

# Educator's Guide

*Compiled and adapted for educators by Samantha Murphy*



Music by ALAN MENKEN

Lyrics by LYNN AHRENS

Book by MIKE OCKRENT & LYNN AHRENS

Based on the story by Charles Dickens

Original Choreography by Susan Stroman

Originally directed by Mike Ockrent

Originally Presented by Radio City Entertainment At the Theater at Madison Square Gardens

*Presented by Bethel University Renaissance Theatre  
at the Dixie Carter Performing Arts Center*



## *Note to Educators*



As educators, it is imperative to give our students the most well-rounded, thorough educational experience that we possibly can. This opportunity to encounter the arts firsthand will give you another classroom tool to do just that. In addition to igniting a passion for theatre in the hearts of your students, our hope is that it can be an educational experience as well. This Educator's Guide is designed to incorporate state standards into your everyday lesson plans and to encourage your students take a look into the deeper meaning of this classic show. Please use this guide as a tool to expand their knowledge of your school's curriculum far beyond the Dixie stage.

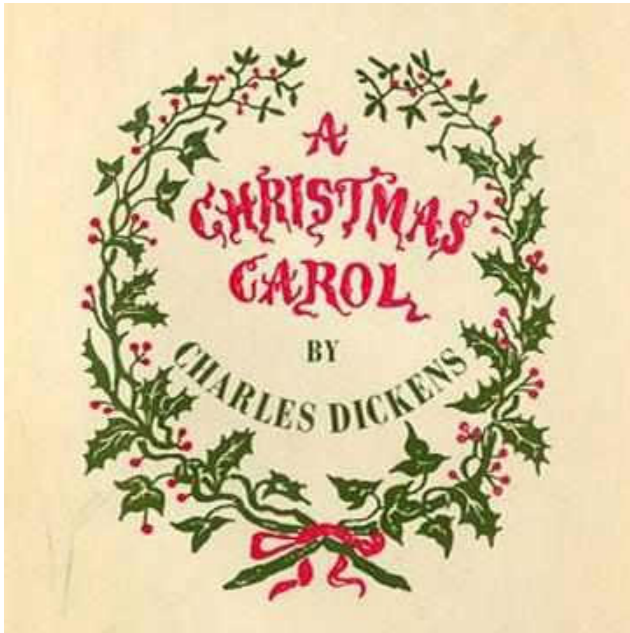
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# Incorporating Learning Styles

- **Visual/Spatial**—Students will be engaged by the onstage actors, set, and props used to convey the message of the show.
- **Verbal/Linguistic**—Students will be able to focus on the language of the show and will be able to communicate the message of the show to peers and teachers following the performance.
- **Logical/Mathematical**—Students will use reasoning skills to predict and analyze actions that take place during the show.
- **Bodily/Kinesthetic**—Students will be able to perform their own interpretations or adaptations of the show in class to their audience of peers.
- **Musical/Rhythmic**—Students will experience musical storytelling to reinforce important details of the show and can even write their own music or poems inspired by the show.
- **Interpersonal**—Students will be able to share with peers their personal opinions of the show and their understanding of certain themes within the story.
- **Intrapersonal**—Students will be able to compare themselves to particular characters in the story to which they can personally relate.





## Plot Summary

“A Christmas Carol” takes us on a fascinating journey through the life of the miserly moneylender Ebenezer Scrooge. Scrooge cares only for money, shows no mercy to others, and generally dislikes Christmas and all the joys that come with it. We see Scrooge as he interacts with his underappreciated and underpaid employee, Bob Cratchit, and other townspeople for which he shows no concern. On a dark, lonely night, Scrooge is visited by the ghost of his former business partner, Jacob Marley and the ghosts of Christmases Past, Present, and Future. Join Scrooge and other remarkable characters as they travel through time and space to discover the true meaning of Christmas.



## Main Characters



- **Ebenezer Scrooge**—miserly moneylender who is anti-Christmas and shows no mercy to others
- **Bob Cratchit**—kindhearted employee of Scrooge who is the father of Tiny Tim
- **Jacob Marley**—deceased business partner of Scrooge who returns as a ghost to warn him of his future if he continues to live as though he cares for no one but himself
- **Ghost of Christmas Past**—ghost who comes to Scrooge to show him his past
- **Ghost of Christmas Present**—ghost who comes to Scrooge to show him his present
- **Ghost of Christmas Future**—ghost who comes to Scrooge to show him his future if he does not change his ways
- **Tiny Tim**—son of Bob Cratchit, who despite his physical disabilities embodies hope and the true Christmas spirit

## What To Look For During The Show...

Before your students see the show, give them a few things to be looking for as they are watching that will give them an idea of how to complete follow-up activities in the classroom.

- Characters that you most identify with
- Reasons that characters act the way they do (Ex: Why do you think Scrooge is so mean to everyone around him?)
- Props, set pieces, costumes, etc. that help to make the story more believable
- The moral or overall message of the story
- Look for similarities and differences between the show and the book "A Christmas Carol" by Charles Dickens if you choose to read it in your classroom prior to the performance

**\*\*READ THE BOOK ONLINE at**

<http://etext.lib.virginia.edu/toc/modeng/public/DicChri.html>



## Charles Dickens Facts/Reading Research Activity



There are several ways to approach an author study. Below, I have listed several facts about Charles Dickens that you may wish to briefly share with your class. However, if you would like to expand upon this and have your students participate in a research activity, here are a few ideas:

- Students can create a poster advertising Charles Dickens' visit to a local bookstore. Students may include drawings of Charles Dickens, book covers, and/or other elements that represent the author.
- Students can create a brochure to showcase facts and drawings that relate to the author and present them to the class.
- Students can create a PowerPoint presentation to include several biographical facts to share with the class.
- Students can create a timeline of events in the life of Charles Dickens.

## Facts About Charles Dickens:

- **Charles John Huffam Dickens** was the most popular English novelist of the Victorian era (1837-1901).
- Many of his novels first appeared in magazines presented in short sections at a time.
- Dickens' most famous stories include *The Adventures of Oliver Twist*, *A Christmas Carol*, *A Tale of Two Cities*, and *Great Expectations*.
- Dickens' father would make young Charles stand upon a tall stool, sing songs, and create stories for the entertainment of other clerks in his office.
- Edgar Allan Poe is said to be the only person who was ever able to predict the conclusion of the complex plots in Dickens' novels.
- Quotes by Dickens:
  - No one is useless in this world who lightens the burden of it to anyone else.
  - Reflect upon your present blessings of which every man has many - not on your past misfortunes, of which all men have some.
  - Whatever I have tried to do in life, I have tried with all my heart to do it well; whatever I have devoted myself to, I have devoted myself completely; in great aims and in small I have always thoroughly been in earnest.
  - A boy's story is the best that is ever told.



## Theatrical Terminology



The following is a list of basic theatrical terms to get your students familiar with the what it takes to put on a show. This may be very helpful in introducing your students to the genre of drama.

1. **Act**: a major division of a play. Acts may be further divided into scenes; may be used to indicate a change in time or place.
2. **Antagonist**: the character who provides the obstacle to the protagonist's objective in the play. The antagonist sets the conflict in motion.
3. **Audition**: the opportunity to read for a part in a play
4. **Blocking**: determining the basic movements of the actors during a play. Some is provided by the playwright; some develops by actors; but a majority is supplied by director and includes entrances, exits, and crosses
5. **House**: the seating area of a theatre, but also the audience itself
6. **Improvisation**: A situation in which the actors are provided with background on the setting and characters and then spontaneously invent dialogue and action.

7. **Monologue**: a work written to be spoken by just one person
8. **Playbill**: the program that usually gives information about the actors in the show
9. **Principals**: the leading or main characters in a play
10. **Role**: a part in a play; the character played by an actor
11. **Stage left/right**: areas on the stage as seen from the actor's perspective, as opposed to the house left and right
12. **Type casting**: the casting of roles in a play by choosing actors who most closely resemble the physical and personality description of the characters



\*\*These are just general theatrical terms that your students can learn to expand their vocabulary and knowledge of theatre. For an extensive list of terms, please Google "theatrical terms and definitions" and choose the first website listed or visit the website listed at the end of this study guide on the Resources page.

## Classroom Activities (Grades 4-8)

### *Integrating Theatre into Reading*



TN State Standards from each grade level have been chosen that can be taught in conjunction with theatrical performances such as “A Christmas Carol.” These are just suggestions of activities that you can use in the classroom. This is by no means an exhaustive list of activities, but it is meant to jumpstart your imagination to create fun and interesting lesson plans. Feel free to adapt any of the activities listed in grades 4-8 to fit your grade level’s curriculum standards and expand upon them as needed.

## 4th Grade TN Standards:

4.1.01 Continue to develop oral language and listening skills.

d. Formulate and respond to questions from teachers and other group members.

e. Participate in creative responses to text

j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).

4.1.02 Demonstrate knowledge of concepts of print.

c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, biographies).

4.1.09 Develop appropriate information skills and study skills to facilitate learning.

b. Use media (e.g., photographs, films, videos, the arts, on-line catalogs, nonfiction

books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.

4.1.12 Experience various literary and media genres.

a. Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, films, video) genres.

b. Determine the problem of a story, discover its solution, and consider alternate solutions.

c. Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.

d. Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.

f. Compare and contrast events and characters using evidence cited from print and non-print text(s).

## **\*Activity # 1 Creative Writing**

Have your students respond to the show by writing creative stories.

### **Examples Prompts:**

- 1) If I were Scrooge and I were visited by ghosts that showed me my past, present, and future, how would I feel? Would I be happy with things that I have said or done to other people or would I want to go back and change things to be a better person?
- 2) If you were a business owner, how would you make sure to treat your employees better than Scrooge did?
- 3) If you could choose to be a ghost from “A Christmas Carol,” which one would you be and why (Ghost of Christmas Past, Present, or Future)?

## **\*Activity #2 Act It Out!**

4th grade standards encourage students to explore facial expressions, gestures, and posture and how they are used to convey a certain message.

In this activity, have your students recall a short scene from the show to act out in front of their classmates. Encourage them to pay special attention to how their non-verbal actions match what they are trying to convey.

For example, if students are performing a scene in which Scrooge and Tiny Tim are interacting, their non-verbal actions will be very different. Scrooge will deliver his lines hunched over with a scowl on his face and Tiny Tim will be beaming from ear to ear and will struggle to walk from one place to another.

### **\*Activity 3 Movie Reviewer**

In this activity, as a follow-up to viewing the show at the Dixie, show your students a video adaptation of “A Christmas Carol.” Encourage them to pay close attention to similarities and differences between the video and the stage performance. After the movie is over, students can complete a Venn diagram (website for template listed below) or make lists to compare and contrast both forms of media.

There are several movie adaptations to choose from, but you may use your own discretion to choose the one that best suits your class. The 2004 version listed below uses the exact same script used by the performers at the Dixie. If you wish to show this version, you may want to ask your students to focus on differences in costuming, set, and ways that characters are portrayed instead of how the story may be a little different. For more of a contrast, you may want to select either the 2009 version or the 1984 version which are non-musical versions of the show and tell the story using dialogue only.

- Disney’s “A Christmas Carol” (2009) starring Jim Carrey, Gary Oldman, and Colin Firth
- “A Christmas Carol: The Musical” (2004) starring Kelsey Grammer, Jesse L. Martin and Jane Krakowski
- “A Christmas Carol” (1984) starring George C. Scott, Frank Finlay and Angela Pleasence

Venn diagram worksheet template <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

### **\*Activity #4 Alternate Ending**

Have students come up with an alternate ending for the show. Instead of having Scrooge realize that he should change his ways and treat others kindly, students can come up with another solution to end the show. You can have your students write an alternate ending or work in groups to perform an alternate ending. You will be surprised what your students come up with!

## 5th Grade TN Standards:

5.1.01 Continue to develop oral language and listening skills.

- f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
- g. Create and deliver an oral presentation that includes an introduction and conclusion.

5.1.02 Demonstrate knowledge of concepts of print.

- c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, autobiographies).

5.1.05 Read to develop fluency, expression, accuracy, and confidence.

- a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).
- d. Read orally using appropriate pronunciation, expression, and rate.

5.1.09 Develop appropriate informational skills and study skills to facilitate learning.

- b. Use media (e.g., photographs, videos, films, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.

5.1.12 Experience various literary and media genres.

- a. Read and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, film, video) genres.
- b. Predict and determine the sequence of events in a story including possible problems and solutions.
- c. Identify the conflict of the plot.
- d. Interpret a character's feelings and identify his motives.
- e. Trace changes in the main character and describe how this affects the plot.
- h. Compare and contrast events and characters using evidence cited from print and non-print text(s).
- k. Retell a story from a different point of view.

## **\*Activity #1 Book Study**

**Do a classroom book study of “A Christmas Carol” by Charles Dickens. You can read the book online at <http://etext.lib.virginia.edu/toc/modeng/public/DicChri.html>. You can incorporate a variety activities with a book study including:**

- **Character Studies**
- **Plot Analysis**
- **Sequencing**
- **Book-in-a-bag project**

## **\*Activity #2 Save the drama for your mama!**

**Have a small group of students recreate a scene from the play with lines, props, etc. Students can put their own twist on the scene including modern language that they would use themselves. This will help you to gauge the students’ comprehension of the play and will cause them to look deeper into the story that they have before. Use the tips below to help students write a script for their scene.**

- 1. Ask: Who needs to be in the scene?**
- 2. Ask: What’s the most important thing that happened in the scene?**
- 3. Ask: Where does the scene take place?**
- 4. Ask: Is this a long scene or a short scene?**
- 5. Brainstorm three different ways it could begin.**
- 6. Write a rough draft.**
- 7. Write a final draft of the script.**

### \*Activity # 3 “Who Said That?”

Students can write a paragraph about the story from a different point of view. They may tell the story from the point of view of Scrooge, Bob Cratchit, Tiny Tim, or the ghosts. Analyze the differences in the points of view and discuss why each character focuses on a specific idea. For example, Bob Cratchit’s point of view may be an optimistic one in which he sees the best in others and Scrooge’s point of view may be more negative. On the other hand, the ghosts’ points of view may focus on their feelings toward Scrooge and the decisions he has made. Have students read their paragraphs to the class and let students guess which point of view is being recounted.



*1934 Norman Rockwell Painting*

## 6th Grade TN Standards:

6.1.01 Continue to develop oral language and listening skills.

a. Model active listening in both formal and informal settings.

d. Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.

e. Participate in creative responses to text (e.g., dramatizations, speeches).

h. Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).

6.1.02 Develop an understanding of the concepts of print.

c. Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).

6.1.03 Expand reading skills through phonemic awareness.

a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).

b. Identify patterns of rhyme and rhythm.

c. Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).

6.1.06 Expand reading vocabulary.

a. Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.

b. Build vocabulary by reading from a wide variety

6.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

b. Derive meaning after reading by

1. indicating the sequence of events.

2. recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.

3. identifying the author's purpose.

4. discussing similarities and differences in events and characters using evidence cited from the text or various texts.

6. determining cause and effect relationships.

7. determining whether a given statement is a fact or an opinion.

6.1.12 Experience and explore the elements of various literary and media genres.

a. Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g. music, films, videos, documentaries, the arts, photographs) genres.

b. Recognize the elements of each literary and media genre.

c. Identify the theme and determine if theme is stated or implied.

d. Recognize that certain themes recur and be familiar with commonly recurring themes.

e. Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text.

f. Explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations).

g. Identify the characteristics of stereotypical and realistic characters.

### **\*Activity #1 Say What?**

Teachers—this one starts with you! During the show, take notes of vocabulary words that may be unfamiliar to your students. In class the next day, see if students can recall vocabulary words that they may not have understood. Compile a list of these words and have students look up the definitions and use those words correctly in sentences.

### **\*Activity #2 Now, when was that again?**

Have students list actions that occurred in the show and have them create a timeline that correctly sequences events. Students can also illustrate their timelines and present them to the class.

### **\*Activity #3 Poetry Comparison**

Present students with several poems about Christmas. Have students compare and contrast the meanings or tones of each poem with the meaning and tone of “A Christmas Carol.” Here are a few example poems:

#### **A Christmas Limerick**

There once was a boy of Ole,  
Who was mean, dirty and often stole.  
But one day he was caught  
And for Christmas he got naught  
But an empty stocking full of coal

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## **The Winter Heart**

Wish but one wish when winter comes,  
Dream but one dream of the past.  
The light from a fire is in all our homes  
But the flames from the hearth won't last.

For faint and few are the embers,  
Snuggle up and keep on your gloves;  
What the Winter Heart always remembers  
Is the warmth of a heart that loves.

---

## **I Wish That I Could Wrap Up Christmas**

I wish that I could wrap up all the love and Holiday cheer  
That comes along with Christmas and with New Year's every year,  
Pack it in a pretty box and put it on my shelf  
And pull it down again each year and give it to myself.

I wish that I could tie up all my favorite carols with twine,  
Wind around some ribbon, too, and for twelve months call them mine  
Until the next Yuletide came when the sounds again could be unfurled  
And untie every single one then give them to the world.

## 7th Grade TN Standards:

7.1.01 Continue to develop oral language and listening skills.

- d. Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
- e. Participate in creative responses to text (e.g. dramatizations, speeches).
- f. Deliver an oral presentation, using multiple sources of information from any content area, utilizing visual aids for contextual support.
- g. Use the proper stress, pitch, and juncture in oral reading and presenting.
- h. Continue to use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).

7.1.02 Develop an understanding of the concepts of print and non-print materials.

- c. Identify the differences among various print and non-print formats (i.e. prose, poetry, newspaper/magazine, letters, dramas, technical manuals, screenplays, photographs, works of art, and textbooks).

7.1.03 Expand reading skills through phonemic awareness.

- a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).
- b. Analyze patterns of rhyme and rhythm to determine effectiveness.

7.1.06 Expand reading vocabulary.

- b. Build vocabulary by reading from a wide variety of texts, literary genres and modes.

7.1.07 Employ pre-reading strategies to facilitate comprehension.

- a. Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).
- g. Make predictions about text.
- h. Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and non-print texts.

7.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

- b. Derive meaning after reading by
  1. indicating and analyzing the sequence of events.
  2. recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.
  3. identifying the author's purpose and determining if the purpose is met.
  4. discussing similarities and differences in events and characters using evidence cited from the text or various texts
  5. finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal

responses.

6. analyzing cause and effect relationships.

7. analyzing statements as fact or opinion.

9. demonstrating an understanding of implied themes and identifying themes that commonly recur in literature.

11. continuing to make connections among various print and non-print texts.

12. continuing to make connections among the various literary genres and themes with personal, historical, and cultural experiences.

7.1.12 Experience and explore the elements of various literary and media genres.

a. Continue to read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, visual and performing arts) genres.

b. Recognize the distinguishing elements of various literary and media genres.

c. Identify the elements found in the exposition (i.e. introduction of characters, setting, and conflict) of print and non-print text.

d. Determine how the author develops characters/characterization (e.g., through words, speech, actions, thoughts, narrator, interactions, motivation).

e. Identify and explain the rising action, climax, and falling action of a story/event.

f. Identify words and phrases used by authors to create mood to establish a tone.

g. Compare and contrast elements of plot between or among stories.

h. Continue to identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.

i. Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments or presentations.

j. Make inferences about print and non-print text.

### \*Activity # 1 Book/Play Talk

Have students take their knowledge from the show, gather research from other sources, and give a “book talk” as if encouraging others to read "A Christmas Carol." They can use a project board to make a presentation (also can be related to real-world jobs where employees have to make pitches to their companies) and/or use props. You may also want to encourage students to dress in costumes to make their presentation more believable.

### \*Activity # 2 Singing Summary

Students can summarize the plot of the story by working in pairs or groups to write a song or rap to present to the class. Emphasize that students must tell the entire story in their song, but keep it under 5 minutes. Some students may feel uncomfortable with this type of presentation so they may elect to write a poem instead.

### \*Activity # 3 Plot Pizza

Students can create a pizza using literary terms that retells the plot of the story.

#### Directions:

1. Construct your pizza (circle) using colored paper, construction paper, poster board, markers, etc... (BE CREATIVE!).
2. Divide the circle into six equal pieces. Label your slices with a literary term (setting, internal conflict, external conflict, character, point of view, plot diagram).
3. On the flap of slice that you lift up, define each literary term. On the entire circle, under the slice, briefly describe that part of the story. Example: Setting: where the story takes place; London, England
4. Decorate each slice with onions, green peppers, pepperoni and other pizza toppings.

5. Write your name, the book title and the author's name on the back of the pizza.

**Rubric for the Plot Pizza:**

title, author, and your name are on project

slice one describes the setting

slice two describes an internal conflict

slice three describes an external conflict

slice four describes the character (static/dynamic/round/flat)

slice five describes the point of view (1st/3rd person, limited, omniscient)

slice six illustrates the plot diagram

correct use of grammar, punctuation, spelling and complete sentences

toppings are added for effect

neat/attractive appearance



## 8th Grade TN Standards:

8.1.01 Continue to develop oral language and listening skills.

- a. Continue to model active listening in both formal and informal settings.
- d. Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
- e. Participate in creative responses to text (e.g., debates, dramatizations, speeches).
- g. Incorporate into oral reading, discussions, and presentations the use of correct stress, pitch, and juncture.
- h. Analyze a variety of non-verbal communication techniques and how they impact the audience and speaker.

8.1.02 Develop an understanding of the concepts of print.

- a. Recognize the defining characteristics of a variety of texts (e.g., identify differences between poetry and narration, between plays and essays, between biography and historical fiction).
- b. Approach texts according to their type using appropriate skills and prior knowledge (e.g., read poetry aloud, bring knowledge of history to a reading of biography, provide "between the lines" information in drama, determine how the form/genre informs meaning).

8.1.03 Expand reading skills through phonemic awareness.

- a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).
- b. Evaluate patterns of rhyme and rhythm and how they affect understanding.
- c. Evaluate the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, slant rhyme, internal rhyme, accent, repetition).

8.1.05 Read to develop fluency, expression, accuracy, and confidence.

- a. Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).
- c. Continue to read using appropriate pronunciation, expression, and rate.
- d. Continue to adjust speed based on the purpose for reading.

8.1.06 Expand reading vocabulary.

- a. Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.

b. Build vocabulary by reading and viewing from a wide variety of print and non-print texts, literary and media genres and modes.

8.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

b. Derive meaning after reading by

1. indicating, analyzing, and evaluating the sequence of events.
2. recognizing and stating the main idea/central element in a given reading selection, noting details that support the main idea/central element.
3. identifying the author's purpose and analyzing to determine if purpose is met.
4. discussing similarities and differences in events and characters using evidence cited from the text or various texts.
7. evaluating cause and effect relationships.
8. evaluating statements as fact or opinion.
10. analyzing themes, whether stated or implied.
13. making connections among the various literary genres and themes with personal, historical, and cultural experiences.

8.1.12 Experience and explore the elements of various literary and media genres.

- a. Continue to read, view, and recognize various literary (e.g. novels, science fictions, plays, suspense, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the visual and performing arts) genres.
- b. Recognize and analyze the elements of various literary and media genres.
- c. Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends and myths).
- d. Identify and evaluate stated or implied themes and connect recurring themes to previously read materials and current readings.
- e. Evaluate how the author develops characters (e.g., through words, speech, action, thoughts, narrator, interaction, motivation) and evaluate whether the characters are stereotypical or realistic.
- g. Determine the elements of the plot and trace them using graphic organizers (i.e. exposition, rising action, climax, falling action, resolution/denouement).
- h. Distinguish among varying types of conflict (i.e., man v. man, man v. nature, man v. himself).
- i. Explore subplots in literary selections and films.
- j. Compare and contrast between or among stories/events the elements of the plot.

### **\*Activity #1 What's the difference?**

Students can compare and contrast elements of drama, novels, poetry, and other types of literature. After studying various genres, have students select two genres to compare and contrast and have them choose which they would rather experience.

### **\*Activity # 2 Cause and Effect**

Students can use a T-chart to write cause and effect statements of events from the play. Students can also make up their own causes and predict what would happen if the story had been written differently. Ex: Cause—Scrooge did not heed the ghosts warnings, Effect--?, Cause—Scrooge treated all of his employees fairly, Effect--?

**Cause and Effect Worksheet Template** <http://www.creativewriting-prompts.com/support-files/causeandeffectchart.pdf>

### **\*Activity # 3 Conflict**

After giving students a lesson on types of conflict (man vs. man, man vs. nature, man vs. himself), have students identify the types of conflict present in “A Christmas Carol.” Make sure that the students take note that one story can have many different types of conflict.

**\*\*See other grade levels for activities that can be adapted to fit 8th grade standards.**

## General Questions About “A Christmas Carol”

1. How would you characterize Bob Cratchit’s attitude toward Scrooge?
2. Who is Marley? What is Marley's relationship to Scrooge?
3. What is Marley's purpose in the story?
4. Using complete sentences, carefully describe the appearances of each spirit.
5. Using complete sentences, explain the lesson that Scrooge learns from each spirit.
6. Which spirit was the most frightening to Scrooge? Why?
7. Which spirit had the greatest effect on Scrooge? Why?
8. How is Scrooge affected by seeing the Cratchit family?
9. Explain why the visions of the future would convince Scrooge to alter his life.
10. List several changes that took place in Scrooge by the end of the story.
11. Predict what Scrooge's future life will be like.
12. What is the moral or lesson of the story?



## Resources

**\*State of TN Curriculum Standards**

<http://state.tn.us/education/ci/english/reading.shtml>

**\*MTI Musical Theatre International**

[http://www.mtishows.com/show\\_detail.asp?showid=000245](http://www.mtishows.com/show_detail.asp?showid=000245)

**\*Theatrical Terms & Definitions**

<http://homepages.wmich.edu/~cedwards/Teachingmodules/modules/Theater%20Terms%20and%20Definitions.pdf>

**\*Charles Dickens Quotes**

[http://www.brainyquote.com/quotes/authors/c/charles\\_dickens.html](http://www.brainyquote.com/quotes/authors/c/charles_dickens.html)

**\*Charles Dickens Facts**

[http://en.wikipedia.org/wiki/Charles\\_Dickens](http://en.wikipedia.org/wiki/Charles_Dickens)

**\*Christmas Poetry**

[http://www.theholidayspot.com/christmas/poems/poetry\\_page\\_1.htm#reason](http://www.theholidayspot.com/christmas/poems/poetry_page_1.htm#reason)

