr. Jekyll created Mr. Hyde?
- What message do you think the story shares about human nature?
- What consequences came from Jekyll's experiment? Do you think Jekyll was responsible for those consequences? Why or why not?



About the Performance

Presented by Aquila Theatre, Dr. Jekyll and Mr. Hyde is a theatrical adaptation of Robert Louis Stevenson's classic Gothic story about the battle between good and evil within one person. Dr. Henry Jekyll is a respected scientist who believes he can separate the good and evil sides of human nature through science. After creating a mysterious potion, he transforms into Edward Hyde, a violent and dangerous version of himself. What begins as an experiment quickly spirals out of control as Hyde grows stronger, and Jekyll struggles to maintain control over his own identity. Through suspense, mystery, and dramatic storytelling, the production explores themes of duality, morality, repression, and the consequences of unchecked ambition.



Proudly sponsored
by Rich & Michelle Dowdican

Vocabulary

abominable (*uh-BAH-muh-nuh-bul*) - extremely unpleasant, terrible, or hateful

alter ego (*AWL-ter EE-goh*) - a second side of someone's personality that is very different from their usual self

comingle (*koh-MING-gul*) - mix or blend together

consequences (*KON-suh-kwen-siz*) - the results or effects of an action or decision

depravity (*dih-PRAY-uh-tee*) - extreme moral corruption or wicked behavior

doppelganger (*DOP-uhl-gang-er*) - a person who looks exactly like someone else, often seen as mysterious or eerie

duality (*doo-AL-uh-tee*) - the state of having two opposite sides or qualities

duplicity (*doo-PLIS-uh-tee*) - dishonest behavior meant to trick or deceive others

ghastly (*GAST-lee*) - shocking, horrifying, or very unpleasant

humanity (*hyoo-MAN-uh-tee*) - human kindness, compassion, or the condition of being human

identity (*eye-DEN-tuh-tee*) - who a person is, including their personality, beliefs, and sense of self

impulse (*IM-puls*) - a sudden urge or desire to act without thinking

metamorphosis (*met-uh-MOR-fuh-sis*) - a major change in form, appearance, or character

morality (*moh-RAL-uh-tee*) - beliefs about what is right and wrong

obsession (*ub-SESH-un*) - an overpowering focus or fixation on something or someone

repression (*ree-PRESH-un*) - holding back thoughts, feelings, or desires

sever (*SEV-er*) - to cut off or separate completely

sinister (*SIN-uh-ster*) - threatening harm or appearing evil

temptation (*temp-TAY-shun*) - the desire to do something risky, wrong, or hard to resist, or the item, action, or being that creates that desire

villainous (*VIL-uh-nus*) - wicked or evil in actions or behavior



Additional Resources

Click here to download a study guide for the performance provided by the show.

Interactive PDF
Click here to visit link.

Follow us to stay in the loop about upcoming performances and urgent announcements.



@popejoyrepresents



facebook.com/
schooltimeseries

Beyond the Show

These activities can be used before or after the performance to extend themes and concepts of the production to the classroom.

Voices of Jekyll and Hyde

In this activity, students will explore characterization through vocal expression. Give pairs of students short lines or passages from the story to read twice: first as Dr. Jekyll, then as Mr. Hyde. Encourage them to change their tone, pace, volume, and emotion to match each character. How might Dr. Jekyll sound compared to Mr. Hyde? Invite students to make bold, creative choices. Afterward, discuss how changing their voices affected the meaning of the lines. Which character was easier or harder to portray? How can actors use their voices to reveal personality and emotion on stage?

Alternate Endings

Dr. Jekyll's choices throughout the story lead to serious consequences. In this activity, students will create alternative endings by changing one of Jekyll's key decisions. Have students work in groups to identify pivotal moments, such as creating the potion, hiding the truth, or continuing the experiment. Then have each group imagine what might have happened if he had made a different choice, either for better or for worse. Students should explain the decision, its immediate result, and its long-term consequences.

Afterward, discuss:

- Which decision had the biggest impact on the story?
- Could the ending have been prevented?
- How do small choices sometimes lead to larger consequences in real life?

Creating a Gothic Atmosphere

Gothic novels, along with the plays and films based on them, use sets, costumes, and lighting to create mood. Aquila Theatre uses very little physical scenery in its productions, inviting audiences to imagine much of the setting. Ask students to describe what they saw on stage that showed where the characters were. Were the rooms large or small? What details did they imagine beyond what was shown? What onstage clues helped them picture those details?