

Unit Title: *Scrooge!* – What it Takes to Change a Life

Delaware Recommended Curriculum ELA Unit

Grade Level: Grade 6

Subject/Topic Area: ELA (with some social studies and theatre elements)

Key Words: adaptation of literature, characterization, character change/transformation

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District: Cape Henlopen

Time Frame: two-three weeks, to include theatre performance

Reviewed by: Ann Lewis, Juley Harper

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Brief Summary of Unit (including unit goals, rationale for the approach or slant taken, and where it appears in the course of study: This unit prepares students to see the live production of the original musical *Scrooge!*, produced annually by Clear Space Productions in December. Activities in the unit cover four distinct topics: divisions in societies based on socio-economic differences, techniques writers use to develop characters, transformations people undergo as a result of events that happen, and adaptations artists make to existing works to create new works.

Stage 1: Desired Results

DE Content Standards

ELA Standard 2: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

Students will be able to

2.4d Demonstrate an overall understanding of printed texts by retelling a story or restating an informative text through speaking and/or writing.

2.4f Demonstrate an overall understanding of printed texts by identifying the author's purpose.

2.4g Demonstrate an overall understanding of printed texts by comparing information between and within texts.

2.4k Demonstrate an overall understanding of printed texts by relating the content of the text to real-life situations.

2.5g Critically analyze and evaluate information and messages presented through print, speech, and mass media by acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.

2.6a Critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by offering a personal response to texts.

ELA Standard 4: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

Students will be able to

4.1b Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements

4.1c Connect their own experience to those of literary characters by relating to the feelings of

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characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities

4.2a Respond to literary texts by making inferences about content, events, characters, setting, and author's decisions

4.2b Understand the differences between genres

Theatre standards:

Standard 1: Students will improvise and write scenes, scenarios, and/or plays.

Standard 2: Students will act in informal or formal presentations.

Standard 3: Students will design and build environments for informal and formal presentations.

Standard 4: Students will direct by envisioning and realizing improvised or scripted scenes.

Standard 5: Students will design and build environments for informal or formal presentations.

Standard 6: Students will manage and produce informal or formal presentations.

Standard 7: Students will assess the characteristics of theatre, evaluating productions and audience response.

Standard 8: Students will understand theatre works in relation to cultures, times, and places.

Big Ideas

Readers and viewers of drama can learn about

- society
- relationships with others and themselves

Unit Enduring Understandings

Students will understand that

1. There is often a division in societies—whether 19th century London or 21st century Delaware—based on socio-economic divisions.
2. Authors and playwrights develop their characters' personalities through what the characters say and what they do, how they look, and what other characters say about them and how they react to them, etc.
3. People/characters change or transform as a result of their experiences. Often writers use this character development or transformation as a key to unlock the themes of the work.
4. Artists (writers, playwrights, choreographers, sculptors, painters, musicians, etc.) often create new works by building on the ideas or creations of others, producing a completely new work.

Unit Essential Questions

1. What aspects of 19th century life in London described by Charles Dickens in *A Christmas Carol* contributed to the large division between the rich and poor, the bosses and the workers, etc.?
2. What types of characters did Dickens portray? What means did he use to do this?
3. How and why was Scrooge transformed by the end of the play?
4. What are the similarities and differences between the book and the play?

Knowledge & Skills

Students will know...

- elements of plot structure
- elements of a play
- elements of a friendly letter
- persuasive strategies

Students will be able to...

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- compose a friendly letter
- use persuasive strategies in a variety of writing situations

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Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

	Elements Assessed
<p>Transfer Task 1 (handout in appendix) <i>Friendly letter</i> We are taught that it is customary to write thank you notes to people who have done things that are thoughtful or helpful or to show our appreciation for special gifts. Imagine you are Ebenezer Scrooge. The Christmas ghosts did something important by visiting you and helping you learn from your past mistakes. As a result, you became a better person. Choose the two ghosts you think made the biggest difference in Scrooge’s life. As the character of Ebenezer Scrooge, write a "Thank You" letter to the ghosts who helped you learn from your past mistakes and become a better person. Use text details to identify specific ways each ghost helped the change take place.</p> <p>As a final activity, students could assume the role of different characters in the story and do an improvisation and respond orally as those characters they assumed.</p>	<p>EU: People/characters change or transform as a result of their experiences. Often writers use this character development or transformation as a key to unlock the themes of the work.</p> <p>GLE’s:</p> <ul style="list-style-type: none">• Connect to experiences of literary characters by responding to the sensory, intellectual and emotional elements. (ELA 4.1b)• Connect to experiences of literary characters by relating to the feelings of characters of varying ages, genders, etc. (ELA 4.1c)• Respond to literary texts by making inferences about content, events, characters, setting, and author’s decisions. (ELA 4.2a_)• Demonstrate understanding of printed texts by:<ul style="list-style-type: none">• relating the content of the text to real-life situations,• using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.
<p>Transfer Task 2 <i>Writing a New Version</i> Imagine that you have been contacted by your local community theatre organization to do a rewrite of Charles Dickens’s <i>A Christmas Carol</i>. During the next production season, they would like to present a modernized version of this play. You are currently working on one particular scene from the book <i>A Christmas Carol</i> (or a portion of the musical <i>Scrooge!</i>) Select one scene which you would like to rewrite so that it is reflective of life in today. Determine what aspects of modern-day life you will incorporate into this scene, so that this version of <i>A Christmas Carol</i> will convey the same message, but through a contemporary version of the original story. Rewrite the scene you have selected in play form for your community audience</p>	<p>EU:</p> <ul style="list-style-type: none">• Artists often create new works by building on the ideas or creations of others, producing a completely new work.• Authors and playwrights develop their characters’ personalities through what the characters say and what they do, how they look, and what other characters say about them and how they react to them, etc. <p>GLE’s:</p> <ul style="list-style-type: none">• Improvise and write scenes, scenarios, and/or plays. (Theatre-Standard 1)• Understand theatre works in relation to cultures, times, and places. (Theatre Standard 8)• Demonstrate an overall understanding of printed texts by relating the content of the text to real-life situations. (ELA 2.4k)• Critically analyze and evaluate information and messages presented through print, speech and mass media, by acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text. (ELA 2.5g)

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Rubrics and Checklists for Performance Tasks			
Transfer Task #1 – Scoring Tool			
The thank-you letter demonstrates...	Fully	Partially	Just a start
The idea that people/characters change or transform as a result of their experiences.			
The writer’s connection to the experiences of the literary characters by responding to the sensory, intellectual and emotional elements of Scrooge’s situation in the play.			
The writer’s connection to the experiences of the literary character by relating to the feelings of Ebenezer Scrooge and the other characters in the play.			
A response to literary texts through inferences about content, events, characters, setting, and author’s decisions.			
An understanding of this printed/performed text by relating the content of the text to a real-life situation.			
An understanding of this printed/performed text by using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.			
Commendations:			
Recommendations:			

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TRANSFER TASK #2 HOLISTIC RUBRIC

3

- Produced a well-written scene for a completely new work by building on the work of Charles Dickens in *A Christmas Carol* or *Scrooge*.
- Demonstrated a full understanding of the impact of culture, time, and place on a modern version of a scene from the story/play.
- Consistently related the events of the scene to a current, real-life situation.
- Fully developed the characters through what they say and do, how they look, and how others react to them.
- Revealed an insightful critical analysis and evaluation of *A Christmas Carol* or *Scrooge* which resulted in a modern interpretation that accurately parallels the original text.

2

- Produced a scene for a completely new work by building on the work of Charles Dickens in *A Christmas Carol* or *Scrooge*.
- Demonstrated some understanding of the impact of culture, time, and place on a modern version of a scene from the story/play.
- Generally related the events of the scene to a current, real-life situation.
- Developed the characters through what they say and do, how they look, or how others react to them.
- Revealed some analysis or evaluation of *A Christmas Carol* or *Scrooge* which resulted in a modern interpretation that generally parallels the original text.

1

- Produced a portion of a completely new work by building on the work of Charles Dickens in *A Christmas Carol* or *Scrooge*.
- Demonstrated little understanding of the impact of culture, time, and place on a modern version of a scene from the story/play.
- Related a few of the events of the scene to a current, real-life situation.
- Attempted to develop the characters through what they say and do, how they look, or how others react to them.
- Revealed little or no analysis and evaluation of *A Christmas Carol* or *Scrooge* which resulted in a modern interpretation that fails to parallel the original text.

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Other Evidence

1. An improvisation in which students assume the role of different characters in the story and respond orally as those characters.
 2. Sequence chain to record the transformation of Ebenezer Scrooge.
Develop a sequence chain to identify the story events that led to the transformation in Ebenezer Scrooge. Make a list of the details or specific events using one of the graphic organizers to track Scrooge's changes (see appendix for possible graphic organizers).
 - Ladder
 - Sequence
 3. Persuasive letter to the editor
 4. News article about community generosity
-

Student Self-Assessment and Reflection

Write a personal reflection of how helping someone else actually helped or changed you.
Keep a personal KWL chart and continually add to it or revise it throughout the unit.

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Stage 3: Learning Plan

Key learning events needed to achieve unit goals

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design

W = Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H = Hook all students and Hold their interest?

E = Equip students, help them Experience the key ideas and Explore the issues?

R = Provide opportunities to Rethink and Revise their understandings and work?

E = Allow students to Evaluate their work and its implications?

To = Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

Introduction of Unit Learning Experiences

Introduction Learning Experience 1

KWL

As an introduction to this unit, students should start and continue a KWL chart (Know, Want to Know, and Learned), revisiting the chart as they progress through the reading, the activities, and the performance.

Some possible topics for the KWL might be life in the 19th century, The Christmas Carol (or the Scrooge character), Charles Dickens, etc.

Introduction Learning Experience 2

Concept Attainment

This activity provides an opportunity for students to identify the concept/idea to be addressed via a series of statements and/or images that are grouped as “yes” or “no” items. Students are likely to “buy into” the concept and related instruction as they feel ownership through their discovery and naming of it.

Materials Needed:

- Sentence strips containing phrases/statements or cards containing visuals
- “yes” and “no” headers

Procedure:

- Inform students that they will be learning about a theme that relates in some way to the book *A Christmas Carol*.
- Display scrambled cards/strips that have been posted on chalkboard, informing students that they will use those statements/images to discover the theme of today’s activity.
- Explain that all displayed items will eventually be placed below either the “yes” or “no” header, based upon their connection or lack thereof to desired theme.
- Demonstrate the procedure by placing one “yes” and one “no” beneath the appropriate headers. Have students examine each item and begin to brainstorm possible significance of their placement.
- Place another item beneath its correct heading. Then invite a volunteer to attempt placement of another item where he/she thinks it belongs based upon initial placements. Have the class indicate whether they feel the item was correctly placed using “thumbs up/thumbs down” voting strategy. Tell whether student placement was correct, moving item to correct column if incorrectly placed.
- Continue calling student volunteers to come forward and place items according to “yes” or “no”

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value until all but one or two have been placed. Call upon a volunteer to name the theme that is common to all “yes” placements. If theme is correctly identified, place remaining items beneath appropriate headers and proceed. If theme is incorrectly identified, continue with concept attainment activity by having students assist with placement of remaining items. Then allow students to attempt theme identification again.

- When theme/concept has been correctly identified, display lesson objective and begin direct instruction.

Culture and Society

In the 19th century life in London, described by Charles Dickens in *A Christmas Carol*, there was a large division between the rich and poor, the bosses and the workers. The opening pages of *A Christmas Carol* show the need for more generosity by the “haves” for the “have nots,” especially during the holidays. Yet, in Charles Dickens’ time, holiday traditions of giving were important. While times have changed, in the United States today we still have very important connections to traditions.

Culture and Society Activity 1

Then and Now

(Students could use discussion and/or group work, Venn diagrams or other graphic organizer, etc.)

What events in today’s news show the generosity, compassion, or outreach of citizens for those less fortunate? Compare these acts of generosity with events or actions in the novel or the play (if students have already seen it).

Culture and Society Activity 2

Holiday Celebrations and Traditions

1. Pick a special day celebrated by your family or community (could choose from list below)
 - a. Thanksgiving
 - b. New Year’s Day
 - c. Valentine’s Day
 - d. Fourth of July
 - e. Birthday
2. Make a list of the food, clothing, and events connected to that special day

For the next three activities related to a special family or community celebration, students need to reflect on and answer the 5 Ws and H questions before beginning the task:

- Who: What people are involved in this specific activity or celebration?
What: What are specific things/actions that each of the above people do?
When: What is the time of year, time of day in which these events/action occur?
Where: Where does this event/scene/action take place? Be specific.
Why: What is the reason these people are celebrating?
How: How will this celebration end?

3. Draw a scene connected to that special day
4. Act out a scene connected to that special day
5. Create a dance that expresses that special day

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Characterization

Authors and playwrights develop their characters' personalities through what the characters say and what they do, how they look, and what other characters say about them and how they react to them.

Characterization Activity 1

An Improvisation

Create an improvised dialogue between two characters in the list below.

- A bully, a victim, and a peacemaker
- A shy person and a confident person
- An angry, grumpy person and an optimistic person
- A sad person and a happy person
- A conceited person and a humble person

Brainstorming/planning:

- Who: Who are the two people having this conversation? What is each like?
How old is each? What is each wearing? Where does each live?
- What: What is the conflict between the two? What problem are these two facing? Why is there a conflict?
- When: When does this conversation take place? What year, what time of day?
- Where: Where does this conversation take place?
- Why: Why is there an argument?
- How: How does this conflict get solved?

1. In groups (mostly pairs), students are handed out strips with the set of contrasting personalities. Using the questions in the brainstorming/planning section, the group decides the roles and situations of each member and the problems between them.
2. The groups of students act out a short improvised scene where they role-play the conflicts that arise between the characters, culminating in the resolution of that conflict.

Characterization Activity 2

Finding Characters—A Listening Assessment

Using characters from the book *A Christmas Carol*--Scrooge, Tiny Tim, Marley, Bob Cratchit – find examples from the text that show how their characters/personalities were revealed.

Ways characters are revealed:

- By what they say
- By what they do
- By what they think
- By what others say about them
- By how others react towards them

Transformation

People/characters change or transform as a result of their experiences. Often writers use this character development or transformation as a key to unlock the themes of the work.

Transformation Activity 1

Someone's Changed! Part 1

(could be used as a discussion--class, small group, pair/share, etc.)

Choose a character in a book you've read or a movie that you've seen that has changed in some way. What was the person like before the change? What are they like now? What happened to

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cause the change?

(There are a variety of comparison/contrast graphic organizers in the appendix that could be used for this.)

Transformation Activity 2

Someone's Changed! Part 2

(could be used as a discussion--class, small group, pair/share, etc.)

Choose someone in your life that has changed in some way. What was the person like before the change? What are they like now? What happened to cause the change?

(There are a variety of comparison/contrast graphic organizers in the appendix that could be used for this.)

Transformation Activity 3

Scrooge's Transformation

- Cause and Effect
 - Think of Scrooge's change from a potentially caring, giving person into a negative, miserly one; and the reverse change that comes about following his interaction with the Christmas ghosts.
 - Make a list of his changes and the specific causes using one of the cause/effect graphic organizers to track these changes and causes (see appendix for possible graphic organizer).

Transformation Activity 4

Taking Care of Others

- Make a collage from news magazines or draw a picture that shows events that inspired ordinary citizens to reach out to those who are victims of crimes, natural disasters, wars, etc.
- Make a poster to persuade viewers to reach out to others.
- Write a personal reflection of how helping someone else actually helped or changed you.

Adaptation

Artists (writers, playwrights, choreographers, sculptors, painters, musicians, etc.) often create new works by building on the ideas or creations of others, producing a completely new work.

Adaptation Activity 1

An Extension

Think of one of your favorite stories or books and work on an adaptation—either musical or set in a different time or place. By yourself or with a group of friends, write your new adaptation. Work with your teacher to decide what your final product will look like.

Resources & Teaching Tips

- **What text/print/media/kit/web resources best support this unit?**

Read aloud text: Charles Dickens. *A Christmas Carol*. Adapted by Stephen Kerensky, pictures by Dean Morrissey. Hong Kong: Harper Collins, 2001. (Teacher may substitute other versions of *A Christmas Carol* is necessary.)

Performance text: *Scrooge!* Ken Skrzysz , writer, and Doug Yetter, composer, Rehoboth Beach,

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Delaware: Clear Space Productions, Inc., 2005.

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Accommodation/Differentiation ideas and tips

Throughout this unit opportunities have been provided for students to be engaged verbally, visually, and kinesthetically.

Appendix

I. Philosophy of Clear Space Productions, Inc.

II. Bringing a performance into the classroom

III. Handouts for activities

Letters (fan letter, letter from Ebenezer)

Graphics Organizers (review, Scrooge's transformation)

IV. A sample Letter Home to Parents for field trip to see production

I. Philosophy of Clear Space Productions, Inc.

One of the goals of Clear Space Productions, Inc., a nonprofit arts education organization founded in 2004, is to make theatre, music and dance--as art forms--accessible to audiences of varying socio-economic and non-traditional backgrounds through matinee performances. In order to fully engage the minds of the students who attend a matinee performance, Clear Space believes that students' exploration of and reflection on the theatre, music and dance of the performance are vital both before and after the performance. This educational process is designed to do the following:

1. to stimulate fresh insights/thinking
2. to encourage deeper understandings
3. to explore and illuminate the choices made by the artists during the creative process
4. to offer opportunities for individual/small group creative expression using the language/ideas of the art form
5. to strengthen core curriculum skills included in the state/district curricula through arts-related activities

II. Bringing a Performance into the Classroom

B. As a starting point, educators and artists focus on the theatre, music and dance of the performance and, through brainstorming, formulate the following pathways to understanding the performance:

- Essential questions to be asked about the art form.
 - Experiential student activities involving acting, drawing, composing, singing, playing instruments or dancing.
- B. Once this has been done, the following steps are taken:
- Connections are made to the existing core curriculum.
 - A classroom delivery model is formulated.

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- Lesson plans are designed to outline ways to enrich students' understanding, thinking and experience before attending the performance.
- A comprehensive teacher study guide is produced and given to teachers at a workshop before formal study of the performance begins in the classroom.
- **Artists visit classrooms of students attending the performances.**
- Students attend the performance.
- Students respond/react following the performance.

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Write a Fan Letter!

One way that some people express their admiration for the work of an actor, an author, an athlete, a singer, or other type of celebrity is by writing what's known as "fan mail." A fan letter compliments a job well done and identifies what the writer finds most admirable about what the celebrity has done.

Today you will draft a fan letter to one of the actors who performed in *Scrooge!*

Choose the character that you felt was most effectively portrayed then refer to the cast list to find the name of the actor who played that part. Using the guidelines below, draft a letter of praise to commend that actor on his or her good performance.

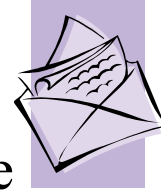
As you write your fan letter, be sure that you

- Identify by name the character your actor played.
- Include a brief description / summary of the character's importance in the story.
- Name and describe at least two things your favorite actor did that added to the effectiveness of his or her performance. When possible, connect each complimented action or skill to the point in the story at which it was demonstrated.
- Conclude your letter by restating your purpose for writing and offering a warm wish and / or statement of personal gratitude.

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A Letter from Ebenezer Scrooge



It is customary to write thank-you letter when people do things that are thoughtful or helpful, or to show appreciation for special gifts.

Imagine that you are Ebenezer Scrooge. The Christmas ghosts did something important by visiting you to help you learn from your past mistakes and become a better person. Choose the two ghosts you think made the biggest difference and helped you change the most. Then write those two ghosts a thank-you letter, using specific details from their visits to explain the importance of what they showed and told you.



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Name _____ Date _____

Graphic Organizer for Writing a Review

Reviews offer the readers opinions about movies, books, albums, songs or bands, museum exhibits, plays, television programs, concerts and other art or entertainment forms. You will write a review for the musical *Scrooge!*

Your main objective is to enable your readers to decide whether or not they should go to see the production.

- First paragraph
 - Your opinion of the performance should be clearly stated in the first paragraph, although you may choose to include a lead that will get the reader's attention first.
 - This paragraph should include specifics about the work: title, names (of writer, composer, director), date and time of performance, where show was performed--anything necessary for readers to go to see it on their own
- Body of review: your evaluation
 - This includes what you liked, what you disliked and why. It will be important to give reasons for your praise or criticism. This is the most important part of the review so be sure to include specific details and information from the play so your readers can actually imagine what you saw and/or heard

Your opinion:
Details about the performance (when, where, who, what):
Specific things you liked and/or disliked (include specific details)
First thing:
Second thing:
Third thing:
Your conclusion:

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Name _____

Date _____

Scrooge's Transformation

Ebenezer Scrooge changes from a potentially caring, giving person into a negative, miserly one; then following his interaction with the Christmas ghosts, he is transformed again. Track these changes using the following chart.

Specific change (include details)	What happened to cause this change

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A Sample Letter Home to Parents

Dear Fifth Grade Parents/Guardians:

On December XX, fifth grade students will attend a production of *Scrooge!* at Cape Henlopen High School in Lewes, DE. This adaptation of the classic story by Charles Dickens has been written by Ken Skrzysz and Doug Yetter of Clear Space Productions. It has been created specifically with fifth grade students in mind, and our boys and girls are sure to enjoy this production!

While the story relates to a particular winter holiday, the purpose of this experience is to provide reading/written language/social studies enrichment based upon a classic literature selection. Students will have opportunities to apply and reinforce language arts skills and strategies while making meaningful connections to the text of this familiar tale. Social Studies connections will also be made, as students explore and respond to some of the societal and inter-personal implications embedded in the story of Ebenezer Scrooge and his memory-induced transformation. In addition, a number of Delaware State Standards for Theatre will be incorporated in the lessons and activities preceding attending the performance. In short, it is anticipated that students will be enriched on many levels by participating in the pre-and-post-viewing activities and their attendance at the production itself.

Please sign the form below to grant permission for your child to participate in this field trip and the activities that will precede and follow it. Then return the signed form to school as soon as possible, keeping this informational portion for future reference.

My child, _____, may attend *Scrooge!* at Cape Henlopen High School on XXX, and participate in the classroom activities designed to enrich the viewing of the production.

Signed: _____

Date: _____