

# A Christmas Carol

**Grade Level:** Second

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**Length of Unit:** 10 Lessons

## I. ABSTRACT

This unit focuses on the second grade Core Knowledge literature selection *A Christmas Carol* by Charles Dickens. Students will be exposed to this classic literary selection as a work of fiction, and will explore the life and times of mid-1800s England in Dickens's day. Students will realize the impact that Charles Dickens had on our modern-day celebration of the Christmas holiday.

## II. OVERVIEW

### A. Concept Objectives

1. Students will reflect on their own memories of Christmas.
2. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
3. Students will develop a conceptual understanding of the functions of the ghosts of Christmas Past, Christmas Present, and Christmas Yet to Come.

### B. Content from the *Core Knowledge Sequence*

1. *A Christmas Carol* by Charles Dickens

### C. Skill Objectives

1. Students will demonstrate the ability to write and publish in a variety of formats.
2. Students will acquire an awareness of and appreciation for the development of the English novel.
3. Students will be introduced to the culture and times during which Charles Dickens lived.
4. Students will recognize similarities and differences in Christmas today and Christmas during Dickens's day.
5. Students will recognize characteristics of a Christmas Village in Dickens's day.
6. Students will be introduced to new vocabulary words.
7. Students will recognize character traits in the book's characters, and attach those traits in written expressions and illustrations.
8. Students will understand that defining the beginning and ending of a story helps define the middle event(-s) of a story.
9. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
10. Students will recognize similarities and differences between various types of media presentations of the same story.
11. Students will develop an enthusiasm for showcasing their efforts and achievements by presenting what they have learned to others.
12. Students will predict experiences of their own Christmases yet to come.
13. Students will review the time concepts of past, present, and future.
14. Students will generate ideas on a topic and use oral and written prewriting strategies.
15. Students will discuss historic traditions of diverse groups and peoples and explain the ways these traditions are passed down from generation to generation.
16. Students will compare and contrast family life in various places now, in the recent past, and long ago.

17. Students will demonstrate the ability to organize and classify information by constructing categories.
18. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
19. Students will practice active listening as the teacher reads *A Christmas Carol*.
20. Students will demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.
21. Students will demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces.
22. Students will compare life today to life in mid-1800s England.
23. Students will create a typical mid-1800s Christmas decoration.
24. Students will play a game popular during Dickens's day
25. Students will demonstrate responsible personal and social behavior in physical activity settings.
26. Students will read a Reader's Theater version of *A Christmas Carol*.
27. Students will predict what will happen in the future of the story.
28. Students will demonstrate the ability to identify and describe characters, setting, and plot in a literary work.
29. Students will compare the movie to the book.
30. Students will demonstrate the ability to participate in creative dramatics.
31. Students will demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
32. Students will indicate when they hear a newly-introduced vocabulary word.
33. Students will demonstrate the ability to use oral language for a variety of purposes.
34. Students will demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.
35. Students will sequence the events of *A Christmas Carol*.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. *A Christmas Carol* (a collection by several different illustrators is nice to have)
2. Hirsch, E.D., *What Your Second Grader Needs to Know*. Delta, 1999. ISBN: 038531843X.

#### B. For Students

1. Literary terms from first grade: drama, actors and actresses, costumes, scenery and props, theater, stage, audience, characters, heroes, heroines
2. Elements of Art from first grade: line, color, shape, texture
3. Literary terms from kindergarten: author, illustrator

### IV. RESOURCES

- A. Dickens, Charles. *A Christmas Carol*, Abridged by Shona McKellar. Dorling Kindersley Eyewitness Classic. ISBN: 0-7513-7086-X.
- B. Hirsch, E.D., *What Your Second Grader Needs to Know*. Delta, 1999. ISBN: 038531843X.
- C. Lewis, Mack. "A Christmas Carol" (Scholastic Storyworks, November/December 1998, p. 26-31).
- D. Seuss, Dr. *How the Grinch Stole Christmas*, ISBN: 0-394-80079-6

- E. "A Christmas Carol," starring Alastair Sim as Scrooge (the original black and white presentation from 1951), ISBN: 1-55739-096-7, 86 minutes. Note: This has been digitally colorized and is available in that format as well.

## V. LESSONS

### Lesson One: Christmas Past, Christmas Present, and Christmas Yet to Come

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will reflect on their own memories of Christmas.
  - b. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
3. Skill Objective(s)
  - a. Students will generate ideas on a topic and use oral and written prewriting strategies.
  - b. Students will predict experiences of their own Christmases yet to come.
  - c. Students will review the time concepts of past, present, and future.
  - d. Students will compare and contrast family life in various places now, in the recent past, and long ago;
  - e. Students will discuss the historic traditions of diverse groups and peoples; and explain the ways these traditions are passed down from generation to generation.
  - f. Students will demonstrate the ability to organize and classify information by constructing categories.

#### B. *Materials*

1. Construction paper – manila or white
2. pencils, markers and/or crayons
3. a large piece of chart paper for webbing ideas

#### C. *Key Vocabulary*

1. Past – what has already happened
2. Present – what is happening now
3. Yet to Come (or Future) – what is likely to happen in the days and years ahead

#### D. *Procedures/Activities*

1. Teacher will ask students to secretly recall their favorite Christmas memories. Teacher will prompt students to think of favorite foods that are made in their homes, special events that their families attend, extended family that may come to visit or be visited by the students' families, and any other aspects that may be considered by the students.
2. Students will generate details of their own Christmas memories by verbally stating these as the class creates a web of Christmas Past. As students share their memories, the teacher will add these to the web, which should be written by the teacher on a large piece of chart paper.
3. Once the web of Christmas Past is completed, ask students to think of something that is happening during the current Christmas season that is being celebrated as this unit is being presented. This should be something from the present Christmas season, not from the years past. The teacher may give an example by stating, "Yesterday, I enjoyed taking my class to the cafeteria to take part in our annual Christmas Dessert Feast. I usually choose to sample all the desserts that

have chocolate in them.” Make sure to clarify that although yesterday is in the *past*, we are discussing the *present* Christmas season.

4. Ask students to think of themselves as grownups. What will they do for a living? Will they be married? Will there be any children in their households? Ask them to keep their thoughts a secret from their friends, so that they are not persuaded to change their thoughts by the reactions of their peers.
5. Give each student a piece of white or manila construction paper. Ask them to fold it the same way they would tri-fold a letter to be placed into an envelope, so that there are three equal sections defined by the folds. Turn the paper so that the bottom and top edges of the paper are the long sides of the paper, and the short sides of the paper are the left and right edges. The sections that they will be looking at will be labeled as Christmas Past, Christmas Present, and Christmas Yet to Come. At the top of the first section, have students write “Christmas Past,” in the middle “Christmas Present,” and in the last section “Christmas Yet to Come.”
6. Have students illustrate one special memory from a past Christmas in the first section. They should illustrate a memory from the current Christmas season in the section designated as “Christmas Present,” and a thought that they had about their Christmas as a grownup in the “Christmas Yet to Come” section.
7. When the illustrations are complete, the students will then write one sentence that describes each illustration at the bottom of that particular section. Writing after the drawing is reflective of the Sketch-to-Stretch technique, whereby children remember more details for their writing if they construct the scene visually first.
8. Let students know that tomorrow, they will have an opportunity to share their Christmas memories with their classmates.

E. *Assessment/Evaluation*

1. Informal observation and anecdotal records during the class discussion of Christmas celebrations;
2. Check the students’ Past-Present-Future tri-folds of their own Christmas celebrations to determine their understanding of past, present, and future.

**Lesson Two: A Dickens Christmas Village**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop a conceptual understanding of the functions of the ghosts of Christmas Past, Christmas Present, and Christmas Yet to Come.
  - b. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
3. Skill Objective(s)
  - a. Students will discuss the historic traditions of diverse groups and peoples; and explain the ways these traditions are passed down from generation to generation.
  - b. Students will recognize characteristics of a Christmas Village in Dickens’s day.
  - c. Students will be introduced to new vocabulary words.

- d. Students will acquire an awareness of and appreciation for the development of the English novel.
- e. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
- f. Students will practice active listening as the teacher reads Stave One (Marley's Ghost) of *A Christmas Carol*.
- g. Students will indicate when they hear a newly-introduced vocabulary word.
- h. Students will compare life today to life in mid-1800s England.
- i. Students will demonstrate the ability to use oral language for a variety of purposes.
- j. Students will demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.

B. *Materials*

- 1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
- 2. cereal box and plain paper, or brown paper bags
- 3. tape
- 4. cotton batting
- 5. markers, pencils, crayons, colored pencils, etc.
- 6. chart paper with vocabulary words from Stave One written on it
- 7. dry beans
- 8. pictures of Victorian Christmas Villages
- 9. Dickens Village Construction Rubric – Appendix A

C. *Key Vocabulary*

- 1. haunted– troubled
- 2. spirit – ghost
- 3. resolute- firm; steadfast
- 4. idle – inactive; lazy
- 5. specter– ghost
- 6. spectacles- glasses
- 7. chamber – room
- 8. phantom – ghost
- 9. phenomenon – experience or occurrence
- 10. apparition - ghost

D. *Procedures/Activities*

- 1. Ask students to recall yesterday's activity, in which they depicted scenes from their own Christmases Past, Christmases Present, and Christmases Yet to Come. Allow students an opportunity to share their writing and illustrations from yesterday's activity.
- 2. Introduce today's vocabulary from the story by having the words listed on chart paper in the reading area. Explain the meanings of the words. Ask students to clap once when they hear you say the word during the reading of the story. This helps them to keep sharp listening skills and to focus on the story. If there are illustrations in the book that you are reading, ask students to pay close attention to architectural details in the buildings and the village scenes depicted in the story.
- 3. Read Stave One (Marley's Ghost) aloud from *A Christmas Carol*.

4. Show students the illustrations of the English Village in the story again. Also show other resources of pictures of typical English villages in London during Dickens's day.
5. Provide students with an example of an empty cereal box, taped closed at the top. You may wish to put a few dry beans at the bottom for weighting down the box. Students will be asked to bring these in as contributions to the Dickens Village. This is a good time to go over the rubric to discuss expectations – See Appendix A. (Note: As an alternative, this village can also be constructed by using brown paper bags that are turned upside-down). Students may use brown or white butcher paper to cover the cereal boxes, and then use markers, crayons, colored pencils, etc. to begin decorating them like the typical architectural structures of the mid-1800s. They can use all sorts of odds and ends to make street items like acorn tops as baskets for vegetables, etc. They can use cotton batting for snow in the village. The village should be set up on a table in the classroom so that students can add to this daily as they bring in things that would be appropriate for display.

Extension Idea: Dickens Village pieces are sold commercially, and could be brought in and shared by someone who collects these pieces. As they are rather expensive, you may wish to have only the owner handle each piece as they are shared with the students. Additionally or alternatively, you may wish to locate the pieces in a store and ask permission to photograph them using a digital camera, to assist students in reproducing the Village likenesses. Several websites provide nice images that can be printed, for construction ideas: [www.giftcollector.com](http://www.giftcollector.com); <http://www.village-market.com/dickens.htm>; and other gift shops that sell these pieces online.

E. *Assessment/Evaluation*

1. Teacher observation for student indications of vocabulary words (one clap) heard during the reading of the story, to see if the students are listening to the reading of the story.
2. Dickens Village Construction Rubric upon project completion at end of unit – See Appendix A, or to change criteria and design your own rubric, visit a rubric building site on the web, such as [http://landmark-project.com/classweb/tools/rubric\\_builder.php](http://landmark-project.com/classweb/tools/rubric_builder.php).

**Lesson Three: Comparing Then to Now**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
  - b. Students will develop a conceptual awareness of the functions of the ghosts of Christmas Past, Christmas Present, and Christmas Yet to Come.
2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
3. Skill Objective(s)
  - a. Students will practice active listening as the teacher reads Stave Two of *A Christmas Carol*.
  - b. Students will indicate when they hear a newly-introduced vocabulary word.

- c. Students will be introduced to the culture and times during which Charles Dickens lived.
- d. Students will acquire an awareness of and an appreciation for the development of the English novel.
- e. Students will be introduced to new vocabulary words.
- f. Students will recognize similarities and differences in Christmas of today and Christmas during Dickens's time.
- g. Students will compare life today to life in mid-1800s England.
- h. Students will demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.
- i. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
- j. Students will demonstrate the ability to organize and classify information by constructing categories.
- k. Students will compare and contrast family life in various places now, in the recent past, and long ago;
- l. Students will discuss the historic traditions of diverse groups and peoples; and explain the ways these traditions are passed down from generation to generation.

*B. Materials*

- 1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
- 2. chart paper with vocabulary words from Stave Two written on it
- 3. large piece of paper for T-Chart
- 4. markers
- 5. Copy of T-Chart, one per student (Appendix B )
- 6. pencils

*C. Key Vocabulary*

- 1. transparent – see-through
- 2. opaque – not clear; solid
- 3. melancholy – sad
- 4. consciousness - awareness
- 5. domestic - taking place in the home
- 6. idol – hero
- 7. pinioned – held down; trapped
- 8. inquired – asked
- 9. pedestrian – walker; person on foot
- 10. torture – make suffer

*D. Procedures/Activities*

- 1. Ask students to recall the activity in which they depicted scenes from their own Christmases Past, Present, and Yet to Come. Stress to the students that today, we will be reading about a ghost who visits Scrooge to help him recall all of his own Christmases Past.
- 2. Introduce today's vocabulary from the story by having the words listed on chart paper in the reading area. Explain the meaning of the words. Ask students to clap once when they hear you say the word during the reading of the story. This helps them to keep sharp listening skills.
- 3. Read aloud Stave 2 (The First of the Three Spirits) from *A Christmas Carol*.
- 4. Ask students to think about the differences between the mid-1800s and today that they have noticed during the reading of the first two staves. One student may suggest that today we have central heating, whereas long ago they burned coal to

stay warm during the winter, for example. If you have the Eyewitness Classic version (abridged by Shona McKellar), then you will note that pages 30-31 provide historical reference for “Christmas in Scrooge’s Day.”

5. Construct a T-Chart on a large piece of chart paper. Label one side “Then,” and one side “Now.” Have students pair to share (Think-Pair-Share) their ideas with a partner. Give each student a copy of the T-Chart so that each pair may record their ideas.
6. Have each pair of students offer their observations of what Christmas was like in Dickens’ day as opposed to what it is like today, as we experience it. As each pair shares their observations, teacher records these ideas on the large T-chart. Students can then use the ideas shared by the group on the large T-Chart to add additional observations to their own T-Chart.
7. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project.

**E. Evaluation/Assessment**

1. Teacher observation for student indications of vocabulary words (one clap) heard during the reading of the story, to see if students are listening to the reading of the story.
2. Teacher will check the Then/Now Chart constructed as a group for understanding of the concept of time and differences in eras, to see that each partnership contributed at least one idea.
3. Teacher will check the individual Then/Now charts for student recording of the information.

**Lesson Four: Decorative Garland**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will develop a conceptual understanding of the functions of the ghosts of Christmas Past, Christmas Present, and Christmas Yet to Come.
  - b. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
3. Skill Objective(s)
  - a. Students will practice active listening as the teacher reads Stave Three of *A Christmas Carol*.
  - b. Students will indicate when they hear a newly-introduced vocabulary word.
  - c. Students will create a typical mid-1800s Christmas decoration.
  - d. Students will demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.
  - e. Students will acquire an awareness of and an appreciation for the development of the English novel.
  - f. Students will be introduced to new vocabulary words.
  - g. Students will recognize characteristics of a Christmas Village in Dickens’s day
  - h. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
  - i. Students will play a game popular during Dickens’s day.

- j. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
- k. Students will demonstrate responsible personal and social behavior in physical activity settings.
- l. Students will discuss the historic traditions of diverse groups and peoples; and explain the ways these traditions are passed down from generation to generation.

*B. Materials*

- 1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
- 2. chart paper with vocabulary words from Stave Three written on it
- 3. raisins, peanuts, almonds, plastic safety needles, thread
- 4. blindfold

*C. Key Vocabulary*

- 1. transformation - change
- 2. vanished - disappeared
- 3. poulterers - butchers
- 4. steeple – decorative high point of a building, as a church
- 5. sixpence – a form of British money
- 6. crutch – prop or support
- 7. vacant – empty
- 8. unaltered – unchanged
- 9. ignorance – lack of knowledge
- 10. want - desire

*D. Procedures/Activities*

- 1. Introduce today’s vocabulary from the story by having the words listed on chart paper in the reading area.
- 2. Explain the meaning of the words. Ask students to clap once when they hear you say each word during the reading of the story. This helps them to keep sharp listening skills.
- 3. Read aloud Stave 3 (The Second of the Three Spirits) from *A Christmas Carol*.
- 4. Students string plump raisins and nuts as a Christmas decoration that would have been reminiscent of Dickens’s day. Hang on class Christmas tree or a tree somewhere in the school building so that everyone can enjoy the creation.
- 5. In Scrooge’s day, the game of Blind Man’s Bluff was a popular pastime, often played at parties and other festive events. In Stave 3, the game is played at the home of Scrooge’s nephew when the second of the three spirits takes Scrooge there. Students will play a game of Blind Man’s Bluff. You will need a blindfold. Have one child volunteer to be the “blind man.” Blindfold this student while the rest of the players form a circle around him or her. One of the children spins the blind man around three times. After this, the blind man randomly approaches one of the players (make sure he/she does not trip on anything) and tries to figure out who he/she is by using sense of touch.
- 6. You may want to establish rules about hands being allowed to touch only above the neck, and perhaps demonstrate a “light” touch that lasts for only about three to five seconds as being an acceptable rule. Also, it is a good idea to make sure that all students have clean hands before they play this game (and after). There were many different versions of Blind Man’s Bluff, so no matter what rules you add or change, it was probably a variation of a sort. The blind man has three chances to guess the child’s name. If he does, he takes the other student’s place in the circle, and the other student becomes the blind man. There are no winners or losers; play ends when each child has had an opportunity to be the blind man.

7. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project.
- E. *Assessment/Evaluation*
1. Teacher observation for student indications of vocabulary words (one clap) heard during the reading of the story, to see if the students are listening to the reading of the story.
  2. Informal observation for participation and good conduct during game.

**Lesson Five: The 5 Ws Poem explaining Who, What, When, Where, and Why**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop a conceptual understanding of the functions of the ghosts of Christmas Past, Christmas Present, and Christmas Yet to Come.
2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
3. Skill Objective(s)
  - a. Students will practice active listening as the teacher reads Stave Four of *A Christmas Carol*.
  - b. Students will demonstrate the ability to write simple compositions friendly letters, and expressive and informational pieces.
  - c. Students will demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.
  - d. Students will acquire an awareness of and an appreciation for the development of the English novel.
  - e. Students will recognize character traits in the book's characters, and attach those traits in written expressions and illustrations.
  - f. Students will be introduced to new vocabulary words.
  - g. Students will indicate when they hear a newly-introduced vocabulary word.
  - h. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
  - i. Students will demonstrate the ability to identify and describe characters, setting and plot in a literary work.

B. *Materials*

1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
2. chart paper with vocabulary words from Stave Four written on it
3. pencils, markers, writing paper, and large pieces of gray construction paper

C. *Key Vocabulary*

1. concealed – hid
2. trivial – minor; unimportant
3. dialogue – conversation
4. foreshadow – indicate beforehand
5. neglected – uncared for
6. honor – respect; admire
7. grieved – upset; unhappy; distressed
8. faltered – weakened; hesitated
9. image – picture; reflection; likeness
10. waning - fading

D. *Procedures/Activities*

1. Introduce today's vocabulary from the story by having the words listed on chart paper in the reading area. Explain the meaning of the words. Ask students to clap once when they hear you say the word during the reading of the story. This helps them to keep sharp listening skills.
2. Teacher will read aloud Stave 4 (The Last of the Spirits) from *A Christmas Carol*.
3. Students will create headstones for Scrooge by writing a 5 Ws Poem. Students use the 5 Ws format (See Appendix C) to write their poems.
4. Once complete, the poems are copied with marker or crayon onto gray construction paper cut into the shape of a headstone. These can be displayed in the hallway, in a cemetery-type setting. A student who finishes early may fringe some strips of green construction paper for grass in the cemetery, and make a full moon from yellow construction paper to add to the effect.
5. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project

*E. Assessment/Evaluation*

1. Teacher observation for student indications of vocabulary words (one clap) heard during the reading of the story, to see if the students are listening to the reading of the story.
2. Check each student's 5 Ws poem for completion and for words that describe Scrooge.

**Lesson Six: Scrooge vs. The Grinch**

*A. Daily Objectives*

1. Concept Objective(s)
  - a. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
3. Skill Objective(s)
  - a. Students will demonstrate the ability to write and publish in a variety of formats.
  - b. Students will demonstrate the ability to identify and describe characters, setting, and plot in a literary work.
  - b. Students will demonstrate the ability to organize and classify information by constructing categories.
  - c. Students will practice active listening as the teacher reads Stave Five of *A Christmas Carol* and *How the Grinch Stole Christmas*.
  - d. Students will indicate when they hear a newly-introduced vocabulary word.
  - e. Students will be introduced to new vocabulary words.
  - f. Students will acquire an awareness of and an appreciation for the development of the English novel.
  - g. Students will recognize character traits in the book's characters, and attach those traits in written expressions and illustrations.
  - h. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.

*B. Materials*

1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
2. chart paper with vocabulary words from Stave Five written on it
3. *How the Grinch Stole Christmas* by Dr. Seuss

4. Venn Diagram for each student (See Appendix D), and one overhead transparency
  5. Overhead projector and pen
- C. *Key Vocabulary*
1. make amends – apologize
  2. loitered – waited; hung around
  3. shilling – a form of British money
  4. half-a-crown – a form of British money worth more than a shilling
  5. feign – pretend; simulate
  6. salary – wage; pay
  7. assist – help
  8. accustomed – usual; familiar
  9. heartier – more jovial and fulfilling
  10. a dozen – twelve
- D. *Procedures/Activities*
1. Introduce today’s vocabulary from the story by having the words listed on chart paper in the reading area. Explain the meaning of the words. Ask students to clap once when they hear you say the word during the reading of the story. This helps them to keep sharp listening skills.
  2. Read Stave Five aloud from *A Christmas Carol*.
  3. Ask students what they know about the Grinch in *How the Grinch Stole Christmas* by Dr. Seuss. Discuss the story, and then read it aloud to the students. How is the Grinch like Ebenezer Scrooge in *A Christmas Carol*? What similar dispositions and attitudes do they have? How and why do they both change during the story?
  4. Construct a Venn Diagram to compare and contrast the main characters. Can the students think of any other stories that might be similar in terms of plot and characterization?
  5. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project.
- E. *Assessment/Evaluation*
1. Teacher observation for student indications of vocabulary words (one clap) heard during the reading of the story, to see if the students are listening to the reading of the story.
  2. Check Venn Diagrams for comparison and contrast of characterization.

**Lesson Seven: The Writing on the Wall**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
  2. Lesson Content
    - a. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
  3. Skill Objective(s)
    - a. Students will demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.
    - b. Students will sequence the events of a story.
    - c. Students will understand that defining the beginning and ending of a story helps define the middle events.
    - d. Students will recognize character traits in the book’s characters, and attach those traits in written expressions and illustrations.

- e. Students will demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.
- f. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.

**B. Materials**

- 1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
- 2. drawing paper, markers, pencils
- 3. 7 or 8 pieces of 11x17 construction paper, white or manila colored
- 4. Sharpie marker, black fine tip
- 5. magnets or tape

**C. Key Vocabulary**

- 1. Wall Book – A summary of a story, written and illustrated by students, then displayed on the wall in the correct sequence.

**D. Procedures/Activities**

- 1. Students will construct a wall book of *A Christmas Carol*. To do this, the teacher uses magnets or tape to affix 7 or 8 pieces of 11x17 construction paper onto the chalkboard. The paper should be positioned in landscape format. Starting at the beginning, write a 3- or 4-sentence summary telling what happens. The students should generate the sentence ideas, and the teacher should write the sentences at the bottom of the paper in a black marker. Then, do the same thing at the ending. Depending on how many pages you have placed between the beginning and the end, you may decide to pinpoint one major middle event and then two smaller events that happened on either side of the one in the middle. The idea is to have a summary in “big book” form that can be displayed on the wall.
- 2. Once the writing has been completed on each piece of paper, the students use the top part above the words to illustrate the summarized portion that is written on that page. Students work well in pairs or trios to complete the illustrations as small collaborative teams. For example, in class of 21 students, a group of 3 could work on 1 of the 7 pages of the Wall Book.
- 3. When the illustrations are complete, you are ready to display your “wall book” in the hallway to show others what you have learned. Arrange the pages on the wall in the order of the summary. I have found that numbering the backs of the pages in pencil as I put it up on the chalkboard helps me to put it back in order quickly when I’m ready to display it.
- 4. Early finishers can make a sequence chain link to go on their Christmas Trees by writing the sentences from the wall book on strips of drawing paper and then stapling the events of the story in order, in chain link formation.
- 5. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project.

**E. Assessment/Evaluation**

- 1. Teacher observation for participation in the class discussion of the sequencing of events. Check to see that each student contributes something to the discussion, and that students focus attention on the speaker without interrupting.
- 2. Check to see that each student takes part in the collaborative illustration assigned to his or her group.

**Lesson Eight: Turning Over a New Leaf for a New Ending**

**A. Daily Objectives**

- 1. Concept Objective(s)

- a. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
3. Skill Objective(s)
  - a. Students will demonstrate the ability to write and publish in a variety of formats.
  - b. Students will acquire an awareness of and appreciation for the development of the English novel.
  - c. Students will predict what will happen in the future of the story.
  - d. Students will demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces.
- B. *Materials*
  1. paper, pencils
  2. Peer Editing Checklists (See Appendix E)
  4. pan, tea bags, water
  5. wire brads or jute, 3-hole punch
  6. Writing Rubrics (See Appendix F)
  7. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
- C. *Key Vocabulary*  
none
- D. *Procedures/Activities*
  1. Teacher will reread the last few paragraphs of *A Christmas Carol* to refresh students' memories of the ending. Explain to the students that this is the ending that Charles Dickens gave the story, and that it is the widely accepted ending. However, our class has such creative writers that we are going to add to the story!
  2. Have students close their eyes. Tell them to imagine that it is Christmas one year later for Tiny Tim and Ebenezer Scrooge. What happened during the year since the story ended? Winter turned to Spring, Spring to Summer, Summer to Fall, and now it's Winter again. The students will predict what happened during the year, and will write three well-developed paragraphs describing the events. Each paragraph will have four to six sentences.
  3. When students have finished their drafts, they will peer edit by swapping papers with a partner. They revise and rewrite.
  4. Once students have finished their final copies, it is nice to make their "book covers" look old. You can help them do this by taking plain white pieces of paper, crumpling and uncrumpling them, and dipping each in a shallow pan of strong tea. The brown color stains the paper, and the crumples make it look old and worn. This is an activity that the students themselves can help complete. Put up a clothesline and hang the covers to dry before 3-hole punching and inserting wire brads to the completed writing.
  5. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project.
- E. *Assessment/Evaluation*
  1. Check to see that students used the Peer Editing form (Appendix E)
  2. Use the writing rubric (Appendix F) to assess the student's writing.

### **Lesson Nine: Presenting A Christmas Carol**

#### **A. Daily Objectives**

1. Concept Objective(s)
    - a. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
  2. Lesson Content
    - a. *A Christmas Carol* by Charles Dickens
  3. Skill Objective(s)
    - a. Students will read a Reader's Theater version of *A Christmas Carol*.
    - b. Students will demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.
    - c. Students will recognize similarities and differences between various types of media presentations of the same story.
    - d. Students will demonstrate the ability to participate in creative dramatics.
    - e. Students will demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
    - f. Students will demonstrate the ability to use oral language for a variety of purposes.
- B. Materials**
1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
  2. Mack Lewis's Reader's Theater Version of *A Christmas Carol* (Scholastic Storyworks, November/December 1998, p. 26-31).
- C. Key Vocabulary**
- none
- D. Procedures/Activities**
1. Students will read the play, from Scholastic Storyworks adaptation by Mack Lewis. Teachers may wish to have students read the play several times, switching roles and allowing students to take turns being different characters.
  2. Students discuss ways that the play and the book are different/same.
  3. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project.
- E. Assessment/Evaluation**
1. Teacher observation for participation in the reading of the play and contribution to class discussion of likeness and differences between book and play.

**Lesson Ten: The Movie vs. the Book**

- A. Daily Objectives**
1. Concept Objective(s)
    - a. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
  2. Lesson Content
    - a. *A Christmas Carol* by Charles Dickens
  3. Skill Objective(s)
    - a. Students will compare the movie to the book.
    - b. Students will demonstrate the ability to organize and classify information by constructing categories.
    - c. Students will acquire an awareness of and appreciation for the development of the English novel.
    - d. Students will recognize similarities and differences between various types of media presentations of the same story.
    - e. Students will be introduced to the culture and times during which Charles Dickens lived.

- c. d. Students will recognize similarities and differences in Christmas today and Christmas during Dickens's day.

**B. Materials**

- 1. *A Christmas Carol* by Charles Dickens, Abridged by Shona McKellar
- 2. "A Christmas Carol," starring Alastair Sim as Scrooge (the original black and white presentation from 1951), ISBN: 1-55739-096-7, 86 minutes. Note: This has been digitally colorized and is available in that format as well.
- 3. Television and VCR for showing the movie
- 4. pencils
- 5. Book Vs. Movie Form for each student (See Appendix G), plus one overhead transparency of this sheet
- 6. overhead projector and pen

**C. Key Vocabulary**  
none

**D. Procedures/Activities**

- 1. Students will view the movie "A Christmas Carol."
- 2. Class will discuss the differences and similarities in the story presentation by comparing the movie to the book. Additionally, students may refer to the Reader's Theater play as another type of media presentation.
- 3. Students complete the Movie vs. Book form to record their observations. You may wish to do this as a group and use the overhead to record the information as the students offer insights.
- 4. Allow students an opportunity to add any newly-created Dickens Village pieces to the ongoing class construction project.

**E. Assessment/Evaluation**

- 1. Informal assessment takes place during class discussion of comparison ideas.
- 2. Check the Movie vs. Book comparison sheet completed by each student.  
Extension/ Alternative: Arrange to see a stage performance of the play.

**Culmination: A Celebration of Learning**

Overview: The students will select a format for presenting all that they have learned in a Celebration of Learning. The Celebration of Learning could be as simple as inviting families or other classes of students into the classroom to see a constructed project or as elaborate as a staged presentation of a play in the school's auditorium, along with a variety of other presentation formats, with a food and beverage reception following. Its main purpose is to give students an avenue for communicating and demonstrating their knowledge of this topic.

**A. Objectives**

- 1. Concept Objective(s)
  - a. Students will gain an understanding of the way individuals, families, and communities live and work together now and in the past.
- 2. Lesson Content
  - a. *A Christmas Carol* by Charles Dickens
- 3. Skill Objective(s)
  - a. Students will demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentations
  - b. Students will demonstrate the ability to use oral language for a variety of purposes.
  - c. Students will demonstrate their enthusiasm for showcasing their efforts and achievements by presenting what they have learned to others.

- B. *Materials*
1. Materials will vary, according to the presentation format decided by the class. It may be helpful to have chart paper and a pen to record students' ideas during discussion, before deciding exactly what the students want to do and how they would like to accomplish it.
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Students will decide how to present a Celebration of Learning for their school peers and their parents.
  2. The Celebration might encompass only a couple of learning activities, or it may be reflective of the entire unit.
  3. The students and teacher should decide by class discussion what they wish to include in the Celebration, and how it should be presented. The plan may take one class period to decide, but students may need a week or two to rehearse the presentation format for their ideas before the Celebration can take place. Here are some ideas that could be considered.
    - a. Students might decide to present the Readers' Theater play.
    - b. Students might decide to put Dickens Village on display for parents to see.
    - c. Students may want to orally present their own revised endings to the story that they have written and peer-edited.
    - d. Teacher and students may work together to construct a PowerPoint presentation with pictures showing activities from the unit, put to background music, to be shown to parents and others.
    - e. Students may decide to add other activities – even dress up as characters during presentations- and do a medley of activities, incorporating song and dance.....the possibilities are endless, and surprisingly the students will be the ones with the best ideas – not the teachers, as we may prefer to think that we are!
- E. *Assessment/Evaluation*
1. The Celebration of Learning, by its very definition, is a powerful performance assessment for the entire unit. The decisions and avenues for presentation made by the students to showcase their efforts and achievements give teachers and parents a clear picture of all that the students have learned during this unit of study.
  2. Artifacts of student work from this unit should be considered for adding to the student portfolio. A nice addition is taking pictures with the digital camera – the Dickens Village, the Celebration of Learning, the game of Blind Man's Bluff – anything that will document learning, growth and development of the student.

## VI. HANDOUTS/WORKSHEETS

- A. Appendix A – Dickens Village Construction Rubric
- B. Appendix B – Comparing Then and Now T-Chart
- C. Appendix C – 5 Ws Poem Format
- D. Appendix D – Scrooge and Grinch Venn Diagram
- E. Appendix E – Peer Editing Checklist
- F. Appendix F – Writing Rubric
- G. Appendix G – Movie Vs. Book Comparison
- H. Appendix H - Mack Lewis's Adaptation of *A Christmas Carol* (Play)

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## Appendix A

### Dickens Village Construction Rubric

#### I CONTRIBUTED

0-15 points: I did not contribute anything to the Dickens Village, or I contributed less than the minimum requirement of one cereal box.

20 points: I contributed one cereal box to the Dickens Village, thereby meeting the minimum requirement for contributions.

25 points: I contributed more than one cereal box to the Dickens Village, exceeding the minimum requirement by contributing other materials and items in addition.

My total points: \_\_\_\_\_

#### I COOPERATED

0-15 points: I did not build off the ideas of others. I wasn't willing to participate or change, and my effort wasn't what it should have been.

20 points: I incorporated the ideas of others into my creations. I respected the ideas and opinions of others. I worked nicely with my peers and put forth good effort.

25 points: I proactively sought the ideas and opinions of my friends. I accepted feedback. I encouraged others and helped make necessary changes. I was a team player.

My total points: \_\_\_\_\_

#### I COMMUNICATED

0-15 points: I can't explain more than one characteristic of a Dickens Village. I didn't engage in conversation about my ideas or the project.

20 points: I was able to explain several characteristics of a Dickens Village to my classmates and teacher. I discussed what I was doing, and made observations that I discussed with my friends.

25 points: I was enthusiastic about the project and haven't stopped talking about it. I can tell my classmates a lot about a Dickens Christmas Village.

My total points: \_\_\_\_\_

#### I CREATED

0-15 points: I did not use the materials contributed for the Dickens Village to create anything, or my efforts were inexcusably below my expected performance.

20 points: I used the materials and items that were contributed for the village creatively to construct items and buildings for the village with correct color, texture, and visual detail.

25 points: My use of materials in helping construct the village demonstrates a solid understanding of its characteristics of color, texture, detail and architectural features. I used items in new and fresh ways.

My total points: \_\_\_\_\_

Appendix B

Partners' Names \_\_\_\_\_

Comparing Then and Now T-Chart

Then	Now

## Appendix C

### 5 Ws Poem Format

A 5 Ws Poem answers the following questions, in this order:

Who?

What?

Where?

When?

Why?

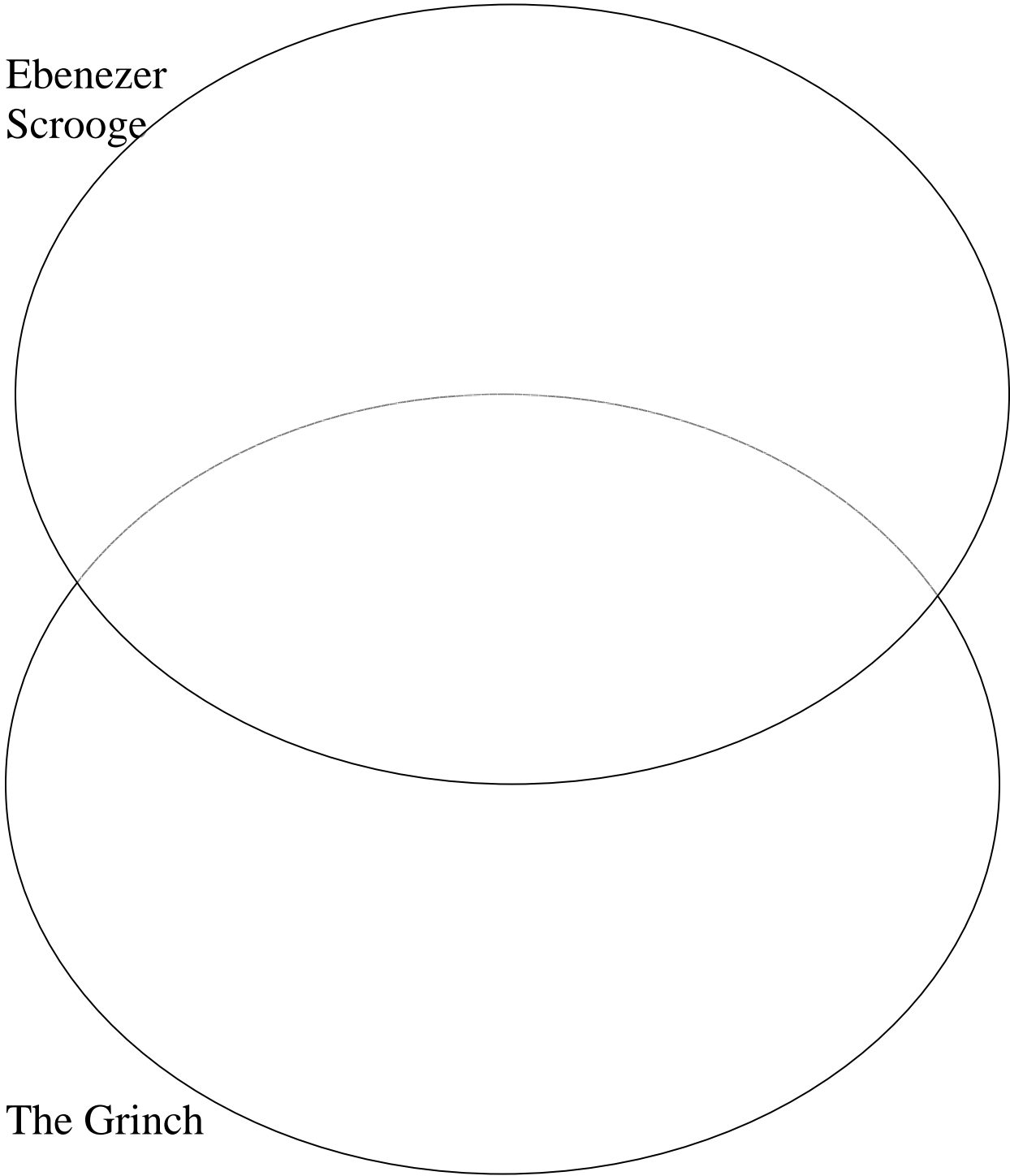
To demonstrate this format at the beginning of the school year, I often write one about my daughter, Ansley, before the students write a 5 Ws poem about one of their own family members. I show that each word or phrase of the poem is on its own line, like this:

Ansley  
likes apple butter  
on her toast  
in the mornings  
because her mother does.

Appendix D

Ebenezer  
Scrooge

The Grinch



## Peer Editing Checklist

Name \_\_\_\_\_

I have read the story ending written by \_\_\_\_\_

\_\_\_\_\_ My partner's name appears on his or her paper.

\_\_\_\_\_ My partner has written three paragraphs.

\_\_\_\_\_ My partner's paragraphs are indented.

\_\_\_\_\_ My partner's paragraphs have 4-6 sentences each.

\_\_\_\_\_ My partner's story made sense to me. It was on topic.

\_\_\_\_\_ I gave my partner at least one suggestion that I thought would make the story better.

\_\_\_\_\_ All of my partner's sentences start with capital letters.

\_\_\_\_\_ Each of my partner's sentences has ending punctuation.

Appendix F  
Writing Rubric

**4 – Complete**

All three paragraphs have four to six sentences and are properly indented. Sentences have capitalization at beginning, punctuation at end. The story makes sense and remains on topic.

**3 – Generally Complete**

The story may or may not have all three required paragraphs with the required number of sentences in each, but does have a total of at least ten sentences that make sense and remain on topic. Punctuation and capitalization may have up to two mistakes on final copy.

**2 – Somewhat Complete**

The story may or may not have all three required paragraphs with the required number of sentences in each, but does have a total of at least eight sentences that add an ending to the story. Punctuation and capitalization may have up to three mistakes on final copy.

**1 – Incomplete**

The work is substantially below expectation in that the writing has less than eight sentences, which may or may not take paragraph form. The writing may be somewhat on topic, or may stray slightly. Punctuation and capitalization have more than four mistakes on final copy.

**0- Not Attempted**

The student made no attempt to complete the assignment.

Appendix G

Movie vs. Book

Name \_\_\_\_\_

1. Which did you like better – the movie or the book? Why?
2. What did you like better about the book than the movie?
3. What did you like better about the movie than the book?
4. How were the characters different in the image that you had in your mind before you saw the movie?
5. Did seeing the movie help you understand the book better? In what ways?
6. Can you think of any other movies and books that you have compared? What were they?

Appendix H

# Charles Dickens's A Christmas Carol

Adapted by Mack Lewis

Used with permission of Mack Lewis

## Cast of Characters

Narrator – our ghostly storyteller  
Ebenezer (EHB-uh-NEE-zer) Scrooge – a rich and cranky old banker  
Bob Cratchit – Scrooge's hardworking clerk  
Fred – Scrooge's cheerful nephew  
Marley – The ghost of Scrooge's dead business partner  
Ghost #1 – The Ghost of Christmas Past  
Ghost #2 – The Ghost of Christmas Present  
Tiny Tim Cratchit – Bob's son. He is sickly and walks with a crutch.  
Mrs. Cratchit – Bob's wife  
Fezziwig – Scrooge's first employer  
Passerby #1  
Passerby #2  
Boy  
Ghost Chorus – ghostly sounds made by all the ghosts in unison  
The Ghost of Christmas Yet to Come \*  
Belle \*  
Young Scrooge \*

\*non-speaking parts

## Scene One

### Christmas Eve, London, 1843

**Narrator:** One wouldn't think Christmas Eve to be a time for ghost stories, but here, in the offices of Ebenezer Scrooge and his long-dead partner, Jacob Marley, our ghostly tale begins. Let me say again that old Marley was dead. This you must understand.

**Cratchit:** Mr. Scrooge, sir, might I add some coal to the fire?

**Scrooge:** Absolutely not. Coal costs money. Doesn't your coat keep you warm?

**Cratchit:** Not really, sir.

**Scrooge:** Then I suggest you get a new one.

**Cratchit:** But, sir.....

**Scrooge:** That's enough, Mr. Cratchit. I suppose you'll want the day off tomorrow.

**Cratchit:** Yes, sir. Christmas is only once a year, sir.

**Scrooge:** You want me to pay you for a day when you are not working? You'd better be here even earlier the next morning.

## Appendix H

**Narrator:** Scrooge's nephew arrived in hopes of spreading cheer.

**Fred:** Merry Christmas, Uncle!

**Scrooge:** Bah! Humbug!

**Fred:** Christmas a humbug? You don't mean it!

**Scrooge:** I do! What reason have you to be merry? You're not wealthy.

**Fred:** Come, dear Uncle. What reason have you to be so gloomy? You, with all your riches.

**Scrooge:** Bah! Humbug! What is Christmas but a time of wasting money on things you don't need? If I had my way, every idiot who goes about saying "Merry Christmas" would be boiled in his own pudding.

**Fred:** Uncle!

**Scrooge:** Nephew! You celebrate the holiday in your way. Let me celebrate it in mine.

**Fred:** But you don't celebrate it.

**Scrooge:** Let me not celebrate it then. But take my advice, celebrating has done you no good.

**Fred:** There are many things that do us good without making us rich. Though holidays have never put a scrap of gold in my pocket, I believe I am all the better for having celebrated them.

**Cratchit:** Yes, yes!

**Scrooge:** Quiet, Mr. Cratchit, or you'll celebrate Christmas by looking for a new job.

**Fred:** Don't be angry, Uncle. Have Christmas Dinner with us tomorrow.

**Scrooge:** Humbug.

**Fred:** But why not?

**Scrooge:** That's enough. Good day, Nephew.

**Fred:** So be it. But I shall keep my Christmas spirit 'til the end. Merry Christmas, Uncle! Merry Christmas, Mr. Cratchit!

**Cratchit:** Happy New Year, Master Fred.

**Scrooge:** There's a ridiculous notion: My clerk, with barely enough money to feed his family, and a crippled child, too, talking about a happy New Year. I must be mad!

## Scene Two Late that Same Evening

**Ghost chorus:** Owwooooh!

**Narrator:** Scrooge sat by the fireplace in his dreary house. He heard the door fly open and the rattling of chains.

**Scrooge:** What's that noise?

**Narrator:** Passing through the heavy door to Scrooge's chamber came a ghost with death-cold eyes. Its head was wrapped in bandages. It had chains locked around its body.

**Scrooge:** Pooh pooh! I'm not a man to be frightened by shadows.

**Marley:** You don't believe in me?

**Scrooge:** I don't.

**Narrator:** The ghost raised a frightful cry and shook its chains with an awful noise. Scrooge dropped to his knees and covered his face.

**Scrooge:** Mercy, dreadful spirit. What is it you want with me?

**Marley:** Much! I am the ghost of your partner, Jacob Marley. I must drag this chain and wander through the world forever! Woe is me.

## Appendix H

**Scrooge:** But why are you chained?

**Marley:** Each link of this chain is a punishment for some kind of deed I failed to do. Oh, why did I not show charity?

**Scrooge:** But, Jacob, you were always such a good businessman. You made so much money!

**Narrator:** Again the ghost raised a cry and shook his chains.

**Marley:** I should have been kinder! Ebenezer, do you know the weight of the chain you're making? It was as long as mine seven Christmas Eves ago. Imagine how long it is now.

**Scrooge:** Jacob, what can I do about it?

**Marley:** Hear me, Scrooge! You will be haunted by three spirits. Listen to what each tells you! Expect the first when the clock strikes one.

**Ghost chorus:** Owwooooh!

### Scene Three

1:00 a.m.

**Narrator:** Scrooge awoke to find the first ghost, a gentle spirit in a long white gown.

**Ghost #1:** I am the Ghost of Christmas Past. I will show you your life as it used to be. Rise and walk with me.

**Narrator:** They passed magically into Scrooge's past. The ghost and Scrooge were suddenly standing inside an old warehouse.

**Ghost #1:** Do you know this place?

**Scrooge:** Know it? I held my first job here. Why, it's old Mr. **Fezziwig:** He was a decent man!

**Narrator:** Next to Mr. Fezziwig, Scrooge saw himself, as a cheerful young man.

**Fezziwig:** It's Christmas Eve! Yo ho, everyone! No more work tonight. Clear the floor for dancing and fiddling and celebrating!

**Narrator:** Food was brought in. The music began. Everyone started dancing – including young Scrooge.

**Ghost #1:** Such a waste of money, this.

**Scrooge:** A waste of money? Look how happy everyone is. Fezziwig was always making people happy. Little things mostly. The way he looked at you, or a pat on the back.

**Ghost #1:** With whom do you dance? You look so happy.

**Scrooge:** Ah, Belle. It's young Belle.

**Ghost #1:** You loved her, but didn't marry her.

**Scrooge:** I first needed to seek my fortune.

**Ghost #1:** You mean, you could earn no money by simply loving her. You chose wealth instead.

**Scrooge:** Spirit, why do you torture me? Show me no more. I don't wish to see it!

**Narrator:** The spirit disappears. Scrooge finds himself back in his bedroom.

### Scene Four

2:00 a.m.

**Ghost Chorus:** Owwooooh!

**Ghost #2:** I am the Ghost of Christmas Present. You've never seen the likes of me before!

## Appendix H

**Narrator:** The second spirit was gigantic, and as grand and joyful as the season. Its eyes were clear and kind, yet they frightened Scrooge.

**Scrooge:** Spirit, take me where you will. Let me learn from it.

**Ghost #2:** Look upon me! You and I will go and see things as they are now. Off with us, then!

**Narrator:** The ghost and Scrooge appeared in the doorway of a small house.

**Scrooge:** Where are we?

**Ghost #2:** You don't know the house of your own clerk – Bob Cratchit? Come inside. The family is sitting down for Christmas dinner.

**Narrator:** Tiny Tim hobbled to the table, using an old wooden crutch.

**Tiny Tim:** Mother, there never was such a grand goose as this!

**Cratchit:** Splendid, my dear. A triumph!

**Scrooge:** So excited over a small goose! You'd think it was a prize turkey.

**Ghost #2:** It's all they can afford! Not a very well-off family.

**Scrooge:** True, but a happy one. Look how pleased they are – especially that Tim.

**Cratchit:** A toast! To Mr. Scrooge, the founder of our feast!

**Mrs. Cratchit:** The founder of our feast, indeed! I wish he were here now. I'd give him a piece of my mind to feast upon!

**Cratchit:** My dear! Let's not be bitter.

**Mrs. Cratchit:** I'll toast his health because it's Christmas, but that's all. Long life to him! Merry Christmas to the stingy, unfeeling, unkind founder of the feast: Mr. Scrooge.

**All:** Merry Christmas!

**Tiny Tim:** And God bless us, every one!

**Scrooge:** Tell me, Spirit. Will Tiny Tim live?

**Ghost #2:** I see an empty seat. I see a tiny crutch with no owner.

**Scrooge:** Oh, no! Say he will be all right!

**Ghost #2:** If there is no change in his surroundings, the child will die.

**Ghost Chorus:** Owwooooh!

**Narrator:** Scrooge looks sad as the ghost vanishes. Suddenly, another ghost appears.

## Scene Five 3:00 a.m.

**Narrator:** The third phantom was cloaked in a black robe. Nothing could be seen of him except one outstretched hand.

**Scrooge:** You are the Ghost of Christmas Yet to Come?

**Narrator:** The ghost didn't answer. It pointed its long, bony finger into the night.

**Scrooge:** Ghost of the Future, I fear you more than the others.

**Narrator:** The Spirit took Scrooge to a lonely cemetery that was covered in weeds. A coffin is being lowered into the ground.

**Scrooge:** Whose funeral is this? Why is no one here to mourn? Tell me, Spirit, is there anyone in this town who cared for this man?

**Passerby #1:** When did he die?

**Passerby #2:** Last week.

**Passerby #1:** What was the matter with him?

## Appendix H

**Passerby #2:** An empty heart, I suppose.

**Passerby #1:** Little good his money did him.

**Passerby #2:** Not a single person to mourn him!

**Passerby #1:** But think of all the money he saved with such a cheap funeral!

**Passerby #2:** Ha ha ha!

**Narrator:** The phantom pointed toward the gravestone.

**Scrooge:** Before I look, Spirit, tell me one thing. Can this future be changed?

**Narrator:** The Spirit gave no reply. Scrooge trembled. He looked upon the gravestone and read the words EBENEZER SCROOGE.

**Ghost Chorus:** Owwooooh!

**Scrooge:** No, Spirit. Hear me! Can I still erase the name upon this stone? I am not the person I was! From this night on, I will be a kind and generous man. I will honor Christmas in my heart.

### Scene Six Christmas morning

**Narrator:** When Scrooge awoke, he was so happy to see daylight that he laughed out loud. For a man that had been out of practice for so long, it was a splendid laugh. He opened his window and called to a boy.

**Scrooge:** What's today, my fine fellow?

**Boy:** Today? Why, it's Christmas Day.

**Scrooge:** I haven't missed it! Do you know the prize turkey hanging in the butcher's window?

**Boy:** The one that's as big as I am?

**Scrooge:** Yes, that's the one. I'll pay you to go buy it and have it brought here.

**Boy:** Yes, sir! Merry Christmas, sir!

**Scrooge:** I'll have it delivered to Bob Cratchit's. They won't know who sent it! And then I must join my nephew for dinner. Oh joy, I haven't missed Christmas!

**Narrator:** Scrooge spent the rest of the day spreading Christmas cheer and joyfully sharing his wealth.

### Scene Seven The next day

**Narrator:** Scrooge arrived at the office early. Cratchit entered, shivering from the cold.

**Scrooge:** Mr. Cratchit, you're eighteen and a half minutes late!

**Cratchit:** It's only once a year, sir. We were making merry rather long last night. It won't happen again.

**Scrooge:** I'll tell you what, my friend. I'm not going to stand for this any longer.

**Narrator:** Poor Bob Cratchit. He was certain he was about to be fired.

**Scrooge:** And therefore, Mr. Cratchit.....I'm doubling your salary!

**Narrator:** Cratchit was stunned!

**Scrooge:** Merry Christmas, Bob! A merrier Christmas than I've ever given before. And your salary is just a start. I'll assist your struggling family any way I can. And Tim, whatever he

## Appendix H

needs, he'll have it. Now, let's warm up this place. Put some more coal on the fire, Bob Cratchit. Before you dot another i, let's have more coal!

**Narrator:** Scrooge was better than his word. He became as good a man and as good a friend as the city knew. It was always said, if any man knew how to celebrate Christmas, it was Ebenezer Scrooge. May that be said of all of us.

**Tiny Tim:** And God bless us, every one!

The End