

## *A Christmas Carol* | In Scrooge's Shoes

*Post-Show Activity | Grades K-5*

### Alignment

- Learning Objective
  - Students will describe one experience from their past, one from their present, and one hope or worry for their future by drawing and speaking (or writing) about each.
  - Students demonstrate self-awareness and reflection by comparing their own growth to Ebenezer Scrooge's transformation.

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

### Materials

- "In Scrooge's Shoes" worksheet (included)
- Crayons, markers, or pencils
- Optional: collage materials or digital drawing tools
- Scrooge's timeline image (included)
- Naming emotions handout (two included for K-2 and 3-5)

### Step 1 | Introduction

- Display the image that shows Scrooge's past, present, and future (included).
  - "Remember how Scrooge met three ghosts—Past, Present, and Future?"
  - Encourage students to identify things Scrooge experienced that they remember from the play. What did Past show Scrooge? Present? Future?
  - Today, we'll imagine *our* three ghosts showing us our own story!"
- Model the *Past–Present–Future* idea using your own simple examples:
  - *Past*: "When I was little, I liked to play outside. My "past" ghost showed me playing tag."
  - *Present*: "Now I love helping students learn. My "present" ghost showed me teaching."
  - *Future*: "One day, I hope to travel and teach in new places. My "future" ghost showed me visiting New York City."
- "How can we show that past, present, and future?"
  - Invite 3 students to help you demonstrate your past, present, and future with tableau.
  - Example: for past, three students can freeze in a tableau of playing tag outside.
  - Example for present: one student freezes in place as the teacher helping the other two students understand something from a lesson.

- Example for future: students create a tableau of the statue of liberty, a tourist taking a picture, and the student-as-teacher standing proud/excited.

## Step 2 | Guided Practice

- Pass out the worksheet and drawing tools.
- Focus on one box at a time.
  - **Past:** “What would your Past Ghost show you? Draw something you remember from when you were little.”
  - **Present:** “What would your Present Ghost show you? Draw something you do or feel now.”
  - **Future:** “What would your Future Ghost show you? Draw something you want or hope to do when you grow up.”
- After each section, students share with a partner using sentence stems:
  - *Past:* “The Ghost of my Past showed me...”
  - *Present:* “The Ghost of my Present showed me...”
  - *Future:* “The Ghost of my Future showed me...”
- Have students identify at least one emotion for each box.
  - “How were you feeling when this happened? What do you feel about the present you drew? How would you feel if this future comes to pass?”

*Notes for UDL alignment: Offer visual and verbal examples for each time frame. Using gestures with each unfamiliar term can aid in understanding. Provide sentence stems and word banks for emergent writers.*

## Step 3 | Independent Practice

- Students complete their drawings and sentences independently or in pairs.
  - Kindergarten–Grade 1: Draw and dictate.
  - Grades 2–3: Write 1–2 sentences for each time box.
  - Grades 4–5: Write a paragraph for “Future” that answers: How does the personal change you hope for compare to Scrooge’s growth?

## Step 4 | Reflection and Sharing

- Invite volunteers to share one of their boxes. They can share the image, the sentence, or enlist help to show in a tableau (like the example in the introduction).

*Notes for UDL alignment: Allow students to choose expression method. Use sensory tools or fidgets to support focus and participation in the group discussion.*

## Demonstration of Learning

- Grades K–2

- Students complete three drawings (past, present, future).
  - Students describe each verbally using sentence stems.
  - Students identify one feeling for each time period (happy, worried, excited).
- Grades 3–5
  - Students write multiple sentences or a short paragraph for each section.
  - Students explain how one current choice can influence their future.
  - Students compare personal growth to Scrooge’s transformation using one example from the play.

## TEKS

- **ELA K–5**  
(1A–C), (2A–D), (3B), (6A) – Develop active listening and speaking skills; apply comprehension strategies; use and expand vocabulary; express ideas through writing and discussion.
- **Theatre K–5**  
(1A–B), (2A–C), (4A–B) – Imagine roles and situations; express ideas through dramatic play and performance; connect stories to personal experiences.
- **Social Studies K–2**  
(3A–B) – Distinguish past, present, and future; describe personal chronology and change over time.
- **Health/SEL K–5**  
(6A–C) – Identify emotions, set personal goals, and make positive choices for growth.

# Visit with Ghost of My Past

The Ghost of my Past showed me...

# Visit with Ghost of My Present

The Ghost of my Present showed me...

# Visit with Ghost of My Future

The Ghost of my Future showed me...

PAST



Something that  
already happened

PRESENT

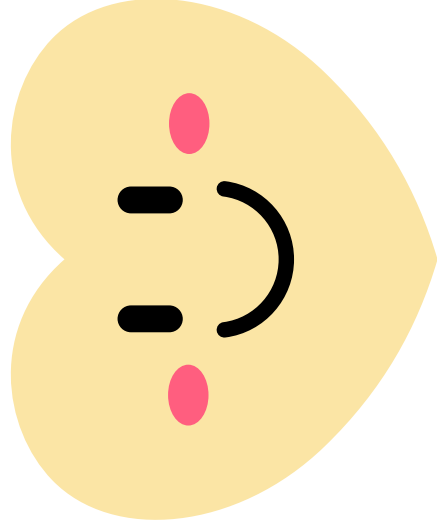


What's  
happening now

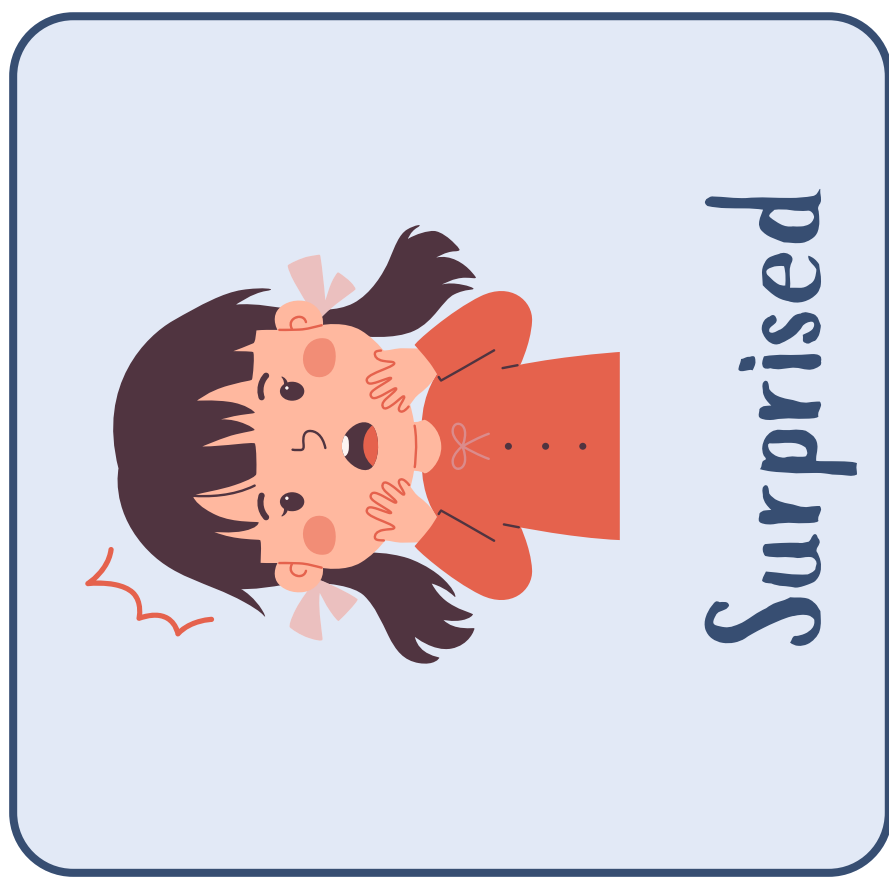
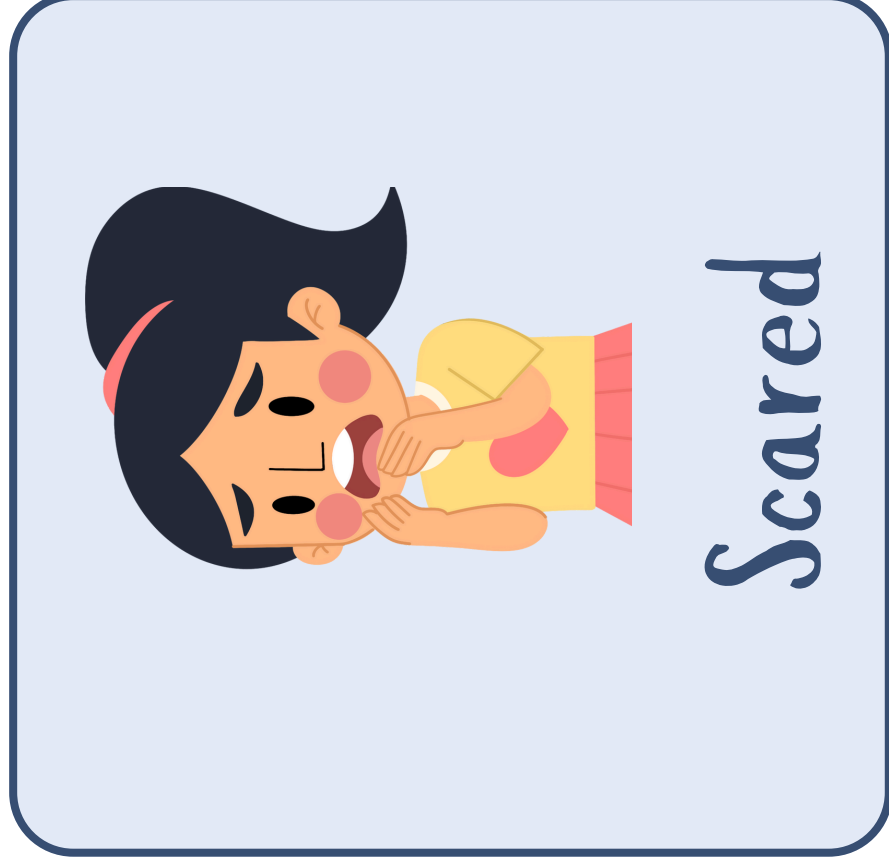
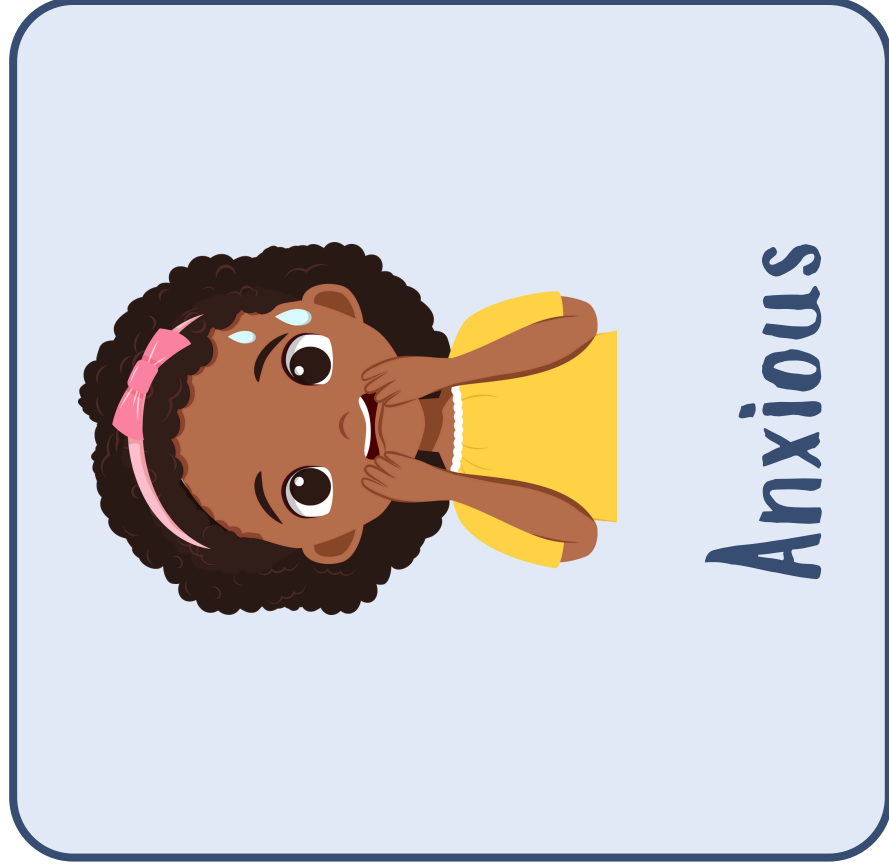
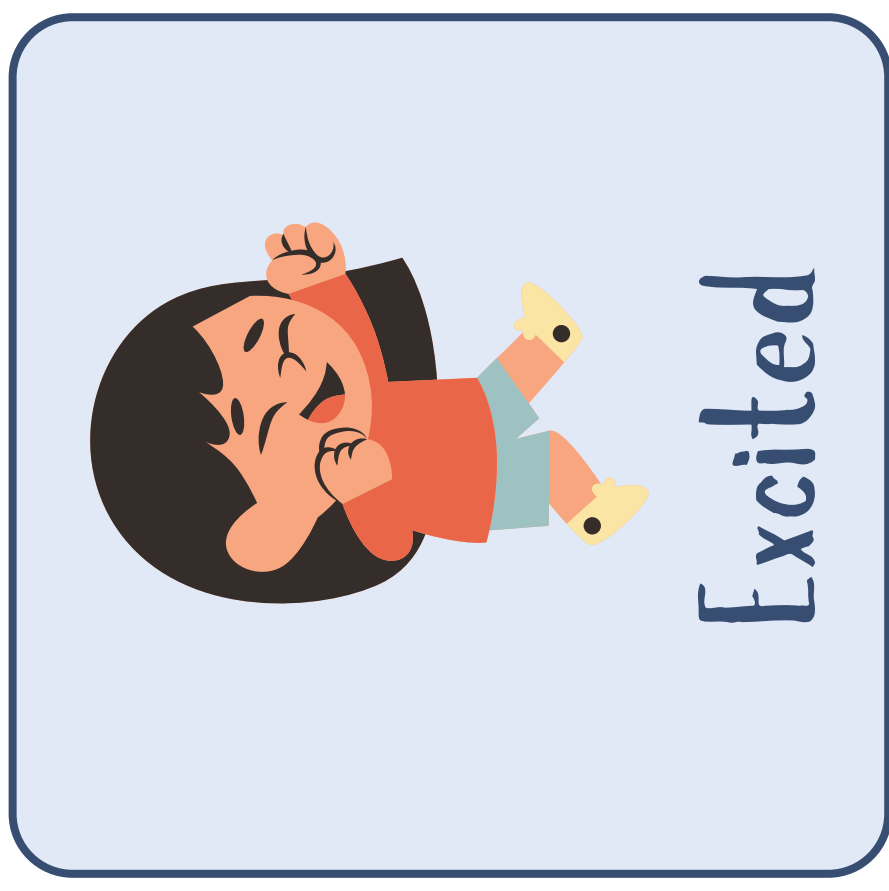
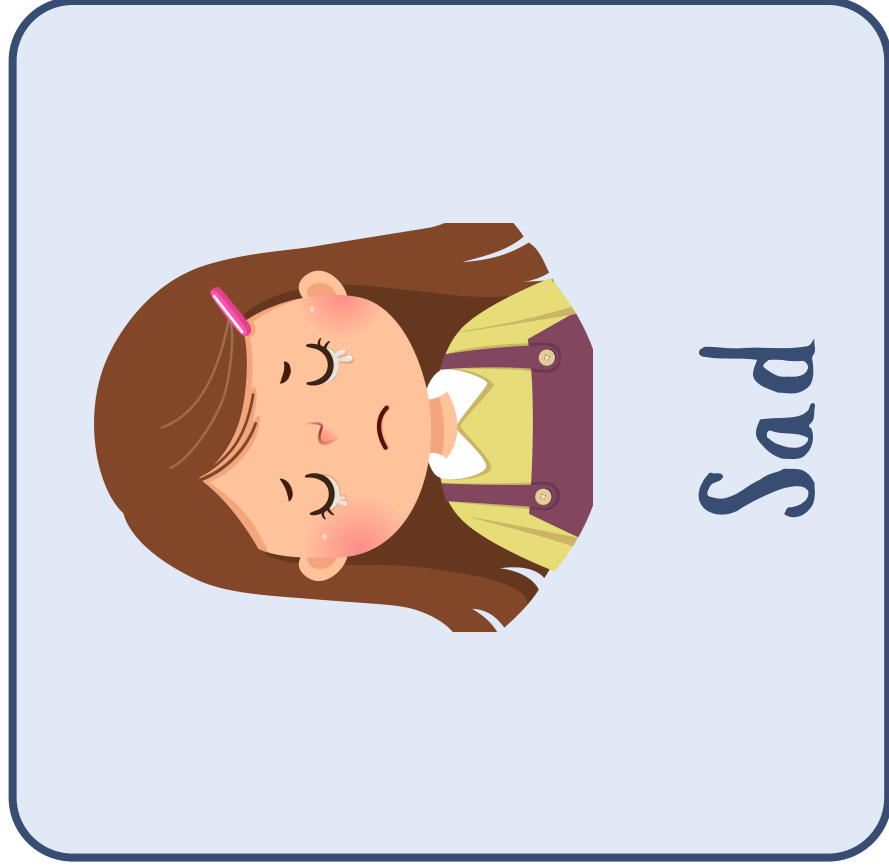
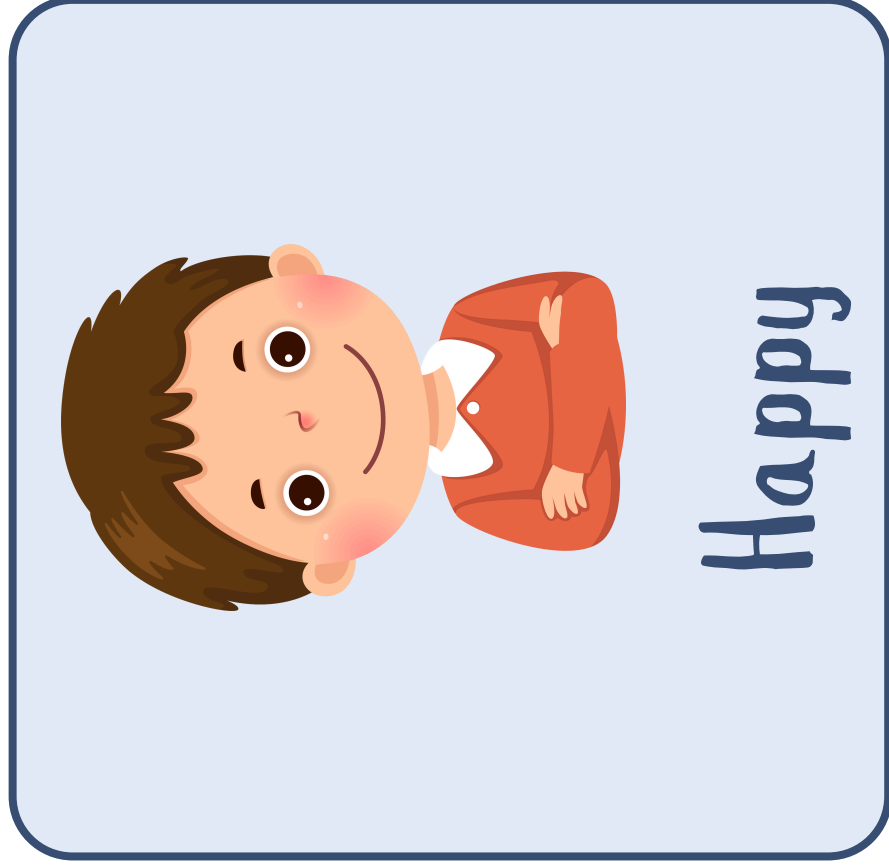
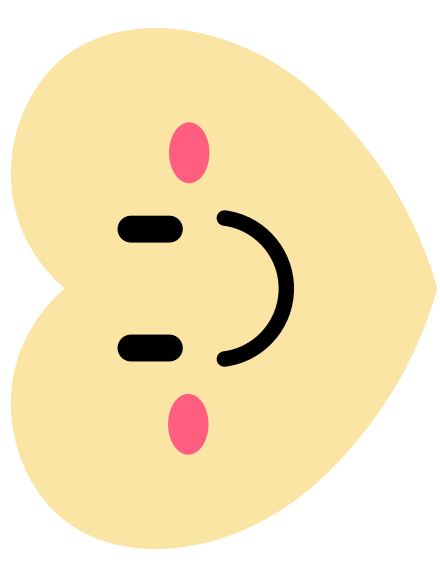
FUTURE



What might  
happen later



# EMOTIONS WORD MAT





# Naming Emotions

Think about how the character feels. Use this list to help you describe the emotion they are experiencing. How do their feelings change throughout the story?.



Angry

Furious

Irritated

Annoyed

Jealous

Crossed

Enraged



Assertive

Resilient

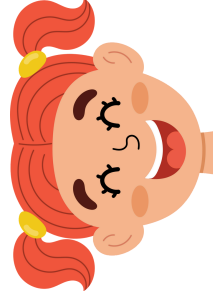
Empowered

Resourceful

Brave

Proud

Determined



Happy

Grateful

Hopeful

Surprised

Excited

Positive

Satisfied



Mindful

Focused

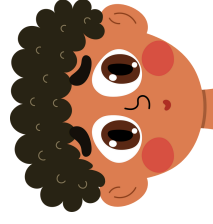
Peaceful

Calm

Rested

Balanced

Relaxed



Anxious

Scared

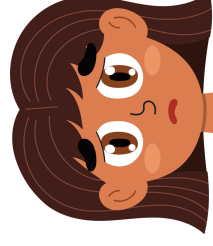
Excluded

Insecure

Shy

Confused

Nervous



Hurt

Sad

Ashamed

Lonely

Disappointed

Depressed

Regretful



Valued

Connected

Loving

Respected

Fulfilled

Supported

Proud