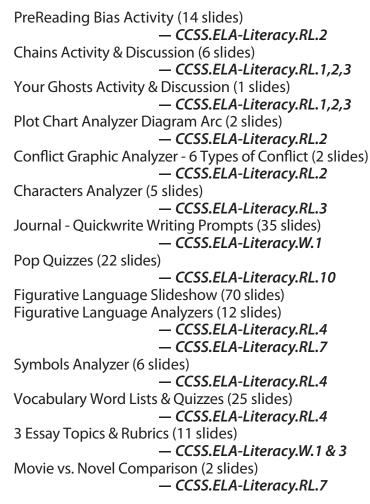
# Charles Dickens



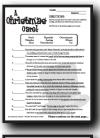
Thanks for looking at our complete digital teaching unit for Charles Dickens's fantastic novel, A CHRISTMAS CAROL ... optimized for 1:1 Google Drive & OneDrive.

All 213+ pages/slides of activities, analyzers, slideshows, and essays included in this bundle are designed to enhance your reading experience, save you (the teacher) prep time, and help your students enjoy and appreciate the novel that much more.

#### INCLUDED:







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## Curriculum Nap

This is a suggested 6-week plan for students to study Charles Dickens's novel, A CHRISTMAS CAROL. As with all teaching resources, this plan is for your reference and to give you ideas, and you should certainly adjust it according to your classroom's needs. This unit can be easily adjusted to meet the rigor of honors, regular, reading, or RSP students.

| Nonday  | Tresday  | Wednesday   | Thursday                                 | Friday   |
|---|--|---|--|--|
| PreReading Bias<br>Activity &<br>Discussion               | Hand out novel analysis<br>packet - Plot, Conflict,<br>Characters, Figurative<br>Language, Essay | Read Novel –<br>Stave 1   | Stave 1                                  | Stave 1  |
|   | Organizer, Symbols, Etc.<br>Start reading novel.   | Quickwrite  | Quickwrite                               | Work on novel analysis<br>organizers.                  |
| Chains Activity<br>& Discussion<br>Stop to do quickwrites | Read Novel –<br>Stave 2<br>and discussions whenever  | Stave 2<br>you reach the correspond   | Stave 2 ling section of the novel.       | Vocabulary<br>Quiz #1                                  |
|   | Quickwrite   | Quickwrite  | Quickwrite                               | Work on novel analysis organizers.                     |
| Read Novel –<br>Stave 3                                   |  | Stave 3   | •  | Vocabulary<br>Quiz #2                                  |
| Give Comprehension Pop<br>Quickwrite                      | Quizzes whenever studer  | its had at-home reading or<br>Quickwrite                                      | you need to assess their u<br>Quickwrite | nderstanding.<br>Work on novel analysis<br>organizers. |
| Read Novel –<br>Stave 4                                   | Stave 4  | Your Ghosts<br>Activity   | Stave 5                                  | Vocabulary<br>Quiz #3                                  |
| Quickwrite  | Quickwrite   | ,   | Quickwrite                               | Work on novel analysis organizers.                     |
| Discuss the Essay/<br>Speech                              | Quickwrite   | Quickwrite  | Quickwrite                               | Quickwrite   |
| Start outlining ideas.                                    | Work on Essay/Speech.  | Work on Essay/Speech.   | Work on Essay/Speech.                    | Work on Essay/Speech.                                  |
| Watch Film &<br>Compare to Novel                          | Watch Film &<br>Compare to Novel   | Speech Prese<br>If students write essays, the<br>edit before they turn in the | his time can be used to rev              | ise their 1st drafts or peer                           |



# Activities Pedagogy

We know...opening that .zip folder to find all these cool resources can be a tad bit overwhelming. That's why we've explained the various activities in this unit and the Common Core standards each one accomplishes.

| Activity                                    | 00 Standard                    | Pedagogy  |
|---|--------------------------------|---|
| PreReading Bias<br>Activity &<br>Discussion | Literacy.RL.1<br>Literacy.SL.1 | Students are challenged with nine controversial statements that are<br>created to divide the students into two sides. We like to go question<br>by question and have students physically separate to different sides<br>of the classroom. "If you agree, come to this sideIf you disagree,<br>come to this side. Try not to be a maybe or I don't know." Then we<br>have students on both sides express their opinions, while the<br>teacher offers challenging-yet-respectful questions back to each<br>speaker. As students move through the statements, they'll be<br>activating prior knowledge about the deeper issues in the story,<br>while practicing their polite argument skills and getting<br>emotionally connected to the story's ideas. |
| Chains Activity                             | Literacy.RL.1,2,3              | After reading Stave 1, students will discuss and analyze the chains<br>Marley is wearing and why he has to keep wearing them. The class<br>will then eventually create its own chain together of the things<br>weighing them down.  |
| Your Chosts<br>Activity                     | Literacy.RL.1,2,3              | After reading Staves 1-4, students will imagine they've been visited<br>like Scrooge and write three scenes from their own visitations from<br>their own Three Ghosts.  |
| Plot Organizer                              | Literacy.RL.2                  | While reading the novel, students will analyze the 6 parts of the<br>plot and find scenes/events that fit into each of the parts. The<br>graphic-rich organizer will visually remind of the tension map of<br>the story as they read.   |
| Conflict<br>Organizer                       | Literacy.RL.2                  | ¦ While reading the novel, students will analyze the 6 kinds conflict<br>¦ and find scenes/events that illustrate the various kinds of conflict.  |
| Characters<br>Organizer                     | Literacy.RL.3                  | Students will follow the various characters through the story and<br>analyze various details/quotes/situations about them. They will<br>consider physical descriptions, inner desires, and important traits<br>about those characters in order to determine uniqueness and<br>importance to the story.  |

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#### Activities Pedagogy Pg.2

| Activity  | cc Standard                                    | Pedagogy   |
|---|--|--|
| Quickwrite<br>Writing<br>Prompts                      | Literacy.RL.1<br>Literacy.RL.2<br>Literacy.W.1 | These writing prompts require students to write their unedited<br>off-the-cuff responses to various quotes, situations, issues that arise<br>from within the story. The questions take the students into<br>memories from their lives (activating prior knowledge),<br>connections with the story's characters and history (encouraging<br>empathetic reading and understanding), and deep areas of<br>thematic meaning (spurring informal argumentation). These<br>discussions might prove to be some of the most meaningful<br>explorations your students experience.  |
| comprehension<br>Pop Quizzes                          | Literacy.RL.10                                 | These quizzes are crafted to assess whether or not students read<br>the chapters. If the students read the chapters, they should earn<br>100%sif they didn't read, they should not be able to guess their<br>way to success. These can also be used as exit cards or quick<br>comprehension assessments to see if the teacher needs to further<br>explain the main events of the chapters.   |
| Figurative<br>Language<br>Instructional<br>PowerPoint | Literacy.RL.1<br>Literacy.RL.2<br>Literacy.W.1 | <ul> <li>We set out to make the most helpful, most compelling, most graphically attractive teaching resource for you to introduce your learners to all the various figurative language. This 70+ slide PowerPoint will help you introduce how every many you need to teach your level of learners.</li> <li>Two Parts to the PowerPoint:</li> <li>&gt; 23 Instructional Slides with definitions and examples</li> <li>&gt; 22 Quiz Review Slides with quote from novel or song for students to analyze</li> <li>&gt; 22 Quiz ReTeach Slides with explanation of why this quote was this figurative language</li> <li>WARNING: This does include an instruction and quiz slide on Double Entendre. By definition, double entendres are</li> <li>"inappropriate" or risque, so please see if this is good for your students before using. You can simply delete those slides from the quiz section.</li> </ul> |
| Figurative<br>Language                                | Literacy.RL.4                                  | Students will analyze various passages from the story and<br>determine which kind of figurative language is used. Students will<br>have to identify, compare, and analyze the phrases in a number of<br>different exercises.   |

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### Activities Pedagogy Pg.3

|       | Activity                      | 00 Standard   | Pedagogy   |
|-------|-------------------------------|---|--|
|       | Simpols                       | Literacy.RL.4   | Students will use this sweet-looking graphic organizer to analyze 6<br>key symbols/motifs from the novel. They will make note of 2-3 key<br>quotes about each symbol. Then they will analyze what deeper<br>meaning the symbol means in the novel.   |
|       | Vocabulary<br>Lisis & Quizzes | Literacy.RL.4<br>Literacy.L.4   | We've all seen the matching or multiple choice vocabulary<br>assessments with the words in one column and the dictionary<br>definitions in the other. These assessments require the students to<br>understand the context of the word in a sentence from the novel.<br>Not only does this require them to know the definition, but it forces<br>them to use the word in the right situation. |
|       | Essay / Speech                | Literacy.W.1<br>Literacy.W.9<br>Literacy.SL.1<br>Literacy.SL.4<br>Literacy.SL.6 | Students will choose from a few deep topics to either write an essay<br>or turn their essay outline into a speech on the topic. During the<br>speeches, students will need to understand and chart the speakers'<br>thesis statements. And for you no-hassle grading rubrics are<br>included to make your teaching life easier and save you time.  |
| ····· | Novel vs. Film<br>Comparison  | Literacy.RL.7   | Students will compare the film to the novel, analyzing the similarities and differences in various aspects of the two works of art.  |