A CHRISTMAS CAROL

Introduction
RL. 9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

W. 7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Common Core State Standards

☐ SL. 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
At the end of this lesson we know who Charles Dickens was, and what life was like in England during his lifetime.
Who is Dickens?

- What do you know about Charles Dickens?
A Brief History on Charles Dickens

- Please click here to watch a clip about Charles Dickens.

Taken and adapted from Krista Nicole Carson's PPT
Life in Dickensian England

- In your groups, discuss the following questions:
  - What do you suppose life was like for the average child during Charles Dickens lifetime?
  - How would things be different from our lives now?
  - Let’s share our ideas with the class, and compile a group answer.
Life in Dickensian England would have been...
Would you survive?

☐ Please click here to play an interactive game about surviving in Dickensian England.
Could you survive life in Dickensian England?!
Researching

☐ If you were asked to do a research project, what steps would you take in conducting your research?

☐ 1)

☐ 2)

☐ 3)

☐ 4)

☐ 5)

☐ 6)

    and so on......
Note taking

- Taking **clear and efficient** notes is very important when conducting research.

- You want to be able to know what your **main points** are, and then be able to **back them up** with details.

Taken and adapted from Krista Nicole Carson's PPT
One thing to remember while taking notes is that you can copy down **important ideas**, but you should not **cut and paste** the text directly.

You must get into the habit of putting information into **your own words**.

Do not copy word-for-word!

**Copying and pasting** is called **plagiarism**, and it is illegal. It can result in you getting a **zero**, and could get you into a lot of trouble.
Task

- On your own, you are to conduct research into **life in England in the 1800s**.
  - Childhood/Family Life
  - Role of Men
  - Role of Women
  - Food/Diet
  - Health
  - Living conditions
  - London/City life
  - Crime
  - Leisure/Fun
  - Work/Jobs

You will be assigned **two/three** of the following topics to research.
Task

- After compiling research notes, you will create a PowerPoint that will illustrate your findings for your classmates. Include a workscited page at the end.
- You are to create 5 trivia questions, in a ‘Who Wants to be a Millionaire’ style (which means with four possible answers, only one of which is correct).
- All questions, will be give to Mrs. Bilden, who will then create a ‘Who Wants to be a Dickensiannaire’ style quiz.
- We will complete the quiz, in teams, in a later lesson.

Taken and adapted from Krista Nicole Carson's PPT
Group Assignments and Topics

- Dillon, Grace, & Ethan: Childhood/Family Life, Role of Men, Role of Women
- Nohemi, Thonetta, & Kailey: Food/Diet, Health, Living conditions
- Xavier, Dominic, & Emily: London/City life, Crime
- Ashley, Thomas, & Connor: Leisure/Fun, Work/Jobs
Lesson Objectives

☐ At the end of this lesson we will have made predictions about the text, and have started reading the first act.
In groups, come up with a list of things that you typically associate with the following themes at Christmas:

- Group 1 – Food
- Group 2 – Drink
- Group 3 – Entertainment
- Group 4 – People
- Group 5 – Plants
- Group 6 – Weather
- Group 7 – Animals
- Group 8 – Gifts
- Group 9 - Activities

Taken and adapted from Krista Nicole Carson's PPT
With the list of things you’ve created as a group, come up with a **haiku** poem about Christmas.

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**What is a haiku?**
It is a non-rhymed verse poem, conveying an image or feeling in two parts spread over **three lines**, usually with a seasonal reference.

Waking up early,
Brewing coffee for my Dad,
Gifts are taunting me!

There are 5 syllables in the first sentence,
7 in the second and 5 again in the last sentence.
Haikus

- share some of our Christmas Haiku’s with the class!
What do you know about the story?
What’s in a name?

- What are your expectations of the following characters, based on their names:

  What has the name ‘Scrooge’ become associated with, since Dickens created the character?

  What does this tell us about the importance of the story we are about to read?
What’s in a name?

What are your expectations of the following characters, based on their names:

Marley
What’s in a name?

- What are your expectations of the following characters, based on their names:
What’s in a name?

What are your expectations of the following characters, based on their names:

Tiny Tim
Act 1

- As a class, read and listen to the text
- Using a dictionary, find the definition of the vocabulary words.
- Why do you suppose you were unfamiliar with some of the words used by Dickens? What does this suggest about the English language?
At the end of this lesson we will have studied how Scrooge is described.
Characterization

- Choose one of the following emotions, and write a description to embody the emotion as a person.

- If LOVE were a person, what would he/she look like?
- If GREED were a person, what would he/she look like?
- If RAGE were a person, what would he/she look like?
- If JEALOUSY were a person, what would he/she look like?
- If PEACE were a person, what would he/she look like?
- If HAPPINESS were a person, what would he/she look like?
- If HONESTY were a person, what would he/she look like?
- If CALM were a person, what would he/she look like?
- If CHARITY were a person, what would he/she look like?
- If STRESS were a person, what would he/she look like?

Be sure to include:
Facial expressions and features, body shape and size, clothing, posture, body language and gestures.

Taken and adapted from Krista Nicole Carson's PPT
Let’s read!

- Please follow along
- Pay close attention to how Scrooge is described.
How *is* Scrooge described?

- Looking back at the section of the text in which Scrooge is described, what sort of words are used? Let’s compile a class list here:
Task

- Using the words used to describe Scrooge, and what we know of him from our reading so far, **sketch an image** of Scrooge in your workbooks.

- **Label him** with the features described by Dickens.
Characterization

- Last lesson we discussed how ‘Scrooge’ has now become linked with grumpiness and a dislike for Christmas. Therefore it can be said he **personifies** these type of characteristics.

- How does Dickens **effectively show us that Scrooge is a grumpy old miser in his description alone?**

Taken and adapted from Krista Nicole Carson's PPT
Task

- What is Scrooge’s attitude towards Christmas?
- How can his attitude be linked to Victorian attitudes at the time?
A CHRISTMAS CAROL

Act 1 Scene 2
Lesson Objectives

- At the end of this lesson we will have written an empathetic response as Scrooge.
Create **three questions** that you would want to ask **Scrooge** about his feelings at this point in the novel.

The encounter with his nephew?

How he feels in general about Christmas?

About his general outlook on life?

Ask the questions to **SCROOGE**!

**Scrooge MUST** give realistic answers based on evidence from the book!
Think (on your own):
What **three adjectives** could you use to describe Scrooge best?

Pair:
Find **two quotes** that you could use from the book to *support* your points about Scrooge.
Taken and adapted from Krista Nicole Carson's PPT
Let’s read!

Follow along with the next section of the text.
Questions to consider

- We stop reading as Scrooge is locking up the shop, and heading home.
- Imagine what Scrooge would be thinking on his way home – about the events of the day; about Christmas; about his life.
- Write a monologue as Scrooge, starting with…

I HATE CHRISTMAS.
Task

☐ Let’s have some volunteers read their monologues aloud.

☐ Which monologues did you feel were most effective? What qualities did the effective monologues have?

Taken and adapted from Krista Nicole Carson’s PPT
Common Core State Standards

- Ri. 1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
At the end of this lesson we will have learnt what pathetic fallacy is, and commented on how Dickens creates tension and suspense in the novel.
What is pathetic fallacy?
Pathetic Fallacy

- The treatment of **inanimate objects** as if they had human feelings, thought, or sensations.

- For example:

  There has fallen a splendid tear
  From the passion-flower at the gate.
  She is coming, my dove, my dear;
  She is coming, my life, my fate.
  The red rose cries, "She is near, she is near;"
  And the white rose weeps, "She is late;"
  The larkspur listens, "I hear, I hear;"
  And the lily whispers, "I wait."

Taken and adapted from Krista Nicole Carson's PPT
Act One

- Let’s continue our reading of Act One, up to the point with the knocker.
- How is the knocker an example of pathetic fallacy?
- Continue reading until the end of the Stave.
Questions to consider

- How does Dickens build a sense of tension and suspense, prior to the appearance of Marley’s ghost?
- What does Marley’s ghost look like? Sketch an image of Marley.
- Why does he wear chains? What do the chains represent?
Questions to consider

- Is Marley **happy** in death? Why or why not?
- What **message** does he have for Scrooge?
- What message is Dickens trying to give to society?
‘Mankind was my business, The common welfare was my business...’

Taken and adapted from Krista Nicole Carson's PPT
Questions to consider

- What prediction does Marley’s ghost make for Scrooge?
- How does Scrooge react to the visit by Marley’s ghost?

Taken and adapted from Krista Nicole Carson's PPT
What is Scrooge feeling at the end of Scene Three?
Lesson Objectives

- In this lesson, you’ll learn the difference between literal and figurative meanings.
**Literal**

- **Literal** means straightforward or factual; the dictionary meaning of a word. When someone says “I mean that literally,” they mean “exactly” -- just the facts!

Taken and adapted from Krista Nicole Carson's PPT
Figurative

- A **figurative** meaning is far more interesting – it’s imaginative; it conveys not just the facts but an idea. It encourages us to use our imaginations.
Here is an example:

- “Mervin runs like a duck.”
- This does not mean that poor Mervin runs exactly like a water bird. We’re using figurative language – in this case a figure of speech called a simile. By comparing the way Mervin runs to the way a duck runs, we’re suggesting that Mervin waddles and that he is awkward. If we wanted to be literal, we would say, “Mervin is awkward and he waddles when he runs.” “Mervin runs like a duck” is far more colorful and interesting.
Figurative vs. Literal

- Marley tells of us the cap that Scrooge carries with him to bed after his visions of the past. He says of the cap, that it is:
  - “Perhaps even too heavy to carry in his present state of weak remorse…”

- Literal:
- Figurative:
Task

- Identify some of the figurative language that Dickens uses in *A Christmas Carol*.
- Use the handout.

Taken and adapted from Krista Nicole Carson's PPT