

A Christmas Carol

Charles Dickens

Reading Schedule	Discussion / Writing Response Options
<p>Day 1: Intro to Dickens and Victorian London 🎩 ✨</p> <ul style="list-style-type: none"> • Goal: Set the scene with an understanding of the historical context, Dickens's life, and the conditions in Victorian London. • Activities: <ul style="list-style-type: none"> ○ Short video on Victorian England. ○ Quick class discussion: What do students notice about Victorian life? ○ Start reading Stave 1 (approx. pages 1-6 if using a standard edition). 	<p>Character Map of Scrooge: As students read, have them create a "Before Scrooge" character map detailing his traits, values, and famous lines that capture his personality (e.g., "Bah! Humbug!"). This can serve as a before-and-after comparison by the end.</p>
<p>Day 2: Stave 1 - "Marley's Ghost" 👻</p> <ul style="list-style-type: none"> • Goal: Analyze Scrooge's character and Marley's message. • Activities: <ul style="list-style-type: none"> ○ Finish reading Stave 1. ○ Discussion questions: Why is Scrooge the way he is? How does Marley's ghost help set up the story's theme of redemption? ○ Characterization activity: Have students create a "Scrooge Profile" that includes his personality traits and memorable quotes. 	<p>Marley's Chains Activity: Discuss the symbolism of Marley's chains—what do the different items on the chain (cash boxes, ledgers) represent? Then, students can write or draw "chains" they think Scrooge might be forging for himself or the ways people today might be "chaining" themselves with choices.</p> <p>Cause and Effect Predictions: Ask students to predict how Marley's visit might impact Scrooge. They can draw a cause-and-effect chain on paper or digitally, tracking how one ghostly encounter might lead to a series of changes.</p>

Day 3: Stave 2 - The Ghost of Christmas Past ✨

- **Goal:** Explore Scrooge's early memories and how they shaped him.
- **Activities:**
 - Read the beginning of **Stave 2** (first half).
 - Activity: "Memory Maps" – Students draw or describe Scrooge's significant memories from childhood, apprenticeship, and young adulthood.

- **Memory Journal:** As they read about Scrooge's memories, students write a "memory journal" as if they are Scrooge, recounting moments from his past. They could also imagine what they would see if visited by the Ghost of Christmas Past.

Day 4: Finish Stave 2 🎄💔

- **Goal:** Reflect on Scrooge's past regrets and missed opportunities.
- **Activities:**
 - Finish reading **Stave 2**.
 - Group discussion: How does the past affect Scrooge now? Does he seem to regret his choices?
 - Journal prompt: Write about a time Scrooge could have made a different choice and how his life might have changed.

- **Character Sketches:** Introduce Scrooge's young love, Belle, and his old boss, Fezziwig. Have students sketch these characters and describe what each one reveals about Scrooge's personality and values. For example, how did Fezziwig influence Scrooge, and why is it so sad to see him losing that joy?
- **Turning Point Timeline:** In pairs or small groups, students make a timeline of key moments in Scrooge's past that shaped his character, focusing on what each event teaches him about regret, loss, or missed opportunities.

Day 5: Stave 3 - The Ghost of Christmas Present

- **Goal:** Contrast Scrooge's life with the lives of the Cratchits.
- **Activities:**
 - Start reading **Stave 3** (cover the Ghost's introduction and the Cratchit family scene).
 - Discussion: What does the Cratchit family teach Scrooge about happiness?
 - Activity: Holiday in Scrooge's Shoes – Imagine Scrooge's reactions to typical Christmas celebrations.

- **The Cratchit Comparison:** Students create a "compare and contrast" chart between Scrooge and the Cratchit family. What does each one value? What does happiness look like in each household?

Day 6: Finish Stave 3

- **Goal:** Continue exploring the theme of generosity and human connection.
- **Activities:**
 - Finish reading **Stave 3**.
 - Character focus: Tiny Tim and the effect of poverty on the Cratchits.
 - Reflection: How does Scrooge react to these visions? What seems to be changing within him?

- **Tiny Tim's Future:** Have students imagine what Tiny Tim's future might look like if Scrooge doesn't change. They could write a short paragraph from Tim's perspective, describing his hopes and dreams, which will help them understand the stakes of Scrooge's choices.
- **Generosity Brainstorm:** After learning about the people the Ghost of Christmas Present shows Scrooge, students brainstorm ways they can bring generosity to their own communities. This discussion can lead into a class-wide project or simple acts of kindness they can carry out.

Day 7: Stave 4 - The Ghost of Christmas Yet to Come

- **Goal:** Highlight the fear and urgency of change.
- **Activities:**
 - Read **Stave 4** (covering the ghost's arrival and Scrooge's journey through the future).
 - Prediction: What do students think Scrooge is learning from this experience?
 - Activity: "Choose Your Future" – Students write about a possible future for themselves and how their current actions could affect it.

Day 8: Finish Stave 4 and Begin Stave 5

- **Goal:** Explore Scrooge's reaction to his own "death" and his desire for redemption.
- **Activities:**
 - Finish **Stave 4** and start reading **Stave 5**.
 - Small group discussion: How does facing his future change Scrooge?
 - Journal prompt: What do you think it takes for someone to truly change?

- **Foreshadowing Clues:** As they read about the ghost's spooky entrance and Scrooge's journey through the future, have students identify key clues or symbols that foreshadow what's coming. They can jot these down as "ghostly warnings" and discuss how Dickens builds tension.

- **Who Mourns Scrooge?:** Discuss the scene at the end where Scrooge sees how few people care about his passing. Ask students to write a short reflection on how they'd want to be remembered and what actions in life can contribute to a positive legacy.
- **Alternate Ending:** After reading Stave 4, have students create an "alternate ending" in which Scrooge doesn't change. What happens to him? This can be a creative writing piece or even a "dark" storyboard to drive home the importance of his redemption arc.

Day 9: Finish Stave 5 -

Scrooge's Transformation 🎅



- **Goal:** Celebrate Scrooge's redemption and new outlook on life.
- **Activities:**
 - Finish reading **Stave 5**.
 - Reflection: Have students identify specific moments when Scrooge's transformation is clear.
 - Activity: Create a "Scrooge 2.0" character profile, highlighting his new values and outlook.

Day 10: Wrap-Up and Reflection



- **Goal:** Reflect on the themes of the story and connect to personal values.
- **Activities:**
 - Group discussion: What is Dickens trying to tell us about the holiday spirit, generosity, or second chances?
 - Final activity: Students can either write a letter from Scrooge to a future self or design a "Redemption Roadmap" for a fictional character or themselves.
 - Optional holiday celebration (maybe "Cratchit-style" with hot chocolate and snacks)!
- **Scrooge's Thank You Letter:** Have students imagine they're Scrooge and write a thank-you letter to one of the ghosts, explaining what he's learned and how he plans to live differently.
- **Before and After Scrooge:** Revisit their Stave 1 character maps and add to them, creating an "After Scrooge" version with new traits, quotes, and actions that show his transformation.
- **Personal Reflection:** After discussing Scrooge's final transformation, students write their own "resolution letter" for the new year, inspired by Scrooge's change. They can think of one specific way they want to grow or make a difference, connecting personally to the story's themes of kindness and generosity.