# *A Christmas Carol-* Priceless Values

## Post-Show Activity, Grades 3-5 (with adjustments- K-2)

### **Objectives**

* *Students will understand the role of money in the play and how its value to each character contributes to their attitude and circumstances.*
* *Students will* *begin to discover their own value system.*

*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 found [here](https://alleyresourced.com).
* Value Charts (attached)
* Erasers, markers, crayons, colored pencils, pens, etc.

### **Introduction**

One of the central themes of A Christmas Carol is the value of money. Scrooge values money more than anything, and he judges others by how much money they have. But not everyone in the play feels the same.

### **Part I**

* Hand out copies of the attached Value Charts to each student.
* Instruct students to use the worksheet to chart the values of every character in the play. Ask students to think about **material values** (able to be seen or touched, such as money or a car) and **non-material values** (unable to be felt by the senses, such as love or happiness).
* Once students have finished filling out the chart, discuss their findings:
  + Which characters’ values are most similar to your own?
  + Which two characters’ values would you say are most different from each other? Is there a conflict between those two characters in the story?
  + Which characters value mostly material things? Which characters value mostly nonmaterial things? Is there a difference in how these characters act toward others?
  + How is wealth treated in the story? Is it a sign of moral corruption and greed, success, or something else?
  + What do you think A Christmas Carol is saying about people’s values? Do you agree with the play? Why or why not?

*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.*

### **Part II**

* Have the students fill out the second part of the Value Chart with what they value in their own lives. Then have each student share their list and reasons with the class.

### **Reflection**

Discuss with students what some similarities were in their values. What does that say about society if many people value the same or similar things as others? How can we use those discoveries to inform the way we treat people in our day-to-day lives?

*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, Grades 3-5

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

7 (A) describe personal connections to a variety of sources, including self-selected texts;

Theatre, Grades 3-5

4- The student relates theatre to history, society, and culture.

## ***A CHRISTMAS CAROL* VALUE CHART**

|  |  |
| --- | --- |
| **Character** | **Value** |
| **Scrooge**At the start of the play |  |
| **Bob Cratchit** |  |
| **Fred** |  |
| **Tiny Tim** |  |
| **Jacob Marley**Before his death |  |
| **Mr. Fezziwig** |  |
| **Belle** |  |
| **Scrooge** At the end of the play |  |

## **WHAT DO YOU VALUE?**

List three material values, things that can be seen or touched like money or a car. Then list three non-material values, things that cannot be seen or touched like happiness or friendship. Explain why you value each item on your list.

|  |  |
| --- | --- |
| **Value** | **Why?** |
| **Material Value:** |  |
| **Material Value:** |  |
| **Material Value:** |  |
| **Non-Material Value:** |  |
| **Non-Material Value:** |  |
| **Non-Material Value:** |  |
| **Non-Material Value:** |  |