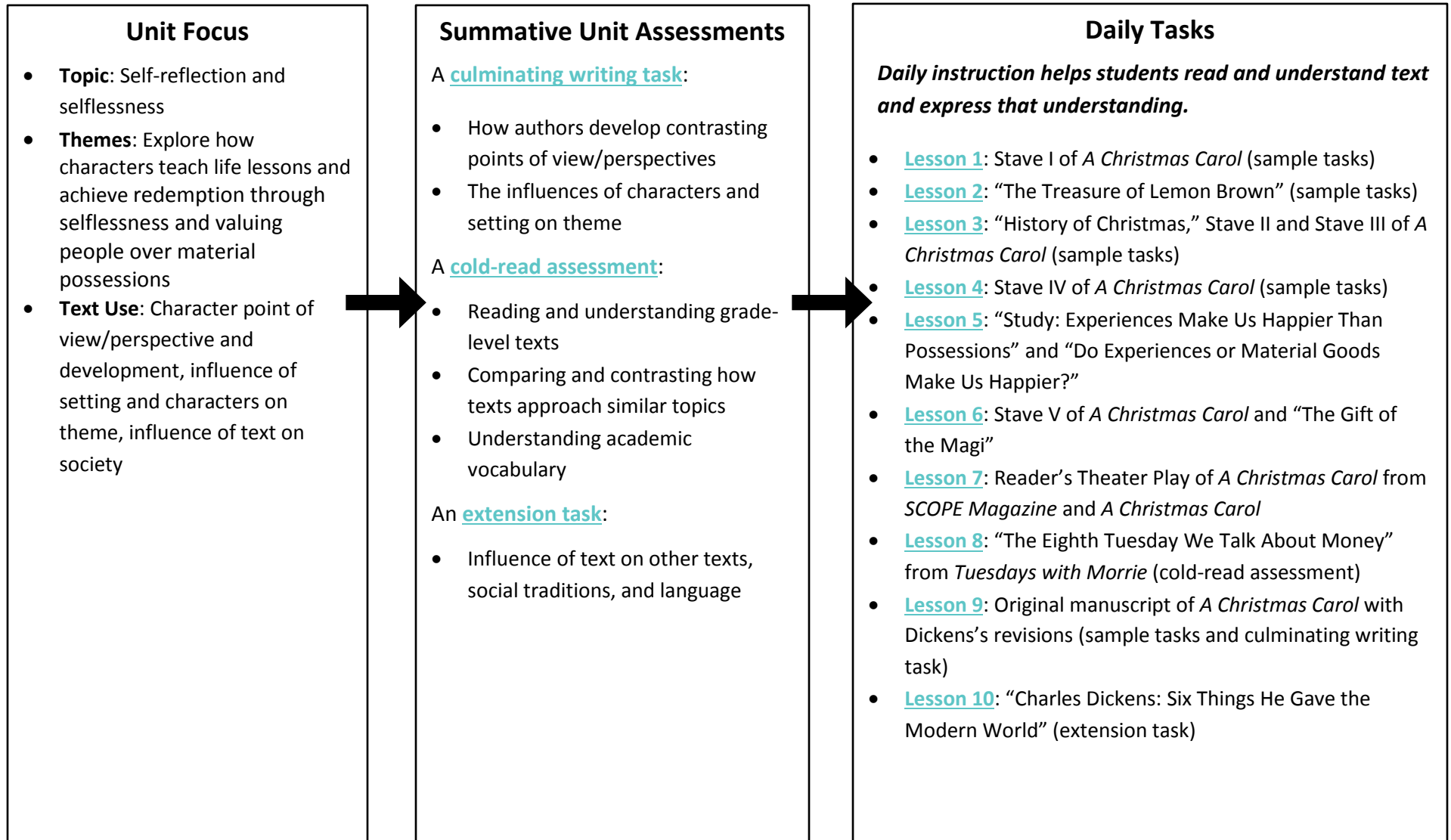


## UNIT: CHRISTMAS CAROL

<p><b>ANCHOR TEXT</b> <a href="#">A Christmas Carol</a> (or <a href="#">here</a>), Charles Dickens (literary, non-leveled or adapted version)</p> <p><b>RELATED TEXTS</b> <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"><li>• <a href="#">“The Gift of the Magi,”</a> O. Henry</li><li>• <a href="#">“The Treasure of Lemon Brown,”</a> Walter Dean Myers</li><li>• <a href="#">Reader’s Theater Play of A Christmas Carol</a> from <i>SCOPE Magazine</i>, Scholastic</li></ul> <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"><li>• <a href="#">“History of Christmas”</a> from <i>BBC</i></li><li>• <a href="#">“Study: Experiences Make Us Happier Than Possessions”</a> from <i>CNNHealth.com</i>, Elizabeth Landau</li><li>• <a href="#">“Do Experiences or Material Goods Make Us Happier?”</a> from <i>ScienceDaily</i></li><li>• <a href="#">“The Eighth Tuesday We Talk About Money”</a> from <i>Tuesdays with Morrie</i>, Mitch Albom</li><li>• <a href="#">“Charles Dickens: Six Things He Gave the Modern World”</a> from <i>BBC News</i>, Alex Hudson</li></ul> <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"><li>• Live drama or filmed version of <i>A Christmas Carol</i> (<a href="#">example</a>)</li><li>• <a href="#">Audio</a> of <i>A Christmas Carol</i> from <i>Lit2Go</i></li><li>• <a href="#">Original manuscript of A Christmas Carol with Dickens’s revisions</a> from <i>The New York Times</i></li></ul>	<p><b>UNIT FOCUS</b></p> <p>Students learn that writers use stories and distinctive characters to teach us lessons. Students will explore how the choices of characters affect the plot and build the theme of a story. Students will come to understand that redemption can be found in selflessness and valuing people over material possessions. They will also explore how literature that resonates with readers has “staying power,” influencing other writers and becoming a part of our language, culture, and moral code.</p> <p><b>Text Use:</b> Character point of view/perspective and development, influence of setting and characters on theme, influence of text on society</p> <p><b>Reading:</b> <b>RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10</b></p> <p><b>Writing:</b> <b>W.7.1a-e, W.7.2a-f, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a-b, W.7.10</b></p> <p><b>Speaking and Listening:</b> <b>SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.6</b></p> <p><b>Language:</b> <b>L.7.1a-c; L.7.2a-b; L.7.3a; L.7.4a-d, L.7.5a-c, L.7.6</b></p> <p><b>CONTENTS</b></p> <p><b>Page 169:</b> Text Set and Unit Focus</p> <p><b>Page 170:</b> <i>A Christmas Carol</i> Unit Overview</p> <p><b>Pages 171-173:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p><b>Page 174:</b> Instructional Framework</p> <p><b>Pages 175-185:</b> Text Sequence and Sample Whole-Class Tasks</p>
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## Christmas Carol Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

Throughout *A Christmas Carol* Charles Dickens introduces different points of view regarding a man’s “business.” Scrooge is described as being a man of “business,” and in Stave I, Marley’s ghost says, “Mankind was my business.” What does Dickens want us to understand about the “business” of being human? (RL.7.2, RL.7.3, RL.7.6) Write a multi-paragraph essay that introduces a claim about what Dickens wants us to understand and supports the claim with reasoning and relevant evidence that acknowledges the points of view of the characters and analyzes how Dickens develops his ideas over the course of the text. (RL.7.1; W.7.1a, b, e; W.7.9a; W.7.10)

**Teacher Note:** The writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns, choosing among simple, compound, complex, and compound-complex sentences. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. (W.7.1c, d; L.7.1b; L.7.2a-b; L.7.3a; L.7.6) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.7.4, W.7.5)

Handouts to support students in rereading closely to determine meaning surrounding this question and an evidence organizer for this question can be accessed [here](#).<sup>2</sup>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Self-reflection and selflessness</li> <li>• <b>Themes:</b> Explore how characters teach life lessons and achieve redemption through selflessness and valuing people over material possessions</li> <li>• <b>Text Use:</b> Character point of view/perspective and development, influence of setting and characters on theme, influence of text on society</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• How authors develop contrasting points of view/perspectives</li> <li>• The influences of characters and setting on theme</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a></li> <li>• <a href="#">Lesson 9</a> (use this task)</li> </ul>

<sup>1</sup> **Culminating Writing Task:** Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

<sup>2</sup> <http://www.vermontwritingcollaborative.org/WPDEV/grade7/>

### COLD-READ ASSESSMENT<sup>3</sup>

Read “[The Eighth Tuesday We Talk About Money](#)” independently (RI.7.10) and answer a combination of multiple-choice and constructed-response questions<sup>4</sup> about the text and in comparison to other texts in the unit, using evidence for all answers. Sample questions:

1. How does Morrie support the following idea: “These were people so hungry for love that they were accepting substitutes”? (RI.7.4, RI.7.5, RI.7.8)
2. Identify two central ideas of this text and analyze how they are developed. (RI.7.1, RI.7.2, W.7.9b, W.7.10)
3. What does Morrie believe about money? How does Albom develop Morrie’s point of view? How does Albom distinguish Morrie’s point of view from his own and those of others? Cite textual evidence as support. (RI.7.1, RI.7.2, RI.7.6, RI.7.8, W.7.9b)
4. According to Morrie, “We put our values in the wrong things. And it leads to very *disillusioned* lives.” Explain what Morrie means by explaining how a character in *A Christmas Carol* and one of the short stories is *disillusioned* by valuing the wrong thing. (RI.7.2, RI.7.4, RI.7.2, RI.7.4, RI.7.9, W.7.9a-b, W.7.10, L.7.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Self-reflection and selflessness</li> <li>• <b>Themes:</b> Explore how characters teach life lessons and achieve redemption through selflessness and valuing people over material possessions</li> <li>• <b>Text Use:</b> Character point of view/perspective and development, influence of setting and characters on theme, influence of text on society</li> </ul>	This task focuses on: <ul style="list-style-type: none"> <li>• Reading and understanding grade-level texts</li> <li>• Comparing and contrasting how texts approach similar topics</li> <li>• Understanding academic vocabulary</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a></li> <li>• <a href="#">Lesson 8</a> (use this task)</li> </ul>

<sup>3</sup> Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>4</sup> Ensure that students have access to the complete texts as they are testing.

## EXTENSION TASK<sup>5</sup>

How has Charles Dickens influenced modern society? Have students research:

- (1) references and adaptations to his works (including allusions to his works and ideas);
- (2) the effect of *A Christmas Carol* on our modern Christmas traditions; and
- (3) the words, phrases, and character types that have been introduced into our language through Dickens’s work. (RL.7.9, W.7.7, W.7.8, L.7.5a)

Then students create a written report that explains how Dickens influenced modern society, including sufficient relevant evidence. (RI.7.1, W.7.2, W.7.9b, W.7.10) Conduct a student-led classroom discussion about the research, emphasizing findings and evidence gathered for the report. (SL.7.1c, d; SL.7.4; SL.7.6)

Articles to support research: “[Charles Dickens: Six Things He Gave the Modern World](#)” from *BBC News*, Alex Hudson; and “[History of Christmas](#)” from *BBC*

**Teacher Note:** *The report introduces and develops the topic with relevant facts, details, examples, or quotations and includes organizational strategies, formatting, and graphics, when useful to aid comprehension. (W.7.2a, b, c, f; W.7.9b) The report uses precise grade-appropriate words and phrases and maintains a formal style with a variety of sentence patterns, including simple, compound, complex, and compound-complex sentences, to signal differing relationships among ideas. Student writing demonstrates command of proper grammar and usage, punctuation, and spelling. Have students use technology to produce a report, offer suggestions on a peer’s writing, and publish the report. (W.7.2d, e; W.7.6; L.7.1b; L.7.2a-b; L.7.3; L.7.6) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.7.4, W.7.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>What tasks help students learn it?</b>
<ul style="list-style-type: none"><li>• <b>Topic:</b> Self-reflection and selflessness</li><li>• <b>Themes:</b> Explore how characters teach life lessons and achieve redemption through selflessness and valuing people over material possessions</li><li>• <b>Text Use:</b> Character point of view/perspective and development, influence of setting and characters on theme, influence of text on society</li></ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Influence of text on other texts, social traditions, and our language</li></ul>	<p><b>Read and understand the text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 3</a> (sample tasks included)</li><li>• <a href="#">Lesson 7</a></li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 10</a> (use this task)</li></ul>

<sup>5</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>6</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

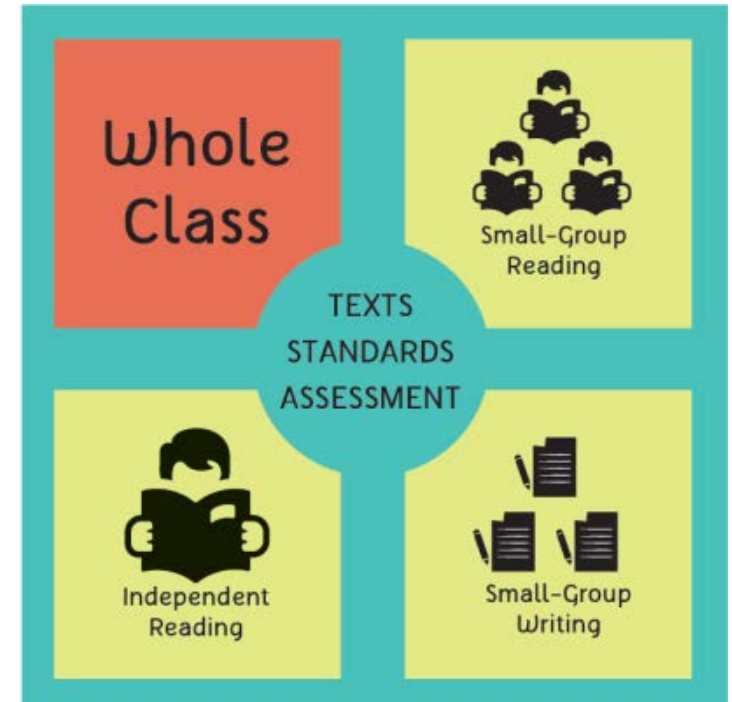
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level; and
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>6</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>7</sup></p> <p><a href="#">Stave I</a> of <i>A Christmas Carol</i>, Charles Dickens</p>	<p><b>TEXT DESCRIPTION:</b> Stave I establishes the setting and resulting mood through Dickens’ use of descriptive language (RL.7.3). Many of the main characters are introduced and developed, including the greedy Scrooge.</p> <p><b>TEXT FOCUS:</b> This section of the text prepares the reader to study Scrooge as a character, take note of his changes, and then draw conclusions about how those changes develop a theme (RL.7.2, RL.7.3).</p> <p><b>UNIT TASKS NOTE:</b> Throughout the unit have students maintain a reading log in which they record brief quotations that show Scrooge’s character development over the course of the play. (RL.7.1) In the log, students should include:</p> <ol style="list-style-type: none"> <li>(1) specific quotations from the text;</li> <li>(2) brief objective summaries to provide context for the quotations/paraphrases; and</li> <li>(3) an analysis of the impact of the phrases used.</li> </ol> <p>Students should indicate when Scrooge is interacting with new characters or ghosts in their notes so that later they can reflect on the impact each interaction had on the development of Scrooge’s character. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, L.7.5a-c)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the text as a group and explore the vocabulary of the text through word mapping. Students then work in pairs to annotate the text to explore Scrooge’s character and the setting and mood of the text. Students share their annotations and end the lesson discussing who Scrooge is and how he is responding to the setting.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• The complex vocabulary and sentence structure of <i>A Christmas Carol</i> will be difficult for students to understand. Have students read, reread, and analyze the language with support. Read aloud the first part of this text students follow along, and then have them work in pairs or collaborative groups to reread and analyze the text.</li> <li>• As a class, choose two or three words from Stave I of <i>A Christmas Carol</i> (e.g., <i>dismal</i>, <i>morose</i>, <i>cross</i>, <i>indignantly</i>, <i>resolute</i>, <i>scarcely</i>, <i>caustic</i>, <i>faltered</i>, <i>spectre</i>, <i>restless</i>, <i>haste</i>). Define the words in context and verify the meanings. (RL.7.4; L.7.4a, d) Then have student pairs analyze the words through <a href="#">semantic mapping</a>.<sup>8</sup> (L.7.4b, c; L.7.5b, c) Have students display their maps for other students in class to reference.</li> </ul>

<sup>7</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li> <p><b>Note for Small-Group Reading:</b> Teachers may choose to engage struggling readers with additional readings of the texts before or after reading them as a whole class. This will provide extra time for students to process the information. This can help students to be more prepared to participate in whole-class discussion. For example, with a small group of students, reread the most complex passages from the anchor text while <a href="#">viewing illustrations</a><sup>9</sup> that accompany the passage. This can help students visualize as they are reading the text. Follow this by breaking down the most complex sentences in the passage to understand how the different phrases work together to develop meaning. <b>(L.7.1a, b)</b> In Stave I, students who are struggling to understand the text and images used to describe Scrooge could reread those sections, view an image of Scrooge, and then analyze specific phrases in the text, drawing comparisons between what the text says and what the drawing depicts.</p> </li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li> <p>Have students work independently or in pairs to reread the sections of Stave I in which Scrooge is introduced and interacts with other characters. <a href="#">Annotate the text</a><sup>10</sup> by highlighting, underlining, or circling the words, phrases, and images used to describe Scrooge (both his physical appearance and his personality). <b>(RL.7.1, RL.7.4, L.7.5a)</b> Share observations and annotations with the class to ensure that students are focusing on the right sections of the text and making valid annotations. Divide students into groups and assign each group a particular section (one or two paragraphs). Have each group analyze the text and create a “mega-annotation” by pasting a large printed version of each assigned section on poster paper and directing the groups to add annotations that explain how the language develops Scrooge’s character <b>(RL.7.1; RL.7.4; L.7.5a, c; SL.7.1a)</b></p> </li> <li> <p>Have the groups perform a <a href="#">gallery walk</a><sup>11</sup> in which they examine the other groups’ annotations and consider the following question: How do words and phrases help you, as a reader, to understand Scrooge as a character? Students provide feedback, ask questions, and suggest additional annotations on sticky notes or by writing directly on the annotations. <b>(SL.7.3)</b></p> </li> <li> <p>In pairs, students reread Stave I and answer the following questions in their notes:</p> <ul style="list-style-type: none"> <li>○ What was the relationship between Marley and Scrooge? Why does Dickens repeat “sole” six times in a single sentence in the second paragraph of the text?</li> <li>○ What is meant by the phrase “he was an excellent man of business on the very day of the funeral”?</li> </ul> </li> </ul>

<sup>9</sup> [http://www.bbc.co.uk/schoolradio/subjects/english/a\\_christmas\\_carol/audio\\_clips/episode\\_1](http://www.bbc.co.uk/schoolradio/subjects/english/a_christmas_carol/audio_clips/episode_1)

<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>11</sup> <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>



TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ What is the significance of mentioning the size of Scrooge’s fire in comparison to the clerk’s fire in paragraph 10? What does this detail reveal about Scrooge?</li> <li>○ What is Scrooge’s nephew’s reason for considering it a merry Christmas? What did the two men who entered Scrooge’s office after his nephew left want? How does Scrooge respond?</li> <li>○ What does the phrase, “I can’t afford to make idle people merry” reveal about Scrooge?</li> <li>○ Summarize what Marley’s ghost tells Scrooge about the afterlife. Scrooge responds, ““But you were always a good man of business, Jacob.”” What does this reveal about what Scrooge values? How does that contradict what the ghost indicates was his <i>real</i> business?</li> <li>○ ““Without their visits,’ said [Marley’s] Ghost, ‘you cannot hope to shun the path I tread.”” What is meant by this statement?</li> </ul> <ul style="list-style-type: none"> <li>● Then conduct a <b>Socratic seminar</b><sup>12</sup> focused on the following questions: The word “business” is repeated several times throughout Stave I. How is “business” used differently throughout the text? <b>(RL.7.4)</b> What are the different points of views regarding “business”? How does Dickens develop and contrast those points of view? <b>(RL.7.6)</b> Marley’s ghost says to Scrooge, “Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were, all, my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business!” How are the lessons and characters in <i>A Christmas Carol</i> a story of mankind? <b>(RL.7.2)</b> Have students work in pairs to form their arguments about each question. The pairs should be prepared with quotes from the text to support their claims and should use their notes from previous lessons. <b>(SL.7.1a)</b> Then engage the full class in a discussion (Socratic seminar) on the questions. Students should present their claims and evidence. Students should respond to other claims made and express how their opinions are changing given the arguments of others (citing evidence from the text). <b>(SL.7.1b, c, d; SL.7.3)</b> Students should be able to explain how the ideas presented in the discussion support the discussion questions and locate additional evidence that supports or contradicts the claims presented. <b>(RL.7.1, SL.7.2)</b> After the discussion, have students go back to their pairs to review their initial claims and evidence given what was presented from others during the class discussion.</li> </ul>

<sup>12</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Lastly, have students independently reread paragraph 9 (“Once upon a time—of all the good days in the year, on Christmas Eve...”) and the paragraph beginning with “Meanwhile the fog...” through “Now, it is a fact, that there was nothing at all particular about the knocker...” (paragraphs 65-77) and <a href="#">annotate the text</a>.<sup>13</sup> Focus student annotations on the words, phrases, and images used to describe the time and place of the story. Using a graphic organizer, students should record the words, phrases, and images in column one. <b>(RL.7.1, RL.7.4)</b> In the second column, have students work with a partner to determine the setting of the story based on the language they have identified. In the third column, have students express the feelings that are associated with that setting. <b>(L.7.5c)</b> Underneath the graphic organizer, have students answer the following questions: What emotions or feelings do you normally have about Christmas? How are Scrooge’s feelings different? What might be the author’s purpose for emphasizing a setting and character that are so “cold” and hostile at the beginning of the story? <b>(RL.7.2, RL.7.3)</b></li> </ul>
<p><b>LESSON 2:</b></p> <p><a href="#">“The Treasure of Lemon Brown,”</a> Walter Dean Myers</p>	<p><b>TEXT DESCRIPTION:</b> <a href="#">“The Treasure of Lemon Brown”</a> details Greg Ridley’s chance encounter with Lemon Brown, a homeless former blues performer. Through their brief interaction, Lemon is able to teach Greg a thing or two about life, thus changing Greg’s outlook on his sometimes tumultuous relationship with his father.</p> <p><b>TEXT FOCUS:</b> This text helps students explore how authors develop contrasting character points of view and themes. <a href="#">“The Treasure of Lemon Brown”</a> shares similar themes with the anchor text, mainly defining “treasure” as something more than material possessions. The structure of this story is also similar to the anchor text in that the setting reflects the characters’ decisions. Greg’s change in attitude over the course of the text contributes to the development of a theme. Lemon, similar to the ghosts that visit Scrooge, shares a different point of view from Greg, which allows Greg to see his mistakes and learn something in the process. <b>(RL.7.6)</b> This text is best used for independent reading using <a href="#">Notice and Note signposts</a>.<sup>14,15</sup></p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE TASK:</b> Access <a href="#">questions, vocabulary, a writing task, and a student exemplar</a><sup>16</sup> for “The Treasure of Lemon Brown.”</p>

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>14</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>15</sup> “The Treasure of Lemon Brown” contains several signposts (e.g., contrasts and contradictions, memory moment, words of the wiser, and tough questions). Using the Notice and Note strategy can help students develop into more purposeful readers.

<sup>16</sup> <http://www.achievethecore.org/file/622>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 3:</b></p> <p><a href="#">“History of Christmas”</a> from <i>BBC</i></p> <p><a href="#">Stave II</a> and <a href="#">Stave III</a> of <i>A Christmas Carol</i>, Charles Dickens</p>	<p><b>TEXT DESCRIPTION:</b> “History of Christmas” details the influences on and history of modern Christmas traditions. Scrooge is greeted in Staves II and III by the first two of the three ghosts of Christmas spirit. In these meetings Scrooge reflects on his life and reconsiders his values.</p> <p><b>TEXT FOCUS:</b> Students use the article from BBC about the history of Christmas to compare the historical account to a fictional account. <b>(RL.7.9)</b> This comparison will help them discuss how and why Dickens chose Christmas as the setting for his novel and the impact of this decision on the characters <b>(RL.7.3)</b> and the meaning of the text. <b>(RL.7.2)</b> <b>Note:</b> The “History of Christmas” can also be used to support the Extension Task (Lesson 10). Students also explore how the contrasts between Scrooge’s point of view and those of other characters lead to the development of a theme. <b>(RL.7.2, RL.7.6)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the text in pairs and explore the vocabulary of the text through word mapping. Students compare “History of Christmas” to the setting of Christmas in <i>A Christmas Carol</i>. Students continue to track the actions of Scrooge and the development of his character. In writing, students contrast Scrooge’s personal reflections with the setting of Victorian Christmas.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students read “History of Christmas” independently prior to analyzing the text in pairs. They should select two or three words from “History of Christmas,” such as <i>hardly, transformation/transformed, reminiscent, commissioned, accessible, sentiment, uniformity, synthetic, modest, echelons, revived, popularized, cultivating, encapsulate</i>. To increase the words studied, assign students different words. Have students define the words in context and verify the meanings. <b>(RI.7.4; L.7.4a, d)</b> Then analyze the words through <a href="#">semantic mapping</a><sup>17</sup> (i.e., verify their part of speech, identify how Greek or Latin affixes and roots provide clues to the words’ meaning, and recognize the relationship between the words and their associations). <b>(L.7.4b, c; L.7.5b, c)</b> Have students display their maps for other students in class to reference.</li> <li>• Read aloud Stave II as students follow along and summarize the stave as a class. <b>(RL.7.2)</b> Divide the students into pairs and have them partner-read the first 20 paragraphs of Stave II aloud. Ask students to take note of Dickens’s language at the beginning of Stave II by circling or highlighting the repeated text and sound devices. Discuss the following as a class: What is the effect of repetition and sound devices in first part of Stave II? How does Dickens build suspense in the first part of this chapter? <b>(RL.7.1, RL.7.4)</b></li> </ul>

<sup>17</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Have students read Stave III in pairs and summarize the text. <b>(RL.7.2, RL.7.10)</b>. Assign each pair a different paragraph that contains descriptive language and various clauses and phrases (e.g., paragraph 4 of “History of Christmas,” paragraph 5 of Stave II, paragraph 8 of Stave III). Prompt students to select two or three sentences from the paragraph. Students should then divide the sentences into meaningful phrases or chunks. For example: <ul style="list-style-type: none"> <li>○ “By the 1880s/the sending of cards/had become hugely popular,/creating a lucrative industry/that produced 11.5 million cards/in 1880 alone” (from “History of Christmas”)</li> <li>○ “The idea/being an alarming one,/he scrambled/out of bed,/and groped his way/to the window” (from Stave II)</li> <li>○ “Its feet,/observable/beneath the ample folds of the garment,/were also bare;/and on its head/it wore no other covering/than a holly wreath,/set here and there/with shining icicles” (from Stave III)</li> </ul> </li> <li>• Have students discuss the function of each phrase, explaining how each contributes to meaning of the overall sentence. <b>(L.7.1a)</b> Ask students to select a phrase (prepositional, noun, or verbal) from the chunked <a href="#">sentence to imitate</a><sup>18</sup> and incorporate the sentence structure into their writing in the final writing task of this lesson. <b>(L.7.1c)</b></li> <li>• <b>Note for Small-Group Reading:</b> If students struggle to understand <i>A Christmas Carol</i>, support them by reading additional texts that provide necessary background knowledge that cannot be learned through the anchor text. Do not provide a lower level of the anchor text. Example texts: The Bible contains several short passages about the value of material possessions (e.g., <a href="#">Ecclesiastes 2:4-11</a><sup>19</sup> or <a href="#">Matthew 6:19-31</a><sup>20</sup>); select other texts (as needed) that explain cultural elements specific to Victorian England that are alluded to but not explained.</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students analyze the structure of “History of Christmas” to determine how the author organized the ideas: How does each paragraph contribute to the development of the main ideas of the text? <b>(RI.7.5)</b> Have students work in pairs to reread paragraphs 3-11 and identify the main idea of each paragraph and the connections between the ideas and the events that gave rise to popular Christmas traditions (e.g., Christmas as a holiday, Christmas cards, Christmas sweets, Christmas decorating, gift giving, the Christmas feast, and Christmas carols). <b>(RI.7.3)</b> Record the analysis on a graphic organizer that has a row for each paragraph with columns labeled “Topic,” “Cause,” and “Effect.” <b>Note:</b> Students may need support in understanding the concepts of <i>industrialization</i> and <i>commercialization</i>. At the bottom of the graphic organizer, prompt students to identify two</li> </ul>

<sup>18</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>19</sup> <http://www.biblegateway.com/passage/?search=Ecclesiastes%202:4-11>

<sup>20</sup> <http://www.biblegateway.com/passage/?search=Matthew%206:19-34>

TEXT SEQUENCE	TEXT USE
	<p>main ideas in the text and summarize with evidence from the text to support each main idea. <b>(RI.7.2, RI.7.8)</b></p> <ul style="list-style-type: none"> <li>As a whole class, discuss the viewpoint expressed in “History of Christmas” about the influence of <i>A Christmas Carol</i> on Christmas tradition. <b>(RI.7.6)</b> As part of the discussion, have students look up the words <i>carol</i> and <i>stave</i> and explore the impact of these words on their understanding of the text and its connection to Christmas tradition. <b>(L.7.4, L.7.5c, RL.7.4, RL.7.2)</b></li> <li>As a class, consider what makes the setting of <i>A Christmas Carol</i> unique and worth noting. Reread teacher-identified passages aloud. While reading, have students note the language used to describe “Scrooge’s Christmas” in Stave I and the language used to describe Christmas in “A History of Christmas” and Stave III (i.e., Christmas in Victorian England and the Christmas for other characters, including the Cratchits). Create a class chart that compares the different settings and resulting moods. <b>(RL.7.4, RL.7.9)</b> In Stave III, there is a stark contrast between the settings and their resulting moods (e.g., cold vs. warm; isolated and lonely vs. connected and loving). Have students discuss the significance of this contrast: What is Scrooge’s reaction when he sees how other characters respond to and are impacted differently by the Christmas setting? <b>(RL.7.3)</b> How does Scrooge’s journey into the past and present alter his point of view and affect his character? <b>(RL.7.6)</b> Why might Dickens have chosen Christmas as the setting for his story? How does this setting impact the characters and the meaning of the text? <b>(RL.7.2, RL.7.3)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Have students continue to maintain their reading logs, tracking Scrooge’s reactions to the setting, his interactions with each ghost, and what he learns from his experiences throughout Staves II and III. Teachers may choose to provide high-level feedback to students on their logs for Stave I or have students exchange reading logs and provide feedback to each other before beginning Stave II so that students can improve the quality of their evidence and analysis. Students should be guided to improve the content of their logs as they maintain them. <b>(RL.7.1, RL.7.2, RL.7.3)</b></li> <li>Following the class discussion, ask students to write a response to the following question: How does the novel’s setting during Christmas support the development of the characters? Consider as part of your response why Dickens chose the title <i>A Christmas Carol</i>. <b>(RL.7.1, RL.7.2, RL.7.3, W.7.1a-b, W.7.9a, W.7.10)</b> Have students incorporate various phrases throughout the writing based on their earlier imitations of the <b>mentor texts</b><sup>21</sup> (this lesson, under “Read the Texts”). Engage students in peer review of the written responses using a <b>rubric</b>.<sup>22</sup> Students review for content and use of evidence, and ensure that peers use various phrases within sentences, recognizing and correcting misplaced and dangling modifiers and using simple, compound, complex, and</li> </ul>

<sup>21</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>22</sup> <http://www.parcconline.org/sites/parcc/files/Grade6-11-ELACondensedRubricFORANALYTICANDNARRATIVEWRITING.pdf>

TEXT SEQUENCE	TEXT USE
	compound-complex sentences to signal differing relationships among ideas. <b>(W.7.4; W.7.5; L.7.1b, c)</b>
<p><b>LESSON 4:</b></p> <p><a href="#">Stave IV</a> of <i>A Christmas Carol</i>, Charles Dickens</p>	<p><b>TEXT DESCRIPTION:</b> Stave IV presents the story’s climax as Scrooge is visited by the final ghost of Christmas spirit. Scrooge learns he must change his ways to avoid a doomed fate. As a result, Scrooge pledges to change his point of view, resulting in the resolution of the story.</p> <p><b>TEXT FOCUS:</b> Students analyze Scrooge’s ongoing character development and point of view by considering his actions and reactions to seeing the flash-forward. Students consider how all of the interactions with ghosts have provided Scrooge with a different point of view/perspective. <b>(RL.7.6)</b> These experiences ultimately result in Scrooge’s change of character and contribute to the idea that empathy results in personal growth. <b>(RL.7.3)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read Stave IV in pairs. Students track all of Scrooge’s key actions throughout the text, identifying his shifting point of view. Students complete the lesson by building on their writing from Lesson 3 to write an essay explaining how Dickens builds the theme (or lessons learned) throughout <i>A Christmas Carol</i>.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read Stave IV in pairs. <b>(RL.7.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• After reading Stave IV, have students use the information gained from the text and their ongoing reading logs to complete a graphic organizer with the following columns: (1) Scrooge’s actions significant to the plot, (2) the results of his actions and whether those results were positive or negative, (3) a lesson that can be learned from those actions and their results. Students must note the page number for each action and result that they can refer back to at a later time. Have individual students pair up to compare organizers and revise and refine the listed actions and evidence.</li> <li>• As a class, discuss how Scrooge’s point of view is reflected through his actions and how his changing actions reflect his development as a character. As a class, review the lessons Scrooge learns from his actions and their results and determine a theme of <i>A Christmas Carol</i>. Model for students how to write a claim statement, which states a theme, and then bullet three pieces of supporting evidence from the text.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Expand the original response written for Staves II and III (Lesson 3) into a full multi-paragraph composition in response to the following question: What is the theme of <i>A Christmas Carol</i>? How does Dickens build this theme throughout the novel? <b>(RL.7.2; W.7.1a-e; L.7.1a, c)</b></li> </ul>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 5:</b></p> <p><a href="#">“Study: Experiences Make Us Happier Than Possessions”</a> from <i>CNNHealth.com</i>, Elizabeth Landau</p> <p><a href="#">“Do Experiences or Material Goods Make Us Happier?”</a> from <i>ScienceDaily</i></p>	<p><b>TEXT DESCRIPTION:</b> These articles summarize research on happiness that found that spending money on a positive experience (e.g., a vacation, a music concert) will create more lasting happiness than spending money on an object or possession (e.g., a car, a house, clothing, jewelry).</p> <p><b>TEXT FOCUS:</b> These texts present similar findings, but differ slightly by emphasizing different evidence from the research. <b>(RI.7.9)</b> Students should read and compare these texts to gain a deeper understanding of the research behind happiness, including how the authors of each text convey their purpose and distinguish their position from others. <b>(RI.7.6, RI.7.10)</b></p> <p><b>LESSON NOTES:</b> Students can use the research to analyze Scrooge’s and Greg’s actions and decisions in each of their respective texts. Students may consider the following questions: What does the research tell us about happiness? What do both Scrooge and Greg misunderstand about what creates happiness that another character in either text understands? <b>(RL.7.3)</b> How do the central ideas in the two articles support and/or contradict what Scrooge and Greg learn about life? <b>(RI.7.2)</b> What is a common idea that all the texts share? How does information gained from the articles contribute to your understanding of the theme of <i>A Christmas Carol</i>? <b>(RL.7.2)</b></p>
<p><b>LESSON 6:</b></p> <p><a href="#">Stave V</a> of <i>A Christmas Carol</i>, Charles Dickens</p> <p><a href="#">“The Gift of the Magi,”</a> O. Henry</p>	<p><b>TEXT DESCRIPTION:</b> Stave V presents the story’s resolution, in which Scrooge has changed his point of view and realizes the consequences of his greed and selfishness. Similarly, “The Gift of the Magi” presents the same concept as the two characters learn the importance of valuing relationships over material possessions.</p> <p><b>TEXT FOCUS:</b> Students should independently read “The Gift of the Magi.” This text can be used to practice reading and understanding using the skills students have been developing throughout the unit. <b>(RL.7.2, RL.7.3, RL.7.6)</b> Students can compare the actions of characters in “The Gift of the Magi” to the changes in Scrooge’s character.</p>
<p><b>LESSON 7:</b></p> <p><a href="#">Reader’s Theater Play of A Christmas Carol</a> from <i>SCOPE Magazine</i></p> <p>Scholastic, live drama or filmed version of <i>A Christmas Carol</i> (<a href="#">example</a>)</p> <p><a href="#">A Christmas Carol</a>, Charles Dickens</p>	<p><b>TEXT DESCRIPTION:</b> The reader’s theater version of <i>A Christmas Carol</i> and the filmed version should be used only after the anchor text is read.</p> <p><b>TEXT FOCUS:</b> Students use a different version of <i>A Christmas Carol</i> to compare to the original and discuss how the differences change students’ understanding of Scrooge and the setting. <b>(RL.7.7)</b></p> <p><b>LESSON NOTES:</b> Possible scenes to consider comparing include Marley’s appearance, the arrival of the first ghost, the death of Tiny Tim, or Scrooge’s reversal of character. <b>(RL.7.7, SL.7.2)</b> Students can independently write a brief timed response that answers the question: Analyze how the effects of the techniques for each medium (original work, play, live/filmed version) contribute differently to the understanding or impact of each medium (e.g., The setting and lighting of the filmed version is dark and dusty, thus creating a darker and scarier mood for the viewer). Use details from each medium to support your response. <b>(RL.7.1, W.7.9a, W.7.10)</b></p>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 8:</b></p> <p><a href="#">“The Eighth Tuesday We Talk About Money”</a> from <i>Tuesdays with Morrie</i>, Mitch Albom</p>	<p><b>TEXT DESCRIPTION:</b> This chapter, “The Eighth Tuesday We Talk About Money” from <i>Tuesdays with Morrie</i>, shares similar concepts and themes to the anchor and other texts in the unit. It is a suitably complex passage for the cold-read assessment.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Assessment</a></p>
<p><b>LESSON 9:</b></p> <p><a href="#">Original manuscript of A Christmas Carol with Dickens’s revisions</a> from <i>The New York Times</i></p>	<p><b>TEXT DESCRIPTION:</b> This is an image of Dickens’s original edited manuscript for <i>A Christmas Carol</i>.</p> <p><b>TEXT FOCUS:</b> The original manuscript can be used for a writing and language focus when writing the culminating writing task, targeting standards <b>W.7.4</b>, <b>W.7.5</b>, <b>L.7.3a</b>, <b>L.7.5c</b>, and <b>L.7.6</b>.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> In this lesson students consider language usage and the writing process as they look at Dickens’s original manuscript of <i>A Christmas Carol</i> and analyze the changes and additions he made. Students compare the original manuscript with the final version and consider how the language changes altered the meaning of the text.</p> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Project <a href="#">Dickens’s original manuscript</a> for students to see. <b>Note:</b> You may need to click on the tab in the top left that says “Document” to show the complete manuscript. Read just the first sentence on the first page, and then read the first sentence of Stave I from the text to illustrate that they are indeed the same. Ask students, “Did you expect that Dickens’s first document would look like this? Why or why not?”</li> <li>• Then show the <a href="#">following changes</a><sup>23</sup> (you will need to click on the tab “Notes” in the upper left-hand corner): “Let Us Count the Ways,” “The Good Nephew,” “Repetition,” “More of Gravy Than of Grave,” “One ‘Very’ Too Many,” “Some Added Detail,” and “Tiny Tim’s Fate Murky in Manuscript.” You will likely need to take each box (or edited change) one by one with the class.</li> <li>• As a class, compare the original versions to the edited, published version read in class. For each, discuss how Dickens made revisions to use and place phrases and clauses within his sentences (e.g., to add detail, to develop a deeper understanding of setting or character, to add clarity or precision to his descriptions). Evaluate whether the revisions improved Dickens’s writing. Have students consider: Is Dickens’ wordiness and repetition redundant or does it achieve its intended effect? (<b>L.7.1a, c; L.7.3a</b>)</li> <li>• Provide students with a copy of <a href="#">page 14 of the manuscript</a>.<sup>24</sup> Have them study in pairs the differences between the manuscript version and the published version of the paragraph in which Scrooge questions Marley’s ghost</li> </ul>

<sup>23</sup> <http://documents.nytimes.com/looking-over-the-shoulder-of-charles-dickens-the-man-who-wrote-of-a-christmas-carol#annotation/a6>

<sup>24</sup> <http://s3.amazonaws.com/nytdocs/docs/166/166.pdf>



TEXT SEQUENCE	TEXT USE
	<p>about being “a good man of business.” Students should make note of the revisions and additions to the paragraph<sup>25</sup> through <a href="#">annotations</a><sup>26</sup> or notes. Then have students explain how the differences in language alter the meaning and effect of the text. <b>(RL.7.4; L.7.3a; L.7.4a; L.7.5b, c; L.7.6)</b> <b>Note:</b> Additional notable edits are discussed in <a href="#">an article</a><sup>27</sup> from <i>The New York Times</i>. Teachers can use the article to target additional revisions (as needed) to discuss with students.</p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Use a similar process as illustrated through Dickens’s revisions to <a href="#">model revision</a><sup>28</sup> in student writing (using student written responses to the Culminating Writing Task as the basis for revision). <b>(W.7.5)</b> Discuss with students how revisions to language strengthen writing. Focus revisions on improving student writing to express their intended ideas and content. <b>(W.7.4; L.7.1a, b, c; L.7.2a, b; L.7.3a; L.7.5c; L.7.6)</b></li> </ul> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a> (sample handouts for this task available <a href="#">here</a><sup>29</sup>)</p>
<p><b>LESSON 10:</b></p> <p><a href="#">“Charles Dickens: Six Things He Gave the Modern World”</a> from <i>BBC News</i>, Alex Hudson</p>	<p><b>TEXT DESCRIPTION:</b> This article presents ideas for students to explore as they consider the impact Dickens had on modern literature and culture.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>

<sup>25</sup> Dickens added “But”; changed “an excellent man of business” to “a good man of business”; added “who now began to apply this to himself”; changed “Man was my business” to “‘Business!’ cried the Ghost, wringing its hands again. ‘Mankind was my business’”; and changed “good will” to “benevolence.”

<sup>26</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>27</sup> [http://cityroom.blogs.nytimes.com/2009/12/24/on-the-records-a-166-year-old-manuscript-reveals-her-secrets/?\\_php=true&\\_type=blogs&\\_r=0](http://cityroom.blogs.nytimes.com/2009/12/24/on-the-records-a-166-year-old-manuscript-reveals-her-secrets/?_php=true&_type=blogs&_r=0)

<sup>28</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>29</sup> <http://www.vermontwritingcollaborative.org/WPDEV/grade7/>