

Suggested Lesson Procedure

“The Bottle Imp”

1. Anticipation Activity (~15 minutes)

Have students complete the before-reading word splash activity. Students will write a brief creative story based on words pulled directly from “The Bottle Imp.” Set a timer for five minutes, then have students pair up and share their stories. Next, invite volunteers to read their stories aloud to the class. This word splash strategy helps students make connections among words they will encounter in the text and builds anticipation for what the story will be about.

2. Before Reading Discussion (~5 minutes)

Review background information on Robert Louis Stevenson as well as the vocabulary used in the story.

3. Reading the Text & Reading Questions (~90 minutes)

Read “The Bottle Imp” by Robert Louis Stevenson. The story takes approximately 65 minutes to read aloud without stopping. I personally recommend reading it as a class and pausing every few minutes to discuss and answer the during-reading questions together. Allow approximately 90 minutes for reading and discussion.

4. After-Reading Questions (~15 minutes)

Have students answer the after-reading questions. These can be completed as a class or as an independent activity.

5. Creative Project (~60 minutes)

Assign students the after-reading project, “The Bottle Imp Design.” In this creative activity, students design their own version of the bottle from “The Bottle Imp,” using details from the story to inspire their work. Three bottle templates are included for students to choose from. Students who enjoy drawing may use a blank page to create their own bottle shape and design.

Name:

Class:

Before Reading

Write a brief short story using all of the following words.

dollars	bottle	house	devil
soul	peril	curse	price

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Name:

Class:

“THE BOTTLE IMP” by Robert Louis Stevenson
Before Reading Questions



1) Have you ever wanted something badly, only to discover that getting it did not make you as happy as you expected?

PREVIEW

NOT FOR EDUCATIONAL USE

2) Describe a time when you misunderstood someone's behavior because you did not know what they were going through.

PREVIEW

NOT FOR EDUCATIONAL USE

3) Have you ever felt relieved after sharing a worry with someone? Why do you think sharing our problems with someone can help us feel better?

PREVIEW

NOT FOR EDUCATIONAL USE

4) Do you think loving someone means being willing to sacrifice anything for them, or should there be limits? Explain.

PREVIEW

NOT FOR EDUCATIONAL USE

Name:

Class:

“THE BOTTLE IMP” by Robert Louis Stevenson
During Reading Questions

1) Why is Keawe surprised that the owner of the beautiful house is unhappy?

PREVIEW
NOT FOR EDUCATIONAL USE

2) What must the bottle’s owner do to avoid burning in hell forever?

PREVIEW
NOT FOR EDUCATIONAL USE

3) Why does the bottle return to Keawe after he sells it to the shopkeeper?

PREVIEW
NOT FOR EDUCATIONAL USE

4) What does Lopaka advise Keawe to do before selling the bottle to him?

PREVIEW
NOT FOR EDUCATIONAL USE

5) Why does Lopaka suspect that the bottle is responsible for the deaths of Keawe’s relatives?

6) Why does Keawe ask Lopaka to leave immediately after buying the bottle?

PREVIEW

7) Why does Keawe wait to tell Kokua who he is?

PREVIEW

8) Why does the narrator compare Keawe and Kokua's courtship to an arrow or a rifle shot hitting a target?

9) What does Keawe's statement that he has reached "the mountain top" suggest about his happiness? How does it foreshadow what happens next?

PREVIEW

10) How does the author use Keawe's singing—and its sudden silence—to develop the mood?

NOT FOR EDUCATIONAL USE

NOT FOR EDUCATIONAL USE

NOT FOR EDUCATIONAL USE

NOT FOR EDUCATIONAL USE

11) What does the comparison of Keawe's hopes to "a piece of glass" reveal about his situation?

PREVIEW

12) What does Keawe's refusal to marry Kokua while hiding his illness reveal about his character?

PREVIEW

13) What internal conflict does Keawe face when he considers finding the bottle again?

14) How does the description of Keawe's second ride past the burial caves contrast with his first ride?

PREVIEW

15) How does Kokua's misunderstanding of Keawe's unhappiness create dramatic irony?

PREVIEW

16) How do Keawe and Kokua plan to solve Keawe’s problem after Kokua learns the truth about the bottle?

PREVIEW

NOT FOR EDUCATIONAL USE

17) What does Keawe discover when he sneaks home, and how does this change his understanding of Kokua’s behavior?

PREVIEW

NOT FOR EDUCATIONAL USE

18) How does the sailor’s decision lead to an unexpected ending?

PREVIEW

NOT FOR EDUCATIONAL USE

After Reading Questions

19) How does the bottle’s decreasing price build suspense while making its consequences more frightening?

PREVIEW

NOT FOR EDUCATIONAL USE

20) How does the sailor serve as a foil to Keawe? Consider their attitudes toward the bottle, their futures, and the consequences of their choices.

PREVIEW

NOT FOR EDUCATIONAL USE

21) What message does the story suggest about love and selfishness? How does the ending develop or complicate that message?

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

22) Is selling the bottle to someone else morally wrong if the buyer understands the danger? Why or why not?

PREVIEW

NOT FOR EDUCATIONAL USE

23) Does keeping secrets protect Keawe and Kokua or cause them more harm? Support your answer with examples.

PREVIEW

NOT FOR EDUCATIONAL USE

24) Is the ending truly happy if Keawe and Kokua's peace depends on someone else possessing the bottle?

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

25) If you could give Keawe advice at any point in the story, when would you speak to him, and what would you say?

PREVIEW

NOT FOR EDUCATIONAL USE

The Bottle Imp Design

Design a bottle based on the short story “The Bottle Imp.”

Requirements:

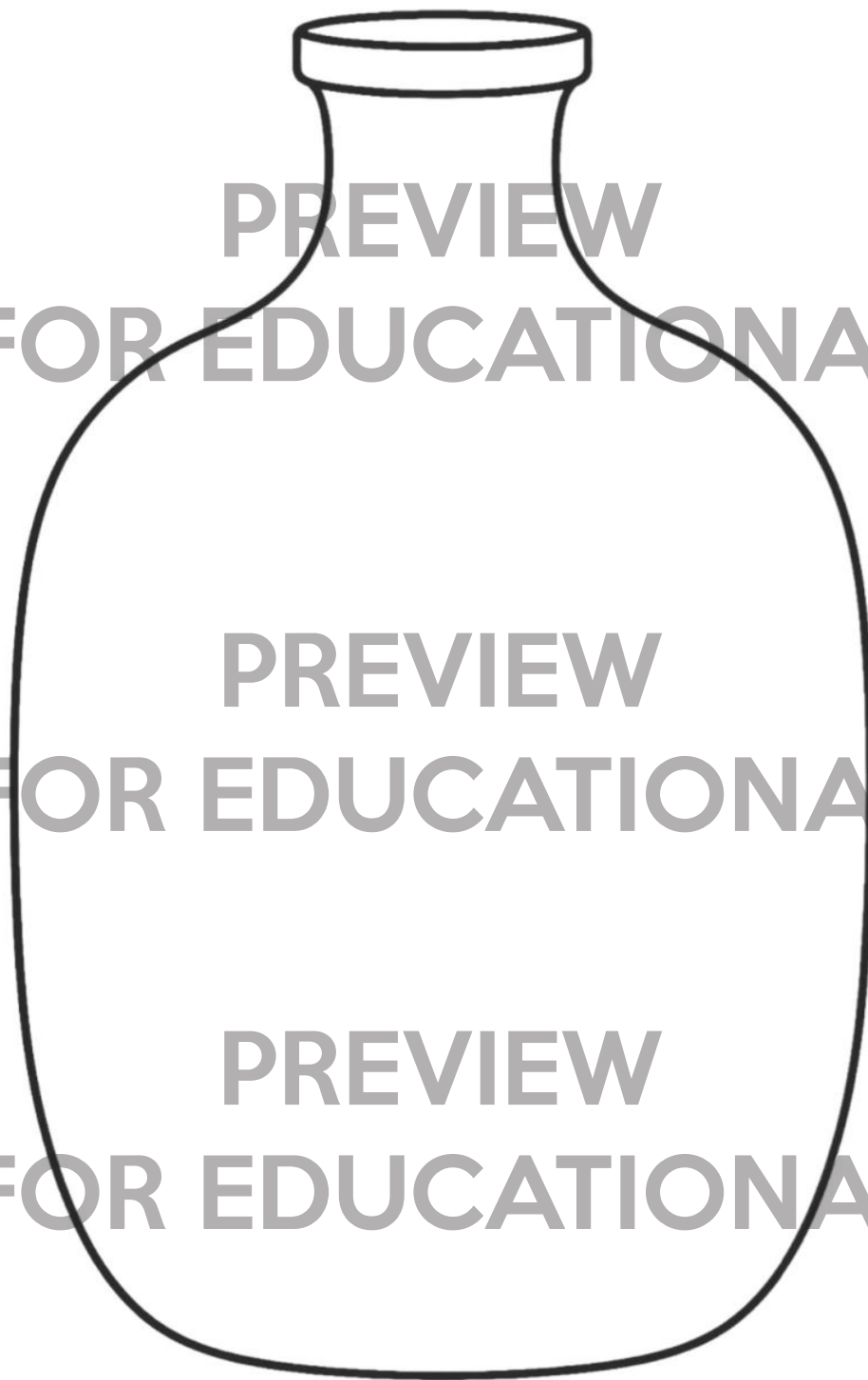
1. Give your bottle an official name. Create a name that hints at its powers, temptations, or hidden dangers.
2. Draw at least three small images or symbols on or around the bottle representing wishes or desires that might tempt someone to buy it.
3. Create a slogan. Write a short phrase that would tempt someone to buy the bottle.
4. Include the consequences of purchasing the bottle—based on the short story. Write a brief warning explaining the danger of owning it.
5. Set a price. Add a price somewhere showing how much your bottle costs.
6. Neatly color your bottle and illustrations.

The Bottle Imp Design Rubric

Criteria	Points
Visuals: Images are clear and text is easy to read. The overall appearance is creative and aesthetically pleasing.	/5
Effort: Work is complete, carefully presented, and shows thought and care.	/5
Details: Includes all of the required elements. Work is detailed and neat.	/5
Explanation: Effective word choice demonstrates a strong understanding of context and purpose.	/5
Connection to Story: Design accurately reflects the story’s events, rules, and ideas.	/5
Total	/25



NOT FOR EDUCATIONAL USE



PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

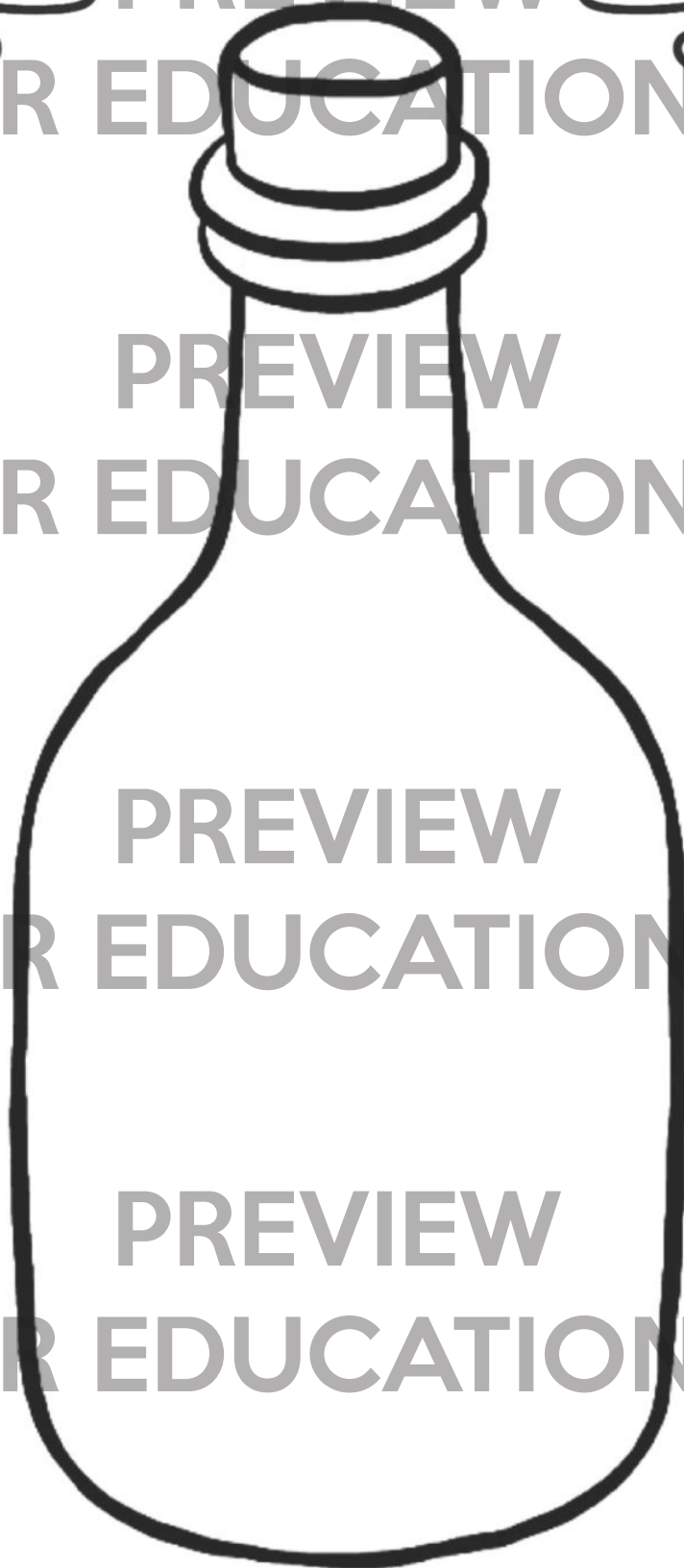
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE



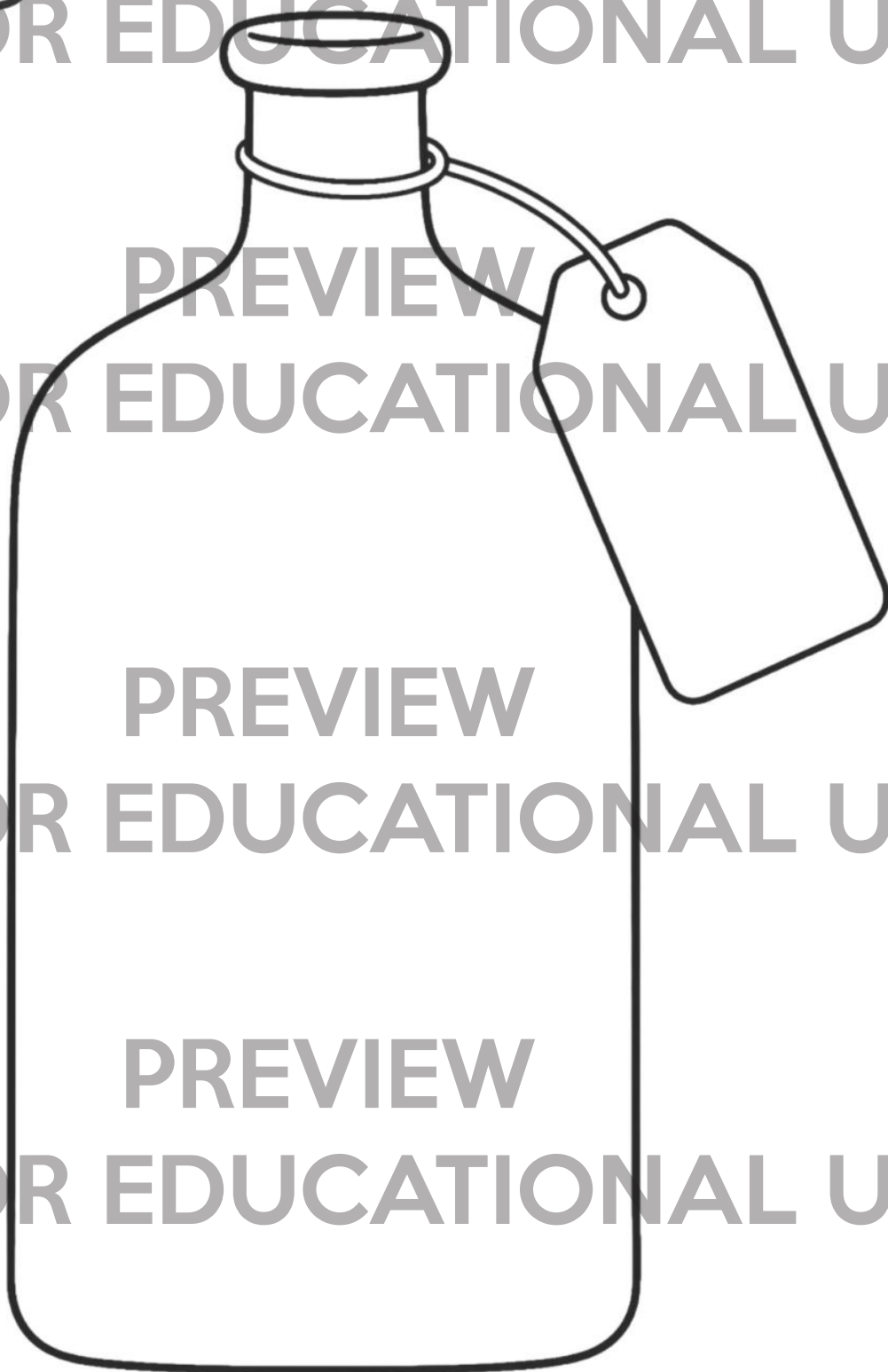


PREVIEW
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE

PREVIEW
NOT FOR EDUCATIONAL USE



TWISTED TEMPTATION

NOT FOR EDUCATIONAL USE

WISH ALL YOU
LIKE, BUT
REMEMBER
TO SELL ...

DIE WITH THIS
BOTTLE, AND
YOU'RE BOUND
FOR HELL

NOT FOR EDUCATIONAL USE

Whatever you desire
This bottle can acquire

BUY
NOW

ONLY
\$20



NOT FOR EDUCATIONAL USE

NOT FOR EDUCATIONAL USE

WARNING: If you die while owning this bottle, your soul will be condemned. You must sell it for less than you pay.