The Significance of Life: What Makes a Difference?

*A Christmas Carol* in DI
Richter Kuo       NNKIEH

Subject: English Language Arts
Grade: 11th in senior high, 14 students in total.
Topic: Reading
Concept: Perspective in growth, Exploration of life, Relationships among people

Objectives:

**The students will know**
- a. The background of Charles Dickens, the author of *A Christmas Carol*.
- b. The characters, setting, plot, and themes.
- c. Important vocabulary that is necessary to understand the story

**The students will understand that**
- a. Reading literature is one way to improve vocabulary and increase fluency.
- b. It is possible to read for pleasure while learning one language.
- c. It is possible to see reflections of ourselves in the target-language literature.

**The students will be able to**
- a. Read more fluently in English.
- b. Incorporate new vocabulary into discussion and writing.
- c. Analyze a theme that concerns themselves in *A Christmas Carol*.
- d. Examine personal beliefs and values through a textual lens.

**The Instructional Strategies Applied**
- a. Literature circles
- b. Learning contracts
- c. Differentiated content
- d. Tiered vocabulary practices
- e. Tiered questions
- f. Differentiated products
- g. Jigsaw reading
- h. Flexible grouping
- I. Differentiated presentations based on interests/Learning Profiles.
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<td>overview of</td>
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<td>Differentiated textbooks distributed, along with some handouts that give brief introduction to the author and the story’s historical background. 10 minutes</td>
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<td>20 min</td>
<td>Regrouping and sharing of the DI activities. Story and characters features.</td>
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<td>Students jigsaw read or read aloud the first two chapters together.</td>
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<td>Lesson Three: 100 minutes</td>
<td>Quick review of the first two chapters, discussion, and further demonstration of literature circles 30 minutes</td>
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<tr>
<td>Literature Circles: The story, characters, setting, development.</td>
<td>Discussions on Chapter three to four with differentiated worksheets, with all the lessons proceeded in literature circles: 50 minutes</td>
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<td>Assignments and presentation work differentiated by readiness, interest, and learning profile. 20 minutes</td>
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<td>Lesson Four: 100 minutes</td>
<td>Quick story review and whole-class discussion. 15 minutes</td>
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<tr>
<td>Literature Circles Language Review &amp; instruction Discussion for Final Project Presentation</td>
<td>Discussions on the rest chapters. DI on vocabulary and grammar instruction based on readiness. 35 minutes</td>
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<td>Mini-reports on the whole story: Short skit, speeches or oral presentation. 30 minutes</td>
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<td>Group discussion on differentiated Final Project Presentation based on interest/multiple intelligences. 20 minutes</td>
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Lesson Five:
100 minutes

Final Project Presentation
Whole-class discussions and Practice/rehearsal on Final Project Presentations.
30 minutes

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Final Project Presentations based on interests/multiple intelligences. 60 minutes
(Each group will have about ten-minute time for presentation, which can be proceeded in a skit, ppt presentation, readers’ theater, discussion panel, or even a song—as long as it fits their multiple intelligence or interest. )

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Final group/peer assessment and reflection
10 minutes.

Assessment

<table>
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<th>Assessment Criteria</th>
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<tr>
<td><strong>Individual and group class participation 30%</strong>: Students will be evaluated through teacher observation and peer evaluation.</td>
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<td><strong>Completion of assignments 30%</strong>: worksheets, writings and mini reports.</td>
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<tr>
<td><strong>Group Presentation 40%</strong>: Two more English teachers will be invited to help evaluate group presentations, and students will also have a chance to peer-review their classmates.</td>
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## Unit Description and Teacher Reflection

### Lesson 1

**Introduction to Literature Circles**

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<tr>
<th>Lesson Sequence &amp; Description</th>
<th>Teacher Reflection</th>
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<tr>
<td><strong>Introduction to literature circles:</strong></td>
<td>For most Taiwanese students who are used to studying mainly for tests, a very difficult thing to do in class is to specifically share their ideas in public. They also find it difficult to go into deeper thinking or discussion about what they are reading. Despite the fact that they have had several experiences of small-group discussions, and also had done some tiered activities, they are not really familiar with what literature circles require them to do. With the introduction lesson and teacher’s clear explanation, their fears and doubts obviously dissipated, and they could participate more freely in group discussions.</td>
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<td>As students have never had any experiences with literature circles, it is essential that they be given clear instruction and explanation about what literature circles are, and what they will be expected to do in the whole process.</td>
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<td>Important ideas are concluded in the following:</td>
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<td>• Much of students’ work will be done through small-group discussions.</td>
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<td>• All group members will have to participate in discussions.</td>
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<td>• Each person in the group will have a specific role to play.</td>
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<td>• Students will have limited choices about what level/version of the books to read.</td>
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<td>• QAR questions will help students focus on the discussions to explore the students’ ideas and their interpretations of their reading.</td>
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<td>• Evaluation of students will focus on not only on their content knowledge, but more importantly on group participation as well as collaboration.</td>
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It is absolutely necessary that the class understand the above important ideas before they start the discussion activities of literature circles.

**Introduction to the discussion roles**

Explain to students that each one will have a role to play, and in this stage they will learn what duties each role has to fulfill:

(Appendix 1)

When we give students some responsibilities that really challenge them, they will usually do better than we expected. However, to help the
**Discussion Director:** The person has to develop a list of questions that can help other group members “talk” and “share” big ideas and reactions to the reading. It is better that the Discussion Director come up with the questions before the next discussion so that each member can have more time to think about them.

**Connector:** The person has to find a connection between the story, the event in their own life, or the outside world.

**Literary Luminary:** The person has to determine what passage/event is especially important in the reading, and have the whole group reread and discuss it.

**Character Discoverer:** The person has to help the group better understand an important character’s thoughts, values, actions, words and feelings.

For those groups with more than four students, it is possible to assign two other roles for less-ready or more-artistic students:

**Time Keeper:** The person helps the group notice time and make good use of it, in case they get stuck in a certain place.

**Illustrator:** The person has to visualize a character or a scene by drawing it out in his or her imagined way.

**Roles assignment.** After learning the responsibilities of each role, students are assigned to a role based on group decisions.

discussion director really know what to ask, in addition to the instructions, I also gave them some teacher-generated questions as a model for them to follow. This was especially helpful for those less-ready students. Nonetheless, such a practice was not necessary after the second discussion block as students had got more familiar with the QAR mode.

For all the roles mentioned here, it is better that students are given different roles in different discussion period. However, I found that in most cases the more-ready students would usually either dominate the talk or become a natural leader. I had to privately talk to those students to make sure they become positive helpers, not always the dominant leaders that did most of the talking.

I also gave the role cards to students (see Appendix 1) so they could have a better understanding and the cards also serve as a good reminder to make sure what they have do in the discussion.

It is natural that most students would like to choose the easier roles. Here the teacher’s encouragement and communication would play a vital role in deciding the group’s success.
Small-group discussion practice and role modeling: Right after the instruction, it is better to give students opportunities to practice. It would be good enough to use a story from the textbook or magazines for practice (Phantom of the Opera).

QAR instruction with students practicing making questions: To further prepare students for deeper literary discussions, I gave them a brief instruction on Raphael’s Question-Answer Relationships, or QAR (Raphael, 1982). This is to help them understand that their answers (or questions) might be: (Appendix 2)

1. **Right There** (Explicitly stated in the text)
2. A product of **Think and Search** (implicit in the text).
3. **On My Own** (from their own experiences).

To further acquaint students with the process, I also gave them the handout of *Prompts for Different Purposes* (Graham and Spiegel, 1996. See Appendix 3). With those model questions, students found it much easier to come up with similar ones on their own that correspond to their own readings.

Differentiated textbooks distributed, along with some handouts that give brief introduction about the author and the story’s historical background. 10 minutes. The handouts are intended to prepare students for the second lesson’s discussion. With some prior knowledge in mind, they might be more able to understand why some characters speak or behave in certain ways.

In this time period, students used the textbook story *Phantom of the Opera* as an example for practice, and found those guidelines really helpful. Different students did at least one thing in different roles. The later QAR instruction gave students further details in creating relevant and meaningful questions. With this practice, they got a better idea of what high-quality discussions in Literature Circles were, and could better enjoy the whole process. (See Appendix 2)

It is also helpful to teach students how to respect others by “disagreeing agreeably” and warn them against possible poor behavior by acting them out. Examples like these are:

“I don’t agree, but let’s keep going anyway.”

“I don’t like your ideas, but I have to admit they are possible interpretations.”

I prepared five versions of *A Christmas Carol* for students to read, and assigned each version to groups of three to five based on the books’ difficulties and student’s readiness. However, in the end I decided to use only four versions to simplify the grouping, and kept the original version and the BBC version for those who might be interested in gaining a wider perspectives on the story.
**Lesson 2**

**Introduction to *A Christmas Carol***

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<th>Lesson Sequence &amp; Description</th>
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<tr>
<td><strong>Discussion of the project requirements:</strong></td>
<td>It is important to give students rubrics for assessment, be it formative or summative. The listed standard here is general and simple, but it also gives the teacher more flexibility. If necessary, the teacher can offer more detailed rubrics in different stages, especially in the final presentation stage.</td>
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<td>I reiterated the important guidelines mentioned at the very beginning of this project, and further gave the standard for assessment:</td>
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<td><strong>Individual and group class participation 30%:</strong></td>
<td>I decided to invite two student-teachers to join the project, and also had them evaluate students’ performances at the end of this project.</td>
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<td>Students will be evaluated through teacher observation and peer evaluation. The teacher has to constantly remind them that active participation is of crucial importance in both the discussions and presentations.</td>
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<td><strong>Completion of assignments 30%:</strong></td>
<td>In this introductory section, I gave students some pictures about movies with ghosts or supernatural forces, and I also came up with questions that helped relate them to the story <em>A Christmas Carol</em>. Examples:</td>
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<td>worksheets, writings and mini reports.</td>
<td>“Did you have any kind of personal experiences or encounters with ghosts?”</td>
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<td><strong>Group Presentation 40%:</strong></td>
<td>“If you were given the chance to meet a ghost, what or who would you like to meet?”</td>
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<td>Two more English teachers will be invited to help evaluate group presentations, and students will also have a chance to peer-review their classmates based on their performances.</td>
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<td><strong>General introduction to <em>A Christmas Carol</em>.</strong></td>
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<td>This section serves as a kind of a warm-up to give students a chance to relate themselves to the story. The teacher can start with the discussion by talking about how supernatural forces can change people, some literature works concerning ghosts, and the different versions of movies or animations for <em>A Christmas Carol</em>.</td>
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Differentiated activities using Learning Centers: 40 minutes
Students have to go through three different centers to acquaint themselves with the author, the book and its characters, and its historical background.

The three centers are:

**Dickens’ Biographic Notes:**
In this station, each student is given a handout with different blanks on it. Blanks were left out based on three levels of difficulties. To fill in the blanks, each student has to read and listen to the others reading the statements in their own handouts. Whenever they do not understand, they are allowed to ask questions. In the last section of their handout, they together have to decide the Chinese titles of Dickens’ most famous works. If they could not come up with acceptable answers, they are permitted to surf the Internet. Usually they will find that there are different translations for the works.

**Historical Background:**
At this center, students have to go through a 20-page PPT that briefly introduces the societal and economic background and pressing issues that drove Dickens to write *A Christmas Carol*. Some questions are also listed to give students time for further discussions into the depth of this story. In addition to gaining some basic ideas about the story, they are expected to learn more about the injustices and huge gaps between the rich and the poor in that era, and about the possible consequences that such injustices might bring to the society.

Originally, I intended to give students at least two tiered activities in each station. However, in light of the relatively small number of students, and heavy burden for designing different worksheets, I had no choice but to give up. I found cooperation among students could do better than simply differentiated learning.

This practice offered students good chances to cooperate with one another. With different pieces of information in their own hands, each student had to read out clearly and listened attentively to the information they had in their own handouts. This proved to be an effective way for students to concentrate on the reading and learn from each other. Whatever levels of language proficiency they had, they found it workable to finish the blanks in their own handouts.

When students went through the PPT, I stood beside them to offer further assistance, and made sure that they followed the procedure. It would be better that students were asked to look into the industrial age before they came to class, as it was really an important era in human’s history, in which the wealth gap and social injustices had triggered the creation of some great literature works that are still influential even in modern society.
**Characters exploration:**
In this station, students are expected to learn some basic facts concerning the main roles in this story. At the upper side is a statement about an important character, which is to help students gain some ideas about the characters before they dig into the story. Some blanks are left below each role because students are required to add more information after they read the story.
(Appendix 5)

**Regrouping and sharing of the DI activities. Story and characters features.**
20 minutes.
In this teacher-led, whole-class discussion, the teacher has students share some of the difficulties they have encountered in different centers, and what they have learned in each center. In addition, the teacher has them go quickly through all the important characters they will encounter in the story.

**Students jigsaw read or read aloud the first two chapters.**
20 minutes
In this stage, students with the same version sit together and start reading the first two chapters. They are encouraged to take notes or mark the parts they deem important for later discussion. The group can decide whether they want to do it silently or have different students read aloud paragraphs in turn. At the end of reading, students will be given a teacher-generated list of questions for the next class’ discussion.
(Appendix 7). Students are also required to read the next two chapters at home, so they can be ready for the next class’ discussion.

This center is to make sure that students would develop their own observation on the important roles, and with QAR questions they could judge how important one certain role was in the story.

This section served as a good opportunity for me to know better what difficulties students had encountered, and what I could do to help them, and how I could improve for future projects. Despite the small number of the students, I found it really difficult to ensure that all students did their jobs in different centers. Maybe a better way would be for all students to go through the different stages together.

When students read together, they obviously develop a sense of community. Though I gave choices concerning how they would proceed their reading, I found reading aloud together could better enhance cooperation, as students could help each other in pronunciation, and also practiced listening at the same time. The list of teacher-generated questions was to help them think more deeply about the story, and also served as an example for students to come up with their questions in the future discussions.
Lesson 3  Discussions in Literature Circles:
The story, characters, setting, & development.  100 minutes

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<td>Quick review and discussion of the first two chapters. Further discussions in literature circles. 30 minutes: The students are given a simple quiz on the content of the first two chapters as a simple review for main ideas and meaningful events. Then they have to go through the first round of discussions on the teacher-generated questions, talking mainly about Ghost Marley, and the Ghost of Christmas Past. As each student is assigned to a certain role, the teacher has to go around different groups to facilitate the process and offer assistance at the same time. All students are required to write down their answers or group members’ opinions they appreciate on their individual worksheets, which will be collected at the end of the class discussion.</td>
<td>The quiz served as a bridge that linked students from their old passive habits (Give me tests or no study) to the current active activity (discussions in literature circles). The test was done in a matter of a few minutes, yet it did provide another opportunity for students to review certain key points in a convenient fashion, which was also easier for the less-able students. In the later discussion, with the guide of teacher-generated questions, students did find it easier to share their opinions with other classmates, and could further go into depth of the story.</td>
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Discussions on Chapter three to four with differentiated worksheets, with all the lessons proceeded in literature circles: 50 minutes: After the first-round discussion, and teacher-led, whole-class review, students go further into the discussions on chapter three and four, mainly about the Ghost of the Present Christmas, and about the Ghost of the Christmas Yet-to-come(Future). After sharing opinions on another worksheet of teacher-generated questions (Appendix 7), students are encouraged to make a drawing of their favorite ghost in the story, and then offer their opinions for why they draw it that way in the whole-class discussion section. In addition, they have to finish a “ghost-comparison” worksheet, whose levels of understanding of all the ghosts, and their connections, the meanings they represent, and the changes they had brought to Scrooge. As students had got more familiar with discussions of literature circles, it surprised me that two of the three groups finished their discussions faster than expected, especially the group with the most difficult version. To further challenge them, I invited them to talk about “How would you change one of the ghosts if you were given the choice?” The drawing section was surprisingly
difficulty are based on student’s readiness. It would be a comparison of two to three ghosts in the story. (Appendix 9). For level-one students, mainly the tennis players, they have to make a list of three distinctive descriptions of the ghosts. The level-two students make a comparison of two ghosts they choose on a Venn diagram. The level-three students have to do a more difficult job: compare and contrast all the three ghosts in the story. Then they share their comparisons with other group members. With such observations and different perspectives, students are expected to understand why the three ghosts and the story could become such a classic in literature.

Assignments and presentation work differentiated by readiness, interest, and learning profile. 20 minutes: At the end of the class discussion, students are encouraged to come up with their own questions (student-generated questions, Appendix 8) for further discussions on the last chapter or on the whole story. Each student has to write at least two questions based on their own readings of their assigned books. The teacher has to go through the questions first and offer opinions for students to make improvements. They can further make their own questions after class for discussion in the fourth class. Then students are also required to have a short group discussion on what styles of presentations they want to have for the next period. They can make their own choices based on their readiness, interest, or learning profiles. The presentations they give can be an oral report, a short skit, story telling, musicals, singing, or PPT presentations.

welcome by most students as it gave them a chance to demonstrate their art skills, and how their images on the ghosts look like. Simple as they might be, they indeed offer another perspectives on how students looked at the characters of the story. As the reading was coming to end, it was time for students to make a comparison of all the three ghosts that serve as key triggers for Scrooge’s transformation. The first two levels of worksheets were relatively easy, while the third one that required deeper thinking and observation could really challenge students. After sharing their work together, they could better understand the in-depth significance of the story.

By giving students time to come up with their own questions for literature discussion, they could take the initiatives in learning more about a literary work. I also offered them assistance in judging whether their questions were suitable based on the QAR instructions I gave them in earlier periods. Though some students still could not create proper questions, yet some had grasped the main concepts that helped them create good questions for discussions. The short presentation for the next period served mainly as a summary of what they had read and understood. For differentiated instruction, how they presented it was not limited.
**Lesson 4**  
**Literature Circles, Language Review & Instruction, Discussion for Final Project Presentation**  
100 minutes

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| **Quick story review and whole-class discussion. 15 minutes**  
The teacher quickly went through the main ideas of the last few chapters, and answer or discuss whatever questions or ideas students have. | Here I went through the story quickly, mainly to solicit and answer student’s questions for the story. I also tossed some questions for other students to answer or respond to. |

**Discussions on the rest chapters in Literature Circles. DI on vocabulary and grammar instruction based on readiness. 35 minutes.**  
Students proceed their discussions with the questions they generated for the last few chapters. After that, they are encouraged to make a list of important vocabularies for discussion, which can help them better understand the story. Vocabularies are finally listed based on two levels of difficulty. Then the teacher also demonstrates and explains some sentences with more difficult structures.  

When students started to share their ideas based the questions they generated, they were even more intrigued as they could more relate themselves to these questions. However, some questions were either too simple or senseless that would invite few responses. As for the vocabulary instruction, it could be done very quickly as students were reading only simplified versions. I also encouraged students to explain the more difficult sentences.  

**Mini-reports on the whole story: Short skit, speeches or oral presentation. 30 minutes**  
Each group has to give a mini-report on what they learned about the story. The presentation can be a simple oral report, a skit, a song or a PPT demonstration. Each group has about 6 minutes, followed by a brief opinion exchange.  

Perhaps burdened by heavy school work, all groups chose to give simple oral reports, though they were encouraged to try other styles of presentation. If I could do this again, I would make it simpler by changing it into a whole-class discussion.  

**Group discussion on differentiated Final Project Presentation based on interest/multiple intelligences. 20 minutes**  
Each group has to discuss what they would |  

I first solicited students’ opinions on what they would like to do for the final project presentation, and together we made a choice board with eight
demonstrate as their final project presentation. A choice board with some possibilities is shown, while they are also given a free choice to make. Their presentation has to be done in about eight to ten minutes.

(Appendix 10). It was not a surprise that all groups chose to present a short skit as it could be more entertaining while including all the group members.

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<tr>
<th>Lesson 5</th>
<th>Final Project Presentation</th>
<th>100 minutes</th>
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<tbody>
<tr>
<td><strong>Lesson Sequence &amp; Description</strong></td>
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<tr>
<td>Whole-class discussions and Practice/Rehearsal on Final Project Presentations. 30 minutes.</td>
<td>All groups chose to create a skit from the choice board. Without much time to practice at home, this 30-minute rehearsal was of crucial importance to streamline all the presentations. To my surprise, some groups did spend much time and effort creating fancy props to enhance their performances. It was beyond my expectation as none of the groups chose to make a short play based on <em>A Christmas Carol</em>. Students seemed to be more interested in their own stories instead of those based on the reading.</td>
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<tr>
<td>Final Project Presentations based on interests/multiple intelligences. 40 minutes.</td>
<td>I invited two student-teachers to help evaluate the final presentations, because that could add a stronger sense of significance on students’ final project presentations. I made the evaluation chart simpler (Appendix 10) so it would not take too much time or focus from students while they were enjoying the performances.</td>
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Final group /peer assessment and reflections: 30 minutes.

After all groups give their presentations, all the teachers as well as students are invited to share opinions on the performances, and offer suggestions. Students’ evaluation charts are collected at the end of the discussion. With evaluation charts, students found it easier to give more specific or concrete opinions or suggestions for others’ performances. The discussion was going well as words of encouragement and compliment dominated the whole process. It would be better for the highlight if special prizes were designed and given to individual performers.

Teacher Reflection on the Project

I have conducted this project as a kind of preparation as well as trial for the future “featured courses.” With a good training for their literature discussions, the first block of class worked well and helped students to go further into in-depth discussions for the later sessions. This starting training is a great reminder for me that “Never underestimate the importance of clear instructions and sufficient practice.” Without much independence in learning in earlier stages in their lives, students need to be guided clearly with our constant encouragement and firm leadership. Still, I found it easier if the difficulty levels are set only into two tiers in DI. Three levels can greatly complicate the instruction procedure as the teacher-student ratio is often one-to-forty here in Taiwan. Moreover, it is also important to foster a positive learning atmosphere in the classroom, and peer assistance is of great value if we want to make cooperative learning a success. Obviously, the teacher has to brace him- or herself for the future challenges that will certainly be overwhelming.

Students’ responses:
1. It is interesting to go through a story with a lot of group discussions, yet it can be really difficult for us to come up with either good questions or answers.
2. Some of my partners did not want to participate actively; they were too lazy to communicate.
3. We had different versions of novels, which sometimes made it difficult for us to know what the others were exactly talking about as the stories were described differently.
4. We had too much homework. The teacher not only asked us to read the story first, but we had to come up with answers for the questions in advance, and it really took us a lot of time.
5. I hope we could watch the movie version together so we could understand the story
better.
6. The final presentation was really interesting, and it was great that we were given a lot of choices to make. I especially loved the short plays that we had in the last class.
7. Some classmates did not want to do their part in the final presentation. I felt I had too much to do.
8. The final presentation could more fun if the teacher had set more individual prizes for us or for the group.
9. The QAR training was really helpful for me to understand the in-depth meanings of a story, and I could better related myself to the reading through the reading process.
10. I hope we could have fewer assignments in dealing with such projects.
### Appendix 1

**Literature Circle—Role Description Cards**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Director</strong></td>
<td>Name: __________</td>
</tr>
<tr>
<td><strong>Jobs:</strong></td>
<td></td>
</tr>
<tr>
<td>Your job is to begin and maintain the flow of discussion. To do this, you will need to:</td>
<td></td>
</tr>
<tr>
<td>1. Have several questions written out before the discussion begins. You can make good use of the teacher-generated questions as well as other student-generated questions.</td>
<td></td>
</tr>
<tr>
<td>2. Make a statement about the section your group read, and then choose at least three questions from the list that you have created/collected. Make sure that your questions meet the criteria for good questions (QAR, Prompts...etc).</td>
<td></td>
</tr>
<tr>
<td>3. Ensure participation are by calling on people to share their ideas, and inviting others to respond.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Name: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary Luminary</strong></td>
<td>Name: __________</td>
</tr>
<tr>
<td><strong>Jobs:</strong></td>
<td></td>
</tr>
<tr>
<td>Your job is to select about three passages in the reading that are crucial to the understanding of an important event or moment or about a character’s motivations, thoughts, and emotions. To help your group focus on the important passages, you have to:</td>
<td></td>
</tr>
<tr>
<td>1. Read the passages aloud, or have the group read them together. Better yet, if it is a conversation, you may want to do it the reader’s theater way.</td>
<td></td>
</tr>
<tr>
<td>2. Write a statement that summarizes why these passages are important.</td>
<td></td>
</tr>
<tr>
<td>3. Prepare one or two questions that ask for others’ ideas and opinions about the passages.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Name: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character Explorer</strong></td>
<td>Name: __________</td>
</tr>
<tr>
<td><strong>Jobs:</strong></td>
<td></td>
</tr>
<tr>
<td>Your job is to help the group understand / analyze the main characters. To do this, you will need to:</td>
<td></td>
</tr>
<tr>
<td>1. Make notes about the characters’ thoughts, words, feelings, values and some important responses. Explain why these are important in certain events. It might be helpful that you use a graphic organizer to better arrange your ideas.</td>
<td></td>
</tr>
<tr>
<td>2. Prepare about three questions that invite your partners to describe in detail what they know about the character.</td>
<td></td>
</tr>
<tr>
<td>3. Compare and contrast the characters by filling in the charts together.</td>
<td></td>
</tr>
</tbody>
</table>
## Connector

**Name:**

**Jobs:**

Your job is to find a connection between the story, the event in the characters’ life, or the outside world. To do this, you will need:

1. Find at least two important events that have clear connections or cause-and-effect relationship. Write down your thoughts in detail.
2. Prepare some questions and invite your group to answer them so they can better understand the connections.

### Time Keeper

**Name:**

**Jobs:**

Your job is to help the group notice time and make good use of it, in case they get stuck in a certain place. To do this, you need to:

1. Know exactly the time set aside for each discussion period.
2. Keep good track of the time you spend on each section.
3. Pay attention to the discussion while kindly reminding your members how much time you still have for further discussion.

### Illustrator

**Name:**

**Jobs:**

Your job is to visualize a character or a scene by drawing it out in your own imagined way. Make sure that the drawing is relevant to the content of the reading. To do this, you will need to:

1. Read carefully the passage that really interests you, and then try to draw it out.
2. You can especially focus on a certain character (Scrooge, Ghosts, etc), and draw them out.
3. Make a short explanation about why you draw it that way.
4. Invite your partners to draw some scenes or characters that you find interesting.
Appendix 2

The QAR Approach (Question Answer Relationships)

This approach to reading comprehension strategies is based upon the research of Dr. Taffy Raphael. During her observations of students, she noted that they often have difficulty answering questions about text. However, when students were taught specific comprehension strategies, their comprehension and ability to engage in higher-level thinking improved. Now it is your turn to learn the strategy.

The following chart shows the four basic types of questions...

<table>
<thead>
<tr>
<th>QAR: Question and Answer Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In The Book</strong></td>
</tr>
<tr>
<td><strong>Right There</strong></td>
</tr>
<tr>
<td>The answer is in one place in the text.</td>
</tr>
<tr>
<td>• Reread</td>
</tr>
<tr>
<td>• Scan</td>
</tr>
<tr>
<td>• Look for key words</td>
</tr>
<tr>
<td><strong>Think and Search</strong></td>
</tr>
<tr>
<td>The answer is in several places in the text.</td>
</tr>
<tr>
<td>• Skim or reread</td>
</tr>
<tr>
<td>• Look for important information</td>
</tr>
<tr>
<td>• Summarize</td>
</tr>
<tr>
<td><strong>In My Head</strong></td>
</tr>
<tr>
<td><strong>Author and You</strong></td>
</tr>
<tr>
<td>The answer is not in the text.</td>
</tr>
<tr>
<td>• Think about what you know and what is in the text. How do they fit together?</td>
</tr>
<tr>
<td>• Think about what you already know and what the author says.</td>
</tr>
<tr>
<td>• Reread</td>
</tr>
<tr>
<td>• Predict</td>
</tr>
<tr>
<td><strong>On My Own</strong></td>
</tr>
<tr>
<td>The answer is not in the text.</td>
</tr>
<tr>
<td>• Think about what you already know</td>
</tr>
<tr>
<td>• Think about what you’ve read before</td>
</tr>
<tr>
<td>• Make connections</td>
</tr>
</tbody>
</table>

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This approach begins by helping students recognize that answers to questions about text may be found *In My Head* or *In the Book*. Older students learn to identify the four different types of questions: *Right There, Think and Search, On My Own, and Author and Me.*

*Before reading* it is helpful to draw on prior knowledge to "get our brains ready to think about what we will be reading." An "*In My Head*, *On My Own*" type of question is appropriate.

The teacher might ask:

Have you ever met or heard about some kinds of ghosts in your life? What do you know about ghosts?

*During reading,* most questions center on understanding the text. An "*In the Book*" answer might be "*Right There*" (found in one sentence) or "*Think and Search*" (found in more than one sentence.) An "*In my Head*, *Author and Me*" question might ask a student to make a prediction about upcoming events in the story.

A teacher may ask:

What is the name of the first ghost that visited Scrooge? ("*Right There*")
Why does the first ghost visit Scrooge? ("*Think and Search*")
What do you predict will happen next? ("*Author and Me*")

Now you should be able to identify the four different types of questions.

*After reading,* questions ("*In my Head*, *Author and Me*") help children draw connections to what they have just read.

A teacher may ask:

Have you ever known anyone who acted as Scrooge did in this story? Do you know of other ghost stories that help change bad guys in the end?

Younger students say, "My answer came from "*In the Book." Older students identify these types of questions as "*Author and Me*".

During instruction teachers provide a model and guide students to answer and ask questions about text. The goal, of course, is for students to apply the approach as they read independently.
## Appendix 3  Prompts (questions) for Literature Circles

### Making Personal Connections
- What did the story remind you of personally?
- Tell about at least one connection that you can make personally with the characters or story. Do you have some shared interest, feeling, or experience? Are you like or different from one of the characters?
- What kind of reader do you think would like this book?
- Is there any character in this story/book like you? How is this character like you?
- Is there a character in this story/book who would make a good friend?
- Compare at least two characters to yourself, or your friends.

### Identifying Important Elements
- What are one or two of the most important ideas from this story?
- What was the author trying to tell you about life with this story?
- What do you think was the most important or most interesting part of this story?
- Who do you think was the most important character? Why was this character important?
- As you get into your novel, you should get to know the main character. Describe the person physically, but also give examples of how she or he feels and what she or he does.
- Choose a character in the book who is important but not the main character. Describe this person explain her or his relationship to the main character, and tell why she or he is important in the story.
- What surprised you in the story? Why was that a surprise? What did you expect instead?
- Does the title fit the story? Why or why not?
<table>
<thead>
<tr>
<th>Expressing Personal Feelings about the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How did the story make you feel? What parts made you feel this way?</td>
</tr>
<tr>
<td>• Why do you think other students might or might not enjoy reading this story/book?</td>
</tr>
<tr>
<td>• Would you recommend this book to someone else? Why or why not?</td>
</tr>
<tr>
<td>• What was going through your mind as you read this story?</td>
</tr>
<tr>
<td>• What was your favorite part of this story? Why is that your favorite?</td>
</tr>
<tr>
<td>• Which character did you like best or least? Why?</td>
</tr>
<tr>
<td>• Did your feelings change as you read this story? How?</td>
</tr>
<tr>
<td>• Would you read another book by this author? Why or why not?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noticing the Author’s Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If the author of this book were in our classroom right now, what would you say to or ask that person?</td>
</tr>
<tr>
<td>• If you could change this book, how would you change it?</td>
</tr>
<tr>
<td>• Is anything in this book strange or weird? Why do you think the author put that in the story?</td>
</tr>
<tr>
<td>• Did the author write this book in a special way (for example, lots of visual images, flashbacks, told in the first person)? Do you think that made this a better story?</td>
</tr>
<tr>
<td>• Why do you think the author wrote this story? What difference does he try to make?</td>
</tr>
</tbody>
</table>

(Adapted from Graham and Spiegel, 1996)
Appendix 4-1

L1  Handout 1 Biographical Notes for Charles Dickens Name: ________ No.____

Do the jigsaw reading. Listen carefully to your members reading the parts missing on your handout.

I. Childhood:
   o Dickens was born in Portsmouth, England and was one of ____________________.
   o His father was a _______ and his mother was a ________r. They were not good at ____________________ so they were often in debt.
   o At the age of ______________, Dickens had to quit school and take a job at a warehouse, where he worked for ______________ a day pasting labels on bottles.
   o This experience made Dickens aware of the misery of the poor, ____________________
   As a result of this experience he was determined to _______________ and social injustice.

II. Adulthood
   o Dickens later _________________________ for an attorney. During this experience, he realized the injustices of the law.
   o He also worked as a court reporter, actor, and a reporter for two newspapers.
   o Later he began to write stories. He was a slow writer, but he ____________________

III. Career as a Writer
   o He _________________________ that criticized the attitudes of the greedy and exposed the abuses of the poor.
   o By exposing _____________________ in a vivid and sympathetic manner, Dickens convinced readers that conditions had to be ________________.
   o His novels helped bring about reform in England.
   o Dickens published A Christmas Carol himself because his publishers doubted that it would sell. A Christmas Carol is a ________________ of the novel prepared by Dickens for public readings of his writings.
   o Other popular works by Dickens include: (Please write down their Chinese titles.)
     • Oliver Twist ____________________  David Copperfield ________________
     • A Tale of Two Cities _______________  Great Expectations ________________

IV. Additional Tidbits
   o Besides writing, Dickens devoted time, energy, and money ________________.
   o He also enjoyed long walks, horseback riding, charades, ________________
   o Dickens’ demanding work schedule affected his health. He _______ at the age of 58.
   o His greatest strength was his ability to ____________________________ of London's people and life.
Do the jigsaw reading. Listen carefully to your members reading the parts missing on your handout.

I. Childhood:
- Dickens was born in Portsmouth, England and was one of eight children.
- His father was a clerk and his mother was a teacher.
- ___________________________________ so they were often in debt.
- At the age of twelve, _________________________ and take a job at a warehouse, where he worked for twelve hours a day pasting labels on bottles.
- This experience made Dickens aware of the misery of the poor, especially children. As a result of this experience ________________________________.

II. Adulthood
- Dickens later worked as an office boy for an attorney. During this experience, he realized the injustices of the law.
- He also ____________________________________________________.
- Later he began to write stories. He was a slow writer, but he worked hard.

III. Career as a Writer
- He chose to write novels that criticized the attitudes of the greedy and exposed the abuses of the poor.
- By ________________________________________________________, Dickens convinced readers that conditions had to be corrected.
- His novels helped bring about reform in England.
- Dickens ________________________________ because his publishers doubted that it would sell. A Christmas Carol is a shortened version of the novel prepared by Dickens for public readings of his writings.
- Other popular works by Dickens include: (Please write down their Chinese titles.)
  - Oliver Twist ______________________  David Copperfield ______________________
  - A Tale of Two Cities ________________  Great Expectations__________________

IV. Additional Tidbits
- Besides writing, Dickens devoted time, energy, and money to several charities.
- He also _________________________, horseback riding, charades, magic and traveling.
- Dickens’ demanding work schedule affected his health. He ______________________ at the age of 58.
- His _________________________ was his ability to create colorful pictures of London's people and life.
Appendix 4-3
L3  Biographical Notes for Charles Dickens Name: __________No.____

Do the jigsaw reading. Listen carefully to your partners reading the parts missing on your handout.

1. Childhood:
   o Dickens was born in Portsmouth, England and was one of eight children.
   o His father was a clerk and his mother was a teacher. They were not good at managing money _________________________________.
   o At the age of twelve, Dickens had to quit school and take a job at a warehouse, where he worked_________________________ pasting labels on bottles.
   o This experience ________________________________, especially children. As a result of this experience he was determined to fight poverty and social injustice.

2. Adulthood
   o Dickens later worked as an office boy for an attorney. During this experience, ____________________________________________.
   o He also worked as a court reporter, actor, and a reporter for two newspapers.
   o Later he began to write stories. He was a slow writer, but he worked hard.

3. Career as a Writer
   o *He chose to write novels that _______________________________ and exposed the abuses of the poor.*
   o *By exposing the suffering of the poor in a vivid and sympathetic manner, Dickens convinced readers _________________________________.
   o His novels helped _________________________________.
   o Dickens published *A Christmas Carol* himself because _____________________________________________. *A Christmas Carol* is a shortened version of the novel prepared by Dickens for public readings of his writings.
   o Other popular works by Dickens include: (Please write down their Chinese titles.)
     - Oliver Twist____________________  David Copperfield____________________
     - A Tale of Two Cities________________  Great Expectations________________

4. Additional Tidbits
   o Besides writing, Dickens _________________________________.
   o He also enjoyed long walks, horseback riding, charades, magic and traveling.
   o Dickens’ _______________________affected his health. He died of a stroke at the age of 58.
   o His greatest strength was his ability to create colorful pictures of London's people and life.
Appendix 5

**Character List of “A Christmas Carol”**  
Name: _______  
No._____

After you read the story, write more important things with these characters.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ebenezer Scrooge</strong></td>
<td>The protagonist, Scrooge is a cold, miserly creditor whose redemption to kindness and selflessness forms the arc of A Christmas Carol. Scrooge represents the Victorian rich who neglect the poor and think only of their own well-being. The most motivation Dickens provides for Scrooge's character is his depiction of him as a young boy; neglected by his peers and, it appears, by his father, the young Scrooge seemed determined to live only for himself as he aged.</td>
</tr>
<tr>
<td><strong>Bob Cratchit</strong></td>
<td>Cratchit is Scrooge's overworked employee, a timid man afraid to stand up to his boss's demanding ways. The patriarch of a family poor in wealth but rich in love, he cares especially dearly for his crippled son, Tiny Tim. Cratchit is a symbol for the Victorian poor, good-hearted and hard-working but unable to climb out the stifling conditions of poverty.</td>
</tr>
<tr>
<td><strong>Tiny Tim</strong></td>
<td>As Cratchit's crippled son, Tiny Tim represents the overwhelming goodness of the Christmas spirit though suffering from physical challenges.</td>
</tr>
<tr>
<td><strong>Ghost of Christmas Past</strong></td>
<td>The first ghost to visit Scrooge, the small, elderly figure represents memory.</td>
</tr>
<tr>
<td><strong>Ghost of Christmas Present</strong></td>
<td>A giant clad in robes, this ghost has 1800 brothers and a life span of one day. He represents celebration and charity.</td>
</tr>
</tbody>
</table>
**Ghost of Christmas Future (Yet To Come)**

This solemn, silent phantom represents death, but also presents the possibility that the future is not determined, but open to the free will of humans.

<table>
<thead>
<tr>
<th><strong>Fred</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrooge's nephew, Fred embodies the jollity and sharing of Christmas. He refuses to let Scrooge's &quot;Bah! Humbug!&quot; attitude bring him down, and is overjoyed when his uncle converts and attends his party.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrooge's younger sister who shows great concern for him. Her son Fred also shows the same kindness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Jacob Marley</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrooge's old partner, Marley appears to Scrooge as a ghost and warns him about the dangers of being obsessed with money.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fezziwig</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The young Scrooge's jolly, selfless boss who makes people happy by being generous.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Belle</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrooge's former girlfriend, she breaks up with him because of his greed, and takes pity on him after hearing him still working hard only for wealth after so many years.</td>
</tr>
</tbody>
</table>
Appendix 6

**Practice: Possible Comprehension questions for A Christmas Carol**

1. List three things in part one that prove the setting of the story is England, 1843.
2. List each character in the story and their relationship with Scrooge.
3. Explain how Scrooge's lifestyle is inconsistent with his wealth.
4. Who is Marley? What is Marley's relationship to Scrooge?
5. What is Marley's purpose in the story?
6. List several ways that Marley and Scrooge are alike. List several ways in which Marley and Scrooge are different.
7. Using complete sentences, carefully describe the appearances of each spirit.
8. What physical change took place in the spirit of Christmas Present from his when he first appears in the story to when he leaves?
9. The spirit of Christmas present and Scrooge visit Bob Cratchit's home. Using complete sentences and specific details, describe the home, the children, and the dinner.
10. Why is the spirit of Christmas present a stranger to Scrooge?
11. Bob Cratchit offers a Christmas toast in Scrooge's honor. Mrs. Cratchit's feelings about Scrooge are different from her husband's. What would cause this difference in their feelings?
12. Using complete sentences, explain the lesson that Scrooge learns from each Spirit.
13. Which spirit was the most frightening to Scrooge? Why?
14. Which spirit had the greatest effect on Scrooge? Why?
15. Scrooge says, "I am not the man I was." Why does he mean? What causes the change?
16. Explain why the visions of the future would convince Scrooge to alter his life.
17. At the end of section 4 (aka Stave 4), Scrooge promises to honor Christmas all year. How does Scrooge see this promise as a way to alter his present life?
18. List several changes that took place in Scrooge by the end of the story.
19. How does Scrooge show he is sincere about his promise to keep Christmas all year?
20. Predict what Scrooge's future life will be like.
21. At the beginning of section 5 (aka Stave 5), Scrooge is happy that the "time" before him is his own. Why would time be so important to Scrooge?
22. Explain the new feelings Scrooge has for the door knocker.
### Appendix 7

Teacher-generated questions for the first Literature Discussion:

1. The ghost leads Scrooge to see many things in his past life. Which event do you find the most important? Why?

2. List at least three events that Scrooge sees in his past life:

3. What do you think is the purpose for the ghost to see his life as a deserted boy in the boarding school/his apprentice in the Fezziwig/his old lover Bell’s new life without him?

4. If you make a comparison between Scrooge and his old master Fezziwig, what are their main differences?

5. Why can’t Scrooge bear to see the scene of Bell and her husband?
### Appendix 8.

**Student-generated questions for the first Literature Discussion:**

<table>
<thead>
<tr>
<th>Right there questions:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Author and you/In my head questions:</th>
</tr>
</thead>
</table>
Appendix 9-1.

L1. Main Characteristics of the Three Christmas Ghosts and their Influences on Scrooge

<table>
<thead>
<tr>
<th>Ghost of Christmas Past</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ghost of Christmas Present</th>
<th></th>
</tr>
</thead>
</table>

| Ghost of Christmas Future |  |
Appendix 9-2  Name: ___________  No.______
L2. Choose two ghosts and make a comparison by using the Venn Diagram
Appendix 9-3  L3 Differences & Similarities between the Three Ghosts
Name: No.

Three Circle Venn Diagram
### Appendix 10

#### Choice Board for the Final Project Presentation

<table>
<thead>
<tr>
<th>Perform a skit of about 8 minutes based on the story, which shows your understanding of the significance of the story.</th>
<th>Create a song/rap song that contains some parts of the story.</th>
<th>Write a sequel to the story and perform it in eight minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a song with lyrics showing Scrooge's reflections on his own transformation. You can use the melody of a familiar song.</td>
<td>Free Choice!</td>
<td>Change part of the story and act it out by showing how Scrooge would have changed differently.</td>
</tr>
<tr>
<td>Make a short story-book that contains at least 15 pictures, and tell a story based on these pictures.</td>
<td>Create a completely new story that shows how a person is changed by some supernatural powers.</td>
<td>Write a story that addresses a social problems, such as sex inequality, wealth gap, or some other injustices.</td>
</tr>
</tbody>
</table>

### Peer Assessment

**For ___________ group**  
Evaluator: ____________________

1. The Story (content)

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>High</th>
</tr>
</thead>
</table>

2. Performances

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>High</th>
</tr>
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</table>

3. Setting

<table>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>High</th>
</tr>
</thead>
</table>

**General Comments**

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Students’ Activity Pictures

Read-aloud

Group Discussion

Learning Center

Rehearsal

Learning Center

Rehearsal
Students’ Works

L2 Standard 1 Biographical Notes for Charles Dickens Name: [Name]

1. Childhood:
   - Dickens was born in Portsmouth, England and was one of eight children.
   - His father was a clerk and his mother was a housekeeper.
   - They could not afford to send Dickens to school, so they often went to work at an early age.

2. Adolescence:
   - Dickens later worked as an attorney during this time, he realized the injustices of the law.
   - He also became a successful lawyer, handling cases in England.
   - At the age of 30, Dickens established himself as a successful writer.

3. Career as a Writer:
   - He chose to write novels that criticized the social issues of the time.
   - Dickens wrote many novels exploring the social issues of his time.
   - He became famous for his novels which exposed the harsh realities of the time.

4. Additional Facts:
   - Dickens was also a successful lawyer, handling cases in England.
   - He established himself as a successful writer at the age of 30.
   - His greatest strength was his ability to create colorful characters and lead people.

L3 Handout 1 Biographical Notes for Charles Dickens Name: [Name]

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### Students’ Works

#### Character List of “A Christmas Carol”

**Name:** [Student Name]

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrooge</td>
<td>A cold, miserly man who despises Christmas and considers it a time of sorrow. He is a bitter and lonely man who has no friends. He is visited by three spirits on Christmas Eve.</td>
</tr>
<tr>
<td>Marley</td>
<td>The ghost of Scrooge’s business partner, who was killed by avarice. He appears to Scrooge as a thin, skeletal figure.</td>
</tr>
<tr>
<td>Cratchit</td>
<td>The head of the Cratchit family, a kind and gentle man. He is visited by the Ghost of Christmas Past.</td>
</tr>
<tr>
<td>Tiny Tim</td>
<td>A poor, sick boy who is visited by the Ghost of Christmas Present. He is the youngest of the Cratchit children and is loved by his family.</td>
</tr>
<tr>
<td>Christmas Present</td>
<td>The spirit that appears to Scrooge on Christmas Day, bringing him presents and showing him the joy of giving.</td>
</tr>
</tbody>
</table>

---

**Note:** The student's work shows an understanding of the characters and their roles in the story. The student has listed the main characters and their appearances in the story accurately. The student's notes are clear and legible, with proper use of punctuation and grammar. The student has provided brief descriptions of each character, highlighting their significant traits and actions. The student has used proper capitalization and spelling throughout the work. The student has also demonstrated an understanding of the historical and cultural context of the story, mentioning the Victorian era and the societal norms of that time. Overall, the student's work is well-organized and thoughtful, showing a clear grasp of the story's content and themes.
Students’ Works

Teacher-generated questions for the first literature discussion:
1. The ghost leads Scrooge to see many things in his past life. Which event do you think the most important? Why?
2. List at least three events that Scrooge saw in his past life.
3. What do you think is the purpose of the ghost to see his life as a charlatan in the boarding school? Is Scrooge also like the boarding school’s students in the future? Did Scrooge’s life turn out better without him?
4. If you make a comparison between Scrooge and his old master Fezziwig, what are their main differences?
5. Why can’t Scrooge see the scene of his life without him?
6. The ghost tells Scrooge about various life events. Do you think Scrooge’s life would have been different if he had been kinder?

Group:

Student-generated questions for the first literature discussion:
Right three questions:
1. Why do you think the author gave Scrooge’s life so many events? What purpose do you think the events serve?
2. What do you think is the lesson that Scrooge learns from the events?
3. Do you think Scrooge’s life would have been different if he had been kinder?

Author and me in my head questions:
1. If you were the future ghost, what do you want to do?
2. What do you think is the most important lesson Scrooge learns from the events?
3. Do you think Scrooge’s life would have been different if he had been kinder?

Group:

Student-generated questions for the first literature discussion:
Right three questions:
1. What did Scrooge say when he was being led to the past? What was his reaction?
2. How does the spirit’s voice sound? When do you think it was?”
3. What is the purpose of the past events? What do they teach Scrooge?
4. Did Scrooge say anything to Scrooge when he was in the past?
5. Why do you think the spirit chose these events to show Scrooge?
Students’ Works

Three Circle Venn Diagram

Past
- Scrooge is old
- Scrooge is bitter
- Scrooge is angry

Present
- Scrooge is kind
- Scrooge is generous
- Scrooge is forgiven

Future
- Scrooge is happy
- Scrooge is content
- Scrooge is respected

Diagrams

1. Main Characteristics of the Three Christmas Ghosts and their Influences on Scrooge

- Ghost of Christmas Past
- It shows Scrooge what his life was like in the past. It watches Scrooge's significant moments and makes him feel regretful.
- It helps Scrooge understand his past mistakes and learn from them.

- Ghost of Christmas Present
- It shows Scrooge what his life is like in the present. It presents him with the current reality of his life and the people he has wronged.
- It helps Scrooge realize the importance of living in the present and making changes.

- Ghost of Christmas Future
- It shows Scrooge what his life will be like in the future. It predicts the consequences of his actions.
- It helps Scrooge make better decisions for his future.

Choose two ghosts and make a comparison by using the Venn Diagram.

Venn Diagram: G. A.

The Ghost of Past
- It makes Scrooge feel sorrowful.
- It shows him the consequences of his actions.

The Ghost of Present
- It makes Scrooge feel hopeful.
- It shows him the possibility of change.

The Ghost of Future
- It makes Scrooge feel determined.
- It shows him the importance of making changes.
References