

A Christmas Carol | Modern Adaptation

Post-Show Activity | Grades 6-12

Alignment

- Learning 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](#). TEKS can be found at the end of this document.

Materials Needed

- Alley Re-Sourced guide for *A Christmas Carol*
- *Planning Your Adaptation* worksheet (attached)

Introduction

- With the Alley Re-Sourced 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.
- 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?

Step 1 | 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.

Step 2 | 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.

Step 3 | 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
 - 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.

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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.