

A Christmas Carol- Timeline

Pre-Show Activity, Grades 6-12

Objectives

- Students will research major events of the Industrial Revolution and Charles Dickens's life
- Students will deepen their understanding of the historical influence of social issues on the play.

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

- Alley Resourced guide for *A Christmas Carol*
- Access to internet/research tools
- Paper/poster
- Writing utensils

Introduction

- With the Alley Resourced guide, found [here](#), introduce students to *A Christmas Carol*.
 - Use the *When and Where* and *Good to Know* sections to familiarize students with the world of the play.

Research Key Events

- Find information about the following events. Write a brief description and the year each event happened.
 - Birth of Charles Dickens
 - Start of the Industrial Revolution
 - Publication of the Children's Employment Commission Report
 - Writing and publication of *A Christmas Carol*

Notes for UDL alignment: To provide multiple ways of expressing understanding, consider letting students act or physicalize their responses.

Add Social and Historical Events

- Find 3 more events connected to Victorian England, social reform, or industrialization that you think influenced Dickens or the themes in *A Christmas Carol*. Include year and description.
- You may choose other events to add to the timeline, or encourage students to find events that they think are relevant to the story

Create Timeline

- Using the information gathered:
 - Draw a horizontal or vertical timeline on a large sheet of paper or use a digital tool.
 - Place the events in chronological order with dates.
 - Add a brief note or illustration for each event explaining its importance.

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

TEKS

Theatre- Middle School

Level 1- 4(A) demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities

Level 2- 4 (A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures

Level 3- 4 (A) demonstrate theatre as a reflection of life in particular times, places, and cultures through performance

Theatre- High School Levels I-IV

4(A) relate, analyze, and evaluate historical and cultural influences on theatre (Level I- 4(B))

Level II-IV 4 (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors

Social Studies

Grade 6- 1 (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

Grade 6- 2 (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

Grade 7 19 (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;

Grade 7- 20 (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

Grade 8- 27 (B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally

Grade 8- 29 (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

World History Studies

1 (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions

8 (A) explain how the Industrial Revolution led to political, economic, and social changes;

16 (B) summarize the role of economics in driving political changes as related to the Industrial Revolution

25 (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced

