Threshold Concept- Year 9- Dr. Jekyll and Mr Hyde:

- TC1 Understanding texts
- TC2 Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.
- TC3 Understanding the relationships between texts and the contexts in which they were written.





You should use this information to get the base knowledge needed for R.L. Stevenson's story.

- Recount what happens from start to finish in the novella?
- Explain who the primary characters are, and what makes them unique?

Fig. Edward Hyde has a hold on Dr. Jekyll; he is mysterious and murders Carew and goes missing.

How to analyse the writer's craft- break the quotation up into smaller chunks. Example on Hyde.

Ape-like = adjective and simile.

Reflects Hyde is an unevolved form of human being. He is overly aggressive, less intelligent and uglier than the normal human. His animalism is also captures in this comparison.

Verb: Trampling - suggests Hyde tries to overpower his victims physically (he is trying to walk all over them). It shows his lack of respect for people as he treats them like dirt under his shoe.

with ape-like fury, he was trampling his victim under foot and hailing down a storm of blows

Pathetic fallacy- Hyde's assault is compared to hail- a physically painful weather. By comparing him to a storm, it suggests Hyde's violence is never ending. It may also suggest Hyde creates storms in the lives of others - he creates depression and fury in other people too.

INSPIRED

In order to be successful, you must know a range of different moments from the whole story. For example, other moments where Hyde is important include:

- Hyde's introduction in Story of The Door. "damned Juggernaut"
- Utterson meets Hyde. "Satan's signature upon a face."
- Hyde's death at the end. "red door."

The relationships between Jekyll and Hyde and the historical context in which they are written.



Scientists robbed graves to do experiments on dead bodiesled to a shortage of corpses in Britain



Mary Shelley wrote story about mad scientist who does experiments to bring dead bodies back to life (plays God).



Religious writer creates a story about a scientist playing God and doing harmful experiments on himself.



Look out for other parts of the novella clearly inspired by the outside world. i.e. born gentleman, Deacon Brodie, Stevenson's family and their jobs.

Threshold Concept- Year 9- Writing stories:

TC5 - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC7 - Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Imaginatively writing- use ambitious vocabulary and techniques and come up with an original idea by avoiding cliché!

 $\underline{\textbf{When writing stories-be as ambitious as possible with your Vocabulary and techniques.}$

Example 1- too simple and safe:

The sky was black and the air was cold. It was scary and I was afraid to be alone in the dark.

Example 1- an improvement:

The sky was a deep crimson and the freezing air gnawed at my whitened cheeks. It was intimidating; the idea of being isolated terrified me.

When planning and writing stories, ask yourself these questions:

- Which stories (books/TV/film/games) do I read/watch/play that inspire me?
- Do I know and regularly use a good range of story writing features, like similes metaphors and personification?
- Do I use the best possible vocabulary in my work to impress my reader?



Avoiding cliché.

An idea that is overused and shows a lack of original thought.

Common settings	Common characters	Common events
-Forests -Parks -England?	-Teenagers, -Narrators with no personality/appearance, -Creepy kids.	-Being chased, -Murdering, -Hauntings.
Don't use these! This these instead. Your	ink of uncommon setting story will stand out fai reasons!	s/characters and use r more for the right

Teenager in a forest X
Elderly explorer up mountain

Use this structure to write a coherent story in the 40 minutes you get.

Don't overcomplicate your story. Try to avoid having more than

- √ 1 setting/timeframe,
- √ 2 characters,
- √ 1 incident.

Make your plot simple, instead be ambitious with your language choices.

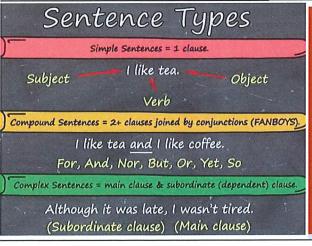
Easy story structure- SCIT.

Section 1: Describe the SETTING. (detail)

Section 2: Describe the main CHARACTER. (detail)

Section 3: Describe ONE INCIDENT. (short)

Section 4: Describe how the setting/character has TRANSFORMED by the event. (detail)





When writing stories try to use:

- -All of the sentence types above, and some 1-word sentences, too!
- -All of the punctuation marks above in an accurate fashion.
- -Correct capital letters and spelling- avoid needless mistake.



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argument beginning, belleve commitment definitely embarrass existence forty grateful Immediately independence knowledge manageable millernium necessary noticeable occasion opportunity proceeding privilege pronunciation receive