

## *A Christmas Carol*- Exploring Themes

### Post-Show Activity

#### Goals:

- Students will identify and analyze key themes in the play adaptation of *A Christmas Carol*.
- Students will connect themes to characters, plot, and historical context.
- Students will develop critical thinking through group discussion and written reflection.

*NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.*

### Materials Needed

- Resourced Guide for *A Christmas Carol* (found [here](#))
- Theme Analysis Worksheet (provided below)
- Writing materials or digital devices for note-taking

### Introduction

- Introduce students to the idea that plays use characters, dialogue, and stage directions to convey themes.
- Briefly review the story of *A Christmas Carol* and its social context about Victorian poverty and redemption.
- Explain that the activity will focus on discovering major themes and how they are presented in the play.

*Notes for UDL alignment: Use guiding questions to support different ways of recalling information. Invite students to help summarize the story aloud or with gestures.*

### Identifying Themes

- Ask students what themes recognized from the play. Some answers might be:
  - Redemption and Transformation
  - Social Responsibility and Compassion
  - The Consequences of Greed and Selfishness
  - The Importance of Family and Community
- In small groups, or as a class, discuss the following questions:
  - How do the characters in the play demonstrate the themes you identified?
  - What scenes or dialogue best highlight these themes?
  - How might Victorian audiences have responded to these themes?
  - Can you relate any themes to issues in today's society?

*Notes for UDL alignment: To provide multiple ways of expressing understanding, consider letting students act or physicalize their responses. You can also utilize Think-Pair-Share to provide additional solo and partner processing time.*

## Individual Reflection

- Have students answer the following questions in writing:
  - Which theme from the play stood out most to you and why?
  - How did the play's staging (costumes, set, acting) help communicate the themes?
  - What lesson or message do you think Dickens wanted the audience to take away?

*Notes for UDL alignment: Support multiple means of expression by allowing dictation, pre-drawn icons, or alternative art tools.*

## Conclusion

- Conclude the lesson by asking students how this story as a live performance adds emotional impact to the themes.
- As an optional extension, create a visual or perform a short scene that emphasizes one of the themes discussed.

*Notes for UDL alignment: Encourage students to share in pairs, small groups, or through written reflection to offer varied ways of participating.*

## TEKS

### English Language Arts and Reading (ELAR)- Grades 7-8

5(B): generate questions about text before, during, and after reading to deepen understanding and gain information

6(C): use text evidence to support an appropriate response

### English Language Arts and Reading (ELAR)- English I-IV

5(J): defend or challenge the authors' claims using relevant text evidence.

11(G)i: examine sources for credibility and bias, including omission

### English Language Arts and Reading (ELAR)- English I

11(E): defend or challenge the authors' claims using relevant text evidence.

### English Language Arts and Reading (ELAR)- English II-IV

11(E): Locate relevant sources

### Fine Arts – Theatre I-IV:

5(A): evaluate and practice appropriate audience behavior at various types of performances

### Fine Arts – Theatre I:

4(B): relate historical and cultural influences on theatre

### Fine Arts – Theatre II:

4(A): analyze historical and cultural influences on theatre

### Fine Arts – Theatre III-IV:

4(A): evaluate historical and cultural influences on theatre