# *A Christmas Carol-* Modern Adaptation

## Post-Show Activity, Grades 6-12

### **Objectives**

* *Students will use themes from* A Christmas Carol *to create their own adaptation.*
* *Students will deepen their understanding of the play’s historical context and modern relevance.*

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

### **Materials Needed**

* Alley Resourced guide for *A Christmas Carol*
* *Planning Your Adaptation* worksheet (attached)

### **Introduction**

* With the Alley Resourced guide, found [here,](https://www.alleyresourced.com/) 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.
* Guide students through a discussion, addressing the following questions:
	+ Why did Charles Dickens write *A Christmas Carol*?
	+ What social issues did Dickens want to highlight through his story?
	+ How did the Industrial Revolution contribute to these problems?

### **Identifying a Modern Social Issue**

* + Ask students to think about and choose a modern social issue that matters to them.
		- Choose a social issue today that relates to economic inequality, labor rights, or social justice. Some examples:
			* Child labor in other parts of the world
			* Worker exploitation in factories or gig economy jobs
			* Homelessness or poverty in your community
			* Environmental justice and its impact on vulnerable populations
			* Students will write their own adaptation using the worksheet provided

*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.*

### **Performance**

* + Put students in groups and have them choose an adaptation to perform. You can do this as readers theatre or a more polished rehearsed performance.

### **Reflection**

* + Lead a group discussion about their adaptations
		- How did writing this story help you understand Dickens’ message better?
		- What do you hope readers will learn from your modern adaptation?

*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

5 (B) recognize, analyze, and defend theatre as an art form and evaluate self as a creative being;

Levels I & II- 2(F) create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms

Level III- 2 (E) write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and

Level IV- 2 (E) create individually or devise collaboratively imaginative scripts and scenarios.

Level I-III- 3(C) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance (Levels II-III: 3(D))

Level I- 4 (A) portray theatre as a reflection of life in particular times, places, and cultures;

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;

English Language Arts and Reading, Grades 6-8

5 (E) make connections to personal experiences, ideas in other texts, and society

Grades 6 & 7- 8 (C) analyze how playwrights develop characters through dialogue and staging

Grade 6- 7(D) analyze how the setting, including historical and cultural settings, influences character and plot development.

Grade 7- 7 (D) analyze how the setting influences character and plot development.

Grade 8- 7 (D) explain how the setting influences the values and beliefs of characters.

English Language Arts and Reading, English I-IV

5 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

9 (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

English I- 7 (A) read and respond to American, British, and world literature;

English II- 7 (A) read and analyze world literature across literary periods;

English IV- 7 (A) read and analyze British literature across literary periods;

*A Christmas Carol-* Modern Adaptation

**Your Task**: Rewrite a scene or create a new story set today that addresses modern social issues related to economic inequality or labor exploitation, inspired by Dickens’ approach

**Part 1: Identifying a Modern Social Issue**
Choose a social issue today that relates to economic inequality, labor rights, or social justice. Some examples:

* Child labor in other parts of the world
* Worker exploitation in factories or gig economy jobs
* Homelessness or poverty in your community
* Environmental justice and its impact on vulnerable populations

Write a brief description of the issue you chose and why it matters to you:

**Part 2: Planning Your Modern Adaptation**

Choose your main character *(Ex: A factory worker, a single parent, CEO, etc)*

Describe your character’s situation and challenges:

Decide on a modern ‘ghost’ or catalyst for change *(Ex: mentor, news story, et)*

Outline the message or lesson your story will communicate. Use the back of this page or your own paper to give yourself plenty of space

**Part 3: Write Your Story or Scene**
Write a short story or script (1-2 pages) that:

* Shows your character facing the social issue
* Includes the catalyst that inspires change or awareness
* Ends with a hopeful or thoughtful resolution