

GCSE English Literature:

A Christmas Carol

TEACHER GUIDE



Teacher:

UNIT OVERVIEW: *A Christmas Carol* key learning episodes

OVERVIEW	Context introduction. Video here Pages 6-7 of booklet. Pause video to allow students to complete Qs.	Cold “read”/ watch Video here. Page 8 of booklet. Students to fill in what is happening using timeline.	Whilst reading, pause and complete the events tracker on page 2-3 after each key event (notes in annotation column). Add a key quotation (student/class choice). When you pause on quotations, fill in the quotation tracker on 4-5. The comments pauses are there to support annotations and discussion. You may want to read a chunk and return to them to not stop the flow of the narrative.		
	STAVE ONE CLOSING TASK: Analysis paragraph of Scrooge in chapter 1	STAVE TWO CLOSING TASK: Impact of each past event Scrooge sees.	STAVE THREE CLOSING TASK: Analysis paragraph of family in stave 3. Purpose of each Christmas.	STAVE FOUR CLOSING TASK: P2Q2 style, summarising the differences between deaths.	STAVE FIVE CLOSING TASK: Listing the events which show Scrooge has changed.
STAVES INFO	CONTEXT TASK: Prisons pg 12 Video – HERE Booklet – Pg2-3 T/F: BDFG Workhouses pg 12 Video – HERE 23:27-25:30 Booklet – Pg4-5 T/F: BCGH Poverty pg 19 Video – HERE 12:00-20:00 Booklet – Pg6-7 T/F: ACEF	CONTEXT TASK: Education , around pg 22. Video – HERE Booklet – Pg8-9 T/F: ABDF Dickens’ childhood, pg 23. Video – HERE 11:15-13:20 Booklet –10-11 T/F: CDEF Marriage and love pg 27 Video – HERE Booklet-12-13 T/F: BCFH	CONTEXT TASK: Christmas pg 30-31 Video – HERE Booklet – 14-15 T/F: ABDH Ill children, pg 34. Video – N/A Booklet – 16-17 T/F: CDEH Poverty at Christmas pg41 Video – N/A Booklet – 18-19 T/F: ACDF	CONTEXT TASK: Pawnbrokers pg 46 Video – N/A Booklet – 20-21 T/F: ADEH Victorian death, pg 49. Video – HERE Booklet – 22-23 T/F: CDFH	CONTEXT TASK: Charity pg 54 Video – N/A Booklet – 24-25 T/F: Dickens on Christmas (When book is finished) Booklet: 26-29 <i>Back page also has emotions glossary to use for feelings throughout.</i>
CLOSING	Motif tasks Pages 56-58 Students to pick out motif moments from each stave, note down what happens, then given an overview of the purpose of the motif.	Original illustrations Pages 59-60 Use as a retrieval task of key moments. Students to add what stave, what happens, why significant. Then feedback as class.	Character pages Pages 61-63 Character pages allow students to offer an overview of each significant character. Tasks are on each page.	Plot timeline Page 64. When finishing unit, use this	

