

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser. All page references come from the Scholastic Classics edition of the text.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week One</p> <p><i>What was life like in Dickens' London?</i></p> <p><i>What were some of the things that Victorians valued and believed in?</i></p> <p><i>What attitude did Dickens have to the Victorian lifestyle?</i></p>	<p>The first week should focus on Charles Dickens himself and the world he lived in (Key Concept: Context). The novel was first published in 1843.</p> <p><u>Non-negotiable exploration:</u> Introduce classes to areas of Victorian culture: Religion and Christmas traditions</p> <ul style="list-style-type: none"> • The Industrial Revolution and business • Ghosts and the supernatural • Poverty and exploitation <p>Classes should be aware of some of the information from each section below. There is an extract from the text to illustrate some of the Victorian beliefs mentioned. Students should be aware context is not a "bolt-on."</p> <p><u>Non-negotiable exploration:</u> Religion and Christmas Traditions -Extract – p78 from "What place is this?" to p80 "delighted to remember him". -The Victorians made Christmas into the event we know it as today. They are responsible for Christmas cards, the Christmas tree, crackers, the roast turkey dinner, and a renewed popularity for carol singing. -Society is a generally Christian belief, but there is a "crisis of faith" as many begin to see the church as corrupt, and scientific advancements cause people to question beliefs like the earth being made in 7 days. -Dickens played a large role in the revival of Christmas as we know it. The phrase 'Merry Christmas' itself, along with festive meals, games, and most importantly, goodwill to all, all stemmed from the publication of <i>A Christmas Carol</i>.</p> <p>The Industrial Revolution and Business</p>	<p>Poverty: where one lacks access to basic needs such as food, clothing and shelter.</p> <p>Social inequality: An uneven state of living, where some have lesser income, health and rights, whereas others have more.</p> <p>Exploitation: Treating someone unfairly in order to benefit from their work.</p> <p>Supernatural: Something beyond what is human and natural; ghostly, other-worldly.</p> <p>Social philosopher / Social commentator: Someone who thinks about and comments on the issues in society.</p> <p>FRAYER MODEL: The word 'poverty' should be completed as part of a discussion with your class. See example.</p>	<p>A Victorian Christmas: https://www.bbc.co.uk/victorianchristmas/history.shtml</p> <p>Victorian religion: https://blogs.dickinson.edu/secretlives/2016/03/26/the-crisis-of-faith-in-victorian-england/</p> <p>Illustrations of London from the time period: https://www.bl.uk/collection-items/london-illustrations-by-gustave-dor</p> <p>Victorian supernatural: https://www.bl.uk/romantics-and-victorians/articles/the-victorian-supernatural</p> <p>The Origins of A Christmas Carol https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-a-christmas-carol</p> <p>The Workhouse: https://victorianweb.org/authors/dickens/poorlaw.html</p>

-Extract – p9 “at this festive season of the year” to p11 “good afternoon gentlemen!”

-The rapid expansion of industry brought wealth and prosperity to those in the middle and upper classes with mass manufacturing. However, those in the poorer classes struggled as the top and bottom of the financial hierarchy widened further.

-The expansion of the British Empire also went hand in hand with the rapid progress made in the business sector. This increased the ability to trade goods increasing the wealth made by those at the top.

Poverty and Exploitation

-Extract p75 from “Bob Cratchit told them” to p76 “Tiny Tim, until the last”.

-The working class toiled under extremely difficult working conditions: they faced unimaginably long hours, dangerous or squalid working conditions, contracted infections and diseases. A thick smog from the coal factories covered the city and, inevitably, mortality rates increased. Children as young as eleven were sent out to work.

-The Poor Law Act of 1834 aimed to deal with the large volume of families living in poverty that had built up. Workhouses were established to “support” those in need. However, as a deterrent from being “lazy” and taking advantage of the system workhouses became prison-like with basic food and hard labour. The general attitude was that people were to blame for their own poverty (rather than the measly wages afforded by their employers who grew ever richer).

-Dickens’ texts often serve as a social and political commentary against this. His own experiences of his father, mother and sister being jailed due to his father’s debts and his time sent away to work in a blacking factory heightened this. Dickens has since been a champion of the poor (supporting Ragged Schools etc).

Ghosts and the supernatural

-Extract p19 “the same face” to p20 “and fought against his senses”.

-Belief in the supernatural ebbed and flowed. Some followed Mesmerism and others Spiritualism, whilst religion still held strong for others.

-Mesmerism: A trance-like state would be established and then the animal magnetism that passed through bodies would be used to heal. Dickens believed himself a Mesmerist and Scrooge finds himself in an almost trance-like state as he watches the apparitions.

-Spiritualism: The belief in mediums and the ability to communicate with those beyond our world (despite being forbidden in the Bible).

-Dickens' didn't exactly believe in ghosts, but he had a fascination with the. He hugely raised the popularity of the genre with his publications. Although he was not in favour of Spiritualism, his novella offers a form of this, a bridge between the supernatural world and ours.

-The Preface: Discuss the 'Ghost of an Idea' Dickens references as the suggestion of more compassion, equality and togetherness.

-The Narrator: Dickens creates an intrusive narrator who is able to directly instruct the reader in how to respond to Scrooge. It also allows him to comment on social inequalities without preaching, raising awareness.

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<p>Week Two</p> <p><i>How does Dickens present Scrooge at the start of the novel?</i></p> <p><i>What are Scrooge's attitudes towards others?</i></p>	<p>Week Two should focus on the character of Scrooge and the setting established (Key Concept: Creation).</p> <p><u>Non-negotiable exploration:</u></p> <p>P1-P8: Scrooge and London including Dickens' crafting of: -Scrooge as cold-hearted through 'A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!', 'Hard and sharp as flint', 'Solitary as an oyster' and any other key quotes (page 2). -The semantic field of coldness to portray Scrooge as a callous character in 'The cold within him froze his old features' or 'No wind that blew was bitterer than he' or other suitable quotes (page 3). -The character of Fred through his 'ruddy face' and eyes that 'sparkled' showing a sense of gaiety and joy for life/Christmas, as well as his speech about the benefits of Christmas as a 'kind, forgiving, charitable, pleasant time' where people metaphorically 'open their shut up hearts' (page 5-8). HA might explore the use of Fred as a foil to Scrooge to only heighten Scrooge's status as an old miser.</p> <p>Students should be shown at least one model/example paragraph here and then encouraged to write their own analysis of how Scrooge is established by Dickens in the exposition of the novella. For both the key quote above and the analysis, classes should use the 'I do, We Do, You Do' strategy.</p> <p>P8-P17: Scrooge's attitudes and house including Dickens' crafting of: -Scrooge as an embodiment of unfair attitudes towards the poor through his refusal to give to charity, his belief in the prisons and the workhouses, that they are 'idle people' to blame for their own situation and his attitude to Christmas as a time of giving (page 9-10). -The setting of London as a place of misery tied to context on social inequality (refer back to week one) through the description of the 'ragged men and</p>	<p>Personification: Giving human characteristics, features of actions to something non-human or inanimate.</p> <p>Simile: Used to make a comparison between two things, using the words <i>as</i> or <i>like</i>.</p> <p>Metaphor: Used to make a direct comparison between two things (<i>as</i> or <i>like</i> are not used).</p> <p>Pathetic fallacy: Giving human qualities to aspects of nature or using nature to reflect human emotions or events in a story.</p> <p>Exposition: The background information within a story or narrative</p> <p>Foil: A character whose purpose is to accentuate or draw attention to the qualities of another character, most often the protagonist.</p> <p>Individualist: Someone who believes in the pursuit of</p>	<p>Stave 1: https://www.litcharts.com/lit/a-christmas-carol/stave-1</p> <p>Scrooge's character: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/Edexcel/A-Christmas-Carol/Character-Profiles/Ebenezer%20Scrooge.pdf</p>

boys' who were 'warming their hands', and the cold (reflection of lack of compassion) with the bell vibrating 'as if its teeth were chattering in its frozen head' and the personification of the 'piercing, searching biting cold' (page 11-12).

This could spiral back to Language Paper 1, particularly the section on P11-12 that would be useful for revising structure.

-Scrooge's house as a symbol/metaphor for the man, looking at Dickens' use of adjectives (or a lexical field) such as 'gloomy', 'old', 'dreary', dark' (page 14), the locked doors, cold rooms and air of darkness (page 16-17).

Optional exploration:

-The treatment of the Cratchit (though we are yet to see the large part he has to play), whose working environment is a 'dismal little cell' which arguably has two meanings.

-Scrooge mocking Cratchit for wanting to celebrate Christmas. Cratchit's child-like joy in the face of his poverty such as going to the slide 20 times.

-The Hamlet intertextuality to set up the appearance of the ghosts through wider knowledge of the plot of Shakespeare's text.

individual gain rather than community.

Semantic field: A set of words related by their meaning.

FRAYER MODEL: The term 'simile' should be completed as part of a discussion with your class.

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<p>Week Three</p> <p><i>How and why is Marley important to the story?</i></p> <p><i>What imagery does Dickens used to establish Marley's suffering?</i></p> <p><i>Why is Marley an effective catalyst in the transformation of Scrooge?</i></p> <p><i>How is the Ghost of Christmas Past presented?</i></p> <p><i>What does Scrooge's childhood reveal about his character?</i></p>	<p>Week Three should focus on the description of the two ghosts and Scrooge's childhood Christmas (Key Concept: Creation).</p> <p><u>Non-negotiable exploration:</u> P17-P28: Marley's ghost including Dickens' crafting of: -Marley's face as the door knocker with foreshadowing of the horrors to face Scrooge if he doesn't change shown in the imagery of 'the eyes were wide open, they were perfectly motionless' and 'its livid colour' (page 15). -Elements of the supernatural being built up: the locomotive hearse, the ringing of the disused bell to sound Marley's ghostly arrival and to act as the precursor of the events to come (page 16-18). -Marley's ghost and the imagery of the chain and locks as a reflection of his <u>actions when alive</u>. There are lots of sections for this: Middle of page 19, top of page 23, 'Captive, bound and double-ironed' (page 24), 'It held up its chain at arm's length, as if that were the cause of all its unavailing grief, and flung it heavily upon the ground again' (page 25). -The purgatorial misery of Marley's ghost using language such as 'incessant torture', 'condemned', 'doomed' and 'fettered' (page 22-23), <u>his entrapment</u> 'I cannot rest, I cannot stay, I cannot linger anywhere. My spirit never walked beyond our counting-house' and the cries and moans of despair such 'the spirit raised a frightful cry, and shook its chain with such a dismal and appalling noise' or 'Again the spectre raised a cry, and shook its chain and wrung its shadowy hands'. Refer back to the context of week one.</p> <p>Students should write analytically about Marley's ghost exploring his appearance and role in the first stave.</p> <p>P29-42: The Ghost of Christmas Past including Dickens' crafting of:</p>	<p>Repetition: repeating a word several times.</p> <p>Foreshadowing: A warning or hint of something that will happen in the future.</p> <p>Allegory: A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.</p> <p>Spectre: A ghost or spirit.</p> <p>Motif: A theme or idea that keeps appearing in a text.</p> <p>Anadiplosis: where a word or phrase at the end of a sentence/clause is repeated at the beginning of the next sentence/clause.</p> <p>Diacope: the repetition of a word or phrase with one or two intervening words.</p> <p>FRAYER MODEL: The term 'repetition' should be completed</p>	<p>Marley's Ghost: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/Edexcel/A-Christmas-Carol/Character-Profiles/Marley's%20Ghost.pdf</p> <p>The Ghost of Christmas Past: https://www.vastage.org/blog/2016/12/22/exploring-dickens-the-ghost-of-christmas-past</p> <p>The ghosts: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Character-Profiles/The%20Ghosts.pdf</p>

	<p>-The tolling of the bell from the church clock as if God is judgementally watching over Scrooge, and the use of time markers to establish tension through the inevitability of events to come (page 31).</p> <p>-The contradictory description of the Ghost of Christmas Past 'like a child as like an old man', hair that 'was white as if with age' but skin with the 'tenderest bloom' <u>with the physical properties of Scrooge's youth marred by time and old memories.</u></p> <p>-<u>Scrooge's childhood:</u> whilst the group of boys are in such 'great spirits' that the 'crisp air laughed to hear it', <u>Scrooge is isolated and alone</u>, a 'solitary child, neglected by his friends'. The setting again reflects his life with its 'long, bare melancholy room' where Scrooge is alone reading over the Christmas period. By bringing the characters in his book to life and Scrooge naming each of them with such joy, demonstrates how imagining the characters in the books were the best company he had over Christmas, creating a pitiful image of the young boy. <u>Scrooge 'sobbed' at this reminder of his childhood and we see the first regret at wishing he had been kinder to the carol singer.</u></p> <p>The second Christmas where he is nearly left but his sister comes to get him.</p> <p><u>Optional exploration:</u> The imagery of the phantoms flying at the end of the stave (page 27-28).</p> <p>Dickens' narrative style: he insists on highlighting things being normal (such as the door knocker) to then reverse these to add emphasis to the event. This is similarly shown in Scrooge never before double-locking the door, the width of the staircase being emphasised and more ideas.</p> <p>HA might explore Dickens's use of anadiplosis on two occasions. The first is the use of 'Marley's face' (page 15) on to almost show the disbelief of the situation. The second is 'the curtains of his bed were drawn' (page 31) to further build tension that Scrooge is in a vulnerable position.</p> <p>Students may explore the potential biblical imagery of the Ghost of Christmas Past, with white robes, and its purpose to act as a moral compass.</p>	<p>as part of a discussion with your class.</p>	
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<p>Week Four</p> <p><i>What do we learn about Scrooge's past?</i></p> <p><i>How are Fezziwig and Belle crafted to reveal more about Scrooge?</i></p> <p><i>How does the Ghost of Christmas Past begin to change Scrooge's attitudes?</i></p>	<p>Week Four should focus on Fezziwig's character and Scrooge's relationship with Belle (Key Concept: Creation).</p> <p><u>Non-negotiable exploration:</u> Page 42-47 including Dickens' crafting of: -Fezziwig's <u>appearance</u> through 'comfortable, oily, rich, fat, jovial voice' and 'laughed all over himself' and any other quotes (page 42). -Fezziwig's warehouse description 'fuel was heaped upon the fire; and the warehouse was as snug, and warm, and dry, and bright a ball-room as you would desire to see upon a winter's night' (page 43). The contrast to the fuel being 'heaped' against Scrooge's stingy ways from before is important here. -<u>The sense of community and comradery that Fezziwig creates</u> (again versus Scrooge's earlier solitude) with the repetition of 'in came' (page 44) and the listing of the food and activities enjoyed by all (page 45). -Fezziwig dancing as the life and soul of the party, closing the gaps between employer and employee – equality is created and due to this his legs 'shone in every part of the dance like moons' and 'he appeared to wink with his legs' (page 46). -Fezziwig's attitude to people with him 'shaking hands with every person individually' valuing each person for who they are, not their financial status. -The impact this memory has on Scrooge who defends Fezziwig after the Ghost provocatively says Fezziwig's generosity is 'a small matter' arguing 'the happiness he gives is quite as great as if it cost a fortune'. He then shows a second regret, wishing this time he could speak to his clerk, Bob Cratchit. -<u>The role of a leader</u> should be explored here, both creating further contextual links, whilst also spiralling back to other schemes such as Year 7: <i>The Tempest</i>, Year 8: <i>Powerful People</i>, Year 9: <i>Powerful Voices</i>, Year 9: <i>Animal Farm</i> etc.</p>	<p>Adjective: A word used to describe a noun.</p> <p>Adverb: A word to describe how the verb is done.</p> <p>Contrast: Where opposing concepts or ideas are employed.</p> <p>Avarice: extreme greed for wealth or material gain.</p> <p>Polysyndeton: Multiple conjunctions (e.g. and) are used repeatedly in a sentence.</p> <p>Asyndeton: Multiple commas are used repeatedly in a sentence, not conjunctions.</p> <p>FRAYER MODEL: The term 'contrast' should be completed as part of a discussion with your class.</p>	<p>Fezziwig as a leader: https://www.chiefoutsiders.com/blog/christmas-carol</p> <p>The ghosts: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Character-Profiles/The%20Ghosts.pdf</p> <p>Stave 2: https://www.litcharts.com/lit/a-christmas-carol/stave-2</p>

Page 48-55 including Dickens' crafting of:

-Belle dissolving her relationship with Scrooge he now worships a 'golden... idol'. Either explore how his face had an 'eager, greedy, restless motion in the eye, which showed the passion had taken root' or how Belle argues that the 'master passion, Gain engrosses you.' (page 48-49).

-The idea of greed should be expanded on and considered as one of the seven deadly sins and how this is corrupting Scrooge as his love of money is destroying human love.

-The scene with Belle and her husband and children (interestingly this is a bit of a 'cheat' scene as it is not from Scrooge's own past) and their happiness through the continual language of joy and excitement: 'perfectly tumultuous', 'uproarious', 'laughed heartily', 'laughing face', 'boisterous group', 'irrepressible affection' and more (pages 51-53) to demonstrate how money does not buy happiness, love and togetherness. Scrooge, on the other hand, was 'sat alone' in his office.


-Scrooge's response to this is one of pain and anguish showing another step forward in the realisation of the error of his ways. He continually begs the Ghost to show 'no more' begging him to 'Leave me! Take me back! Haunt me no longer!' (page 54).

Optional exploration:

-More detail on how Dickens' breaks the rules of his own ghosts by showing Scrooge a memory that is not his and the reason behind this.

-The imagery of change that Belle creates around Scrooge. The split heart metaphor is particularly nice.

-Scrooge attempting to pull the cap of the light emanating from the ghost shows his desire to cover the light of knowledge from memories. He can't and so the knowledge provided by memory of one's own loneliness and misery extends its light into the heart of Scrooge.

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<p>Week Five</p> <p><i>How is the Ghost of Christmas Present presented?</i></p> <p><i>How does the Ghost of Christmas Present change Scrooge's attitudes?</i></p> <p><i>How are the Cratchit family presented?</i></p> <p><i>How are the Cratchit family significant to the message of the story?</i></p> <p><i>What attitude towards the festivities of Christmas is created here?</i></p> <p><i>What lessons is Dickens teaching Scrooge and the reader about Victorian poverty and illness?</i></p>	<p>Week Five should focus on the Ghost of Christmas Present and the Cratchit family's Christmas (Key Concept: Creation), both demonstrating the joy Christmas brings (Key Concept: Context),</p> <p><u>Non-negotiable exploration:</u> P57-66: The Ghost of Christmas Present including Dicken's crafting of: -Scrooge's attitude to a second ghost coming. Is he truly ready to change? The contrast of him opening his curtains, entering 'timidly', looking at the ghost 'reverently', speaking 'submissively' and ready to go versus his wish to 'challenge the spirit' and sarcasm about the Ghost's eighteen hundred brothers (page 57-59). -The change in Scrooge's room to mirror Christmas (and to show how his personality can change linking back to the idea that his home mirrors him). Select appropriate quotes but all students to analyse the immense listing of food (typical of Dickens' writing style) 'to form a kind of throne' (page 59). -The appearance of the Ghost of Christmas Present who, along with the room, emanates the joy of Christmas. He wears a 'simple deep green robe [...] bordered with white fur' and a 'holly wreath' on its head. He has a 'genial face', 'sparkling eye', 'cheery voice' and 'joyful air'. He embodies the spirit of Christmas and personifies generosity (page 60). -The general portrayal of the happiness and benevolence that Christmas brings. There is range of ideas from pages 61-66 covering food, snow (some enjoying because, some enjoying in spite of), excitement and the hustle and bustle to be enjoyed.</p> <p>Page 67-77: The Cratchit Christmas including Dickens' crafting of: -The Cratchit's poorness in their 'four-roomed house', and their clothing with Mrs Cratchit dressed in a 'twice-turned gown' and both her and her daughter 'brave in ribbons' and Bob Cratchit's 'threadbare clothes' (page 67/69).</p>	<p>Noun: A word to show the names of objects, places and people.</p> <p>Noun phrase: A group of words containing a noun, often with an adjective.</p> <p>Symbolism: Word or words that represent a wider idea.</p> <p>Irony: Using language whilst meaning the opposite.</p> <p>Benevolence: the quality of being well meaning; kindness.</p> <p>Social critique: Expressing a judgement about society.</p> <p>FRAYER MODEL: The term 'symbolism' or 'symbol' should be completed as part of a discussion with your class.</p>	<p>The ghosts: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Character-Profiles/The%20Ghosts.pdf</p> <p>https://www.bl.uk/romantics-and-victorians/articles/ghosts-in-a-christmas-carol</p> <p>Dickens and the Seventh Day: https://www.theguardian.com/society/2012/sep/11/dickens-words-wisdom-weekend</p> <p>https://www.charlesdickenspage.com/charles-dickens-a-christmas-carol.html (scroll towards the end).</p> <p>Cratchit Christmas: Fifteen Bob a Week</p>  <p>The miserly Scrooge paid his clerk, Bob Cratchit, a weekly salary of fifteen shillings (cockney slang for shilling was "bob"). Bob "pocketed on Saturdays but fifteen copies of his Christian name" (Christmas Books-A Christmas Carol, p. 43).</p> <p>According to C. Z. Barnett in his play <i>A Christmas Carol or The Miser's Warning</i> (1844) Cratchit would have spent a week's wages to buy the ingredients for the Christmas feast: seven shillings for the goose, five for the pudding, and three for the onions, sage and oranges.</p> <p>https://www.howells-cardiff.gdst.net/userfiles/files/News1</p>

	<p>-The Cratchit family values and togetherness such as the children ‘tearing in’, the joke they play about Martha being absent, how they ‘drew round the hearth in what Bob Cratchit called a circle’ etc (page 68-73).</p> <p>-The Cratchit family Christmas. Although the food has to be ‘eked out’, they view it as a feast, showing ‘universal admiration’ for the goose and proclaiming the pudding ‘the greatest success by Mrs Cratchit since their marriage’. Dickens points out its small size but says it would be ‘heresy’ for anyone to mention it (page 71-72). There is a lot more here over these pages and the following that can be discussed.</p> <p>-Link to context of Victorian traditions of Christmas as discussed in week one.</p> <p>-The character of Tiny Tim with his ‘little crutch’ and ‘iron frame’ which are the first description (page 69), as contextually, Victorians focused on the importance of contributing to society and having economic value which Tim does not. ‘Withered little hand’ is also used later (page 73). In contrast, the characterisation of Tiny Tim’s goodness with ‘God bless us every one!’ (page 73) as well as the church story (page 70) and his singing (page 76) etc.</p> <p>Optional exploration:</p> <p>-How and why Dickens’ builds tension by not making the next Ghost appear on the clock strike and the way this almost fractures the narrative (page 58).</p> <p>-The Ghost’s sense of abundance suggests that there is enough to go around, and no-one needs to suffer. He contradicts the Malthusian economic view that there would never be enough resources and food for the whole population, so poverty and hunger were unavoidable. Dickens disagreed.</p> <p>-Dickens’ social commentary on not working on a Sunday as people need employment, to be fed etc (page</p> <p>-Mrs Cratchit ironically toasting Scrooge for Bob’s measly wages (page 74).</p> <p>-Martha and Peter needing to work (links to context of child labour) (page 75-76).</p>		<p>https://www.bbc.com/news/health-2017-01-20-christmas-carol</p> <p>https://blogs.loc.gov/folklife/2021/12/cooking-the-cratchits-geese/#:~:text=The%20Cratchits'%20Christmas%20dinner%20of,had%20not%20changed%20his%20ways.</p> <p>Malthusian theory of population: https://www.youtube.com/watch?v=b7Pz4BNYHxA</p> <p>https://www.forbes.com/sites/jerrybowyer/2012/12/24/malthus-and-scrooge-how-charles-dickens-put-holly-branch-through-the-heart-of-the-worst-economics-ever/?sh=49162564672d</p>
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<p>Week Six</p> <p><i>How is Fred presented?</i></p> <p><i>How do his attitudes personify the charity of Christmas?</i></p> <p><i>How does Dickens' use structure to aid his moral?</i></p> <p><i>How should an essay response be structured?</i></p> <p><i>How should the different skills be synthesised together in a single essay response?</i></p>	<p>Week Six should focus on Fred's Christmas (Key Concept: Creation) and exam writing skills to prepare for a full essay (Key Concept: Communication and Context).</p> <p><u>Non-negotiable exploration:</u> P78-88: Fred's Christmas including Dickens' crafting of: -Fred's amiability and joy (again the foil concept is shown here are they are blood related) with his 'hearty laugh' and his 'contagious [...] laughter and good humour. -Their joyful Christmas including the music, the games and revelry particularly emphasised through verbs such as 'knocking', 'tumbling', 'bumping' to show an almost overexaggerated excitement. -Scrooge's response to this scene where he 'begged like a boy to be allowed to stay' (page 86) so much so that even though the Spirit says it cannot be done, he indulges him and allows him to watch one more game. From observing all of this 'Scrooge has imperceptibly become so gay and light at heart' (page 88). -Whilst the scene adds another layer to the joy and unity Christmas brings, it needs to be made clear that Dickens uses it as a parallel scene to the one that we have just witnessed with the Cratchit family. Fred and his family do not have to worry about money or illness demonstrating the social inequality in the world (link back to week one). It also serves to provide a double moral: why we should help others in need like the Cratchits, but also how this will also aid the benefactor by giving them a lightness of soul like Fred and Fezziwig.</p> <p>-All students should sit the SAMS 2 paper focusing on how Christmas is presented as a joyful time. You may give students some structure when putting this essay together as it is the first essay of the year.</p>	<p>Verb: An action word.</p> <p>Parallel: Side by side, next to each other.</p> <p>Compassion: sympathetic pity and concern for the suffering of others.</p> <p>Juxtaposition: Placing two opposite ideas close together.</p> <p>Representation: the description or portrayal of someone or something in a particular way.</p> <p>Benefactor: a person who gives money or other help to a person</p> <p>FRAYER MODEL: The word 'compassion' should be completed as part of a discussion with your class.</p>	<p>Fred: https://gcseenglishwithmisshuttlestone.wordpress.com/2018/11/26/a-christmas-carol-grade-9-response-on-freds-characterisation/</p> <p>Essay Writing Skills: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/Romeo-and-Juliet/Exam-Preparation/How%20to%20plan%20and%20write%20a%20top%20mark%20essay.pdf</p> <p>Christmas Essay: https://gcseenglishwithmisshuttlestone.wordpress.com/2020/06/12/model-grade-9-acc-essay-christmas-as-a-joyful-time/</p>

Students may know the question in advance and spend time preparing to write the essay (potentially re-capping ideas such as Fred in Stave 1 and 2, Fezziwig and his party, the physical appearance of the Ghost of Christmas Present and the Cratchit Christmas), but should not have any materials, books or texts in front of them when writing the essay itself.

-Essay writing skills should be given time this week. These might include: writing an introduction, weaving in context without being a “bolt-on”, synthesising ideas across the text, embedding quotes fluently, writing detailed analysis etc. Areas should be selected depending on the needs of your class.

-All classes should see a full essay response (but not to this question) as guidance.

-Revision: Students may revise aspects relevant to the essay or other characters/themes such as Scrooge’s character or the ghosts or poverty. Some of these may be completed for homework or used as cross-application of revision skills to embed learning. You could model revision one, such as the journey Scrooge takes through the text so far, and then set students to apply this to the Christmas theme independently.

Dual coding, low-stakes quizzes, further modelling, key vocabulary and other strategies may all work here.

Homework could be used as an opportunity to build on revising key aspects of the text further or to hone essay writing skills further.

NB: It is your choice whether you choose to do Fred first (he might aid students in their response to the essay) or after (if you feel you do not want to overload your class even more).

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<p>Week Seven</p> <p><i>What is the significance of the characters Ignorance and Want?</i></p> <p><i>How does Dickens present his own views on society?</i></p> <p><i>How is the Ghost of Christmas Future presented?</i></p> <p><i>How does the Ghost of Christmas Future change Scrooge's attitudes?</i></p>	<p>Week Seven should focus on the children Ignorance and Want and the role of the Ghost of Christmas Future (Key Concept: Creation).</p> <p><u>Non-negotiable exploration:</u> P89-P91: Ignorance and Want including Dickens' crafting of: -The poor appearance of the children who are 'yellow, meagre, ragged' with a 'stale and shrivelled hand' showing them as extremely malnourished. -The animalistic imagery of the 'claw' and how they are 'wolfish' to show how their humanity has been taken by those that do not recognise them. -The socialist moral message that Dickens' puts across here to all of 'Man'. Firstly, that Ignorance needs to be addressed or he brings 'Doom'. The idea here is about educating people of the social inequality that exists. Then 'Want' can be dealt with once people are educated by distributing resources to those in need. More discussion of Dickens' belief in and support of the Ragged Schools can be explored here (Key Concept: Context).</p> <p>P93-P106: The Ghost of Christmas Future including Dickens' crafting of: -The appearance of the Ghost which is called a 'Phantom' instead and arrives with the adverbs 'slowly, gravely silently'. It is 'shrouded in a deep, black garment' making it more sinister and shifting to a graver tone by alluding to the Grim Reaper (page 93). There is a lot to say about the use of darkness here. -Alongside this, explore the Victorian belief in the supernatural and, therefore, why they would take this final Ghost seriously. This could be linked to Scrooge's reaction of fear (page 94). -The dark side of the city which has a number of adjectives piled up to create a sense of intense horror and despair: 'foul and narrow', 'wretched', 'slipshod', 'ugly' along with the use of 'cesspool' (page 98). Dickens believed that crime was borne from poverty and desperation and so this image (and the theft to follow) helps to instil this in the reader.</p>	<p>Ignorance: lack of knowledge or information.</p> <p>Want: Need something.</p> <p>Capitalism: An economic system where the country's trade and profit is privately owned by the wealthy few.</p> <p>Socialism: An economic system where the country's trade and profit is shared by the whole community.</p> <p>Prefix: Added to the beginning of a word.</p> <p>Misanthropic: having or showing a dislike of other people; unsociable.</p> <p>FRAYER MODEL: The word 'ignorance' should be completed as part of a discussion with your class.</p>	<p>Ignorance and Want: https://www.charlesdickenspage.com/charles-dickens-a-christmas-carol.html</p> <p>https://www.theguardian.com/childrens-books-site/2015/dec/23/ignorance-and-want-why-charles-dickens-a-christmas-carol-is-as-relevant-today-as-ever</p> <p>https://www.youtube.com/watch?v=qFafkzNK5sA</p> <p>Ragged Schools: https://www.bl.uk/romantics-and-victorians/articles/ragged-schools#:~:text=Ragged%20Schools%20provided%20free%20education,place%20he%20had%20never%20seen.</p> <p>The ghosts: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Character-Profiles/The%20Ghosts.pdf</p>

-Scrooge being defined by money and belongings. There are several aspects here to choose from:

- The first conversation about Scrooge's death where they are only interested in knowing where his money will go (page 95) and how no-one is likely to attend the funeral due to Scrooge's ways (page 96).
- The second conversation where he is given a second of thought only before talk turns to the weather (a stereotypical mundane topic) but something worth more discussion than Scrooge's death (page 97).
- The petty thieves (who represent the depravity that greed can cause) who have stolen items from Scrooge to pawn. He is defined by these objects (button-sleeves, a brooch, silver teaspoons, sugar tongue, curtains, blankets etc.) far more than his personality and humanity. Only objects represent Scrooge now rather than fond memories (page 101-103).

-Scrooge's body which is described as 'plundered and bereft, unwatched, unwept, uncared for' using the prefix -un to create pity for the abandoned dead Scrooge.

Optional exploration:

-The role of the thieves and the shop owner who they are pawning the items to in greater detail. Their hideous descriptions, attitude and dialogue all represent the harsh and uncaring attitude that comes with desperate greed.

-Possible ties to the Romantic view about children being the epitome of all innocence and how Mankind has been shown to corrupt this through Ignorance and Want.

<https://www.bl.uk/romantics-and-victorians/articles/ghosts-in-a-christmas-carol>

Ouspensky's Theory:
[See K drive.](#)

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser. All page references come from the Scholastic Classics edition of the text.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week Eight</p> <p><i>What lessons does Scrooge learn?</i></p> <p><i>What messages and morals does Dickens convey through the novel?</i></p> <p><i>What is the true meaning of Christmas?</i></p>	<p>Week Eight should focus on the change in Scrooge (Key Concept: Creation) and reflecting on their essay to improve (Key Concept: Communication).</p> <p><u>Non-negotiable exploration:</u> P106-P115: The lessons Scrooge learns including Dickens' crafting of: -The young couple in debt who are forced to feel pleased at the death of Scrooge as he was so merciless to them. Possible quotes to explore are how the husband's face was 'care-worn and depressed, though he was young' (page 107) which demonstrates the suffering Scrooge put him through so much so that he aged prematurely. The contrasting emotions show that they are a decent couple who feel ashamed at their relief – 'serious delight', 'thankful in her soul' but 'prayed forgiveness', 'it was a happier house for this man's death' (page 108). Scrooge learns he the impact that cruel lenders can have on the wellbeing of people. -Tiny Tim's death and particularly the contrast from the boisterous family before to one where they are 'still as statues' and 'Quiet. Very quiet' (page 108). Not only has Tiny Tim died but so has all of the liveliness and exuberance, as if the heart has been taken from the family. This is tied to the context of poverty once more as they were unable to afford any medical treatment to save him. We are told Bob Cratchit now 'walked a little slower' as if his sense of purpose has been dented, and he lacks vitality after the loss of 'My little, little child' emphasising his vulnerability and fragility (page 110). Scrooge learns of the devastation of death, tied to poorly paid employees. -Scrooge's gravestone (make sure that students are aware that Scrooge didn't realise he was the dead man, but is slowly starting to become aware) and its lack of care as a symbol that in death your reap what you sew. The 'neglected grave' is 'overrun by grass and weeds' and 'choked up' (page 113-114). Scrooge learns how little good he did in his life and how is abandoned and alone in death.</p>	<p>Moral: Right or wrong behaviour.</p> <p>Climax: the most intense, exciting, or important point of something.</p> <p>Remorse: deep regret or guilt</p> <p>Transformation: A great change.</p> <p>Epiphany: A moment of sudden and powerful realisation.</p> <p>Equilibrium: Where opposite acts are balanced out.</p> <p>Redemption: Being saved from sin or error.</p> <p>FRAYER MODEL: The word 'transformation' should be completed as part of a discussion with your class.</p>	<p>Change in Scrooge: https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/Edexcel/A-Christmas-Carol/Character-Profiles/Ebenezer%20Scrooge.pdf</p> <p>https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2020/05/A-Christmas-Carol-Exam-Question-By-Sanya-A-year-11.pdf</p> <p>A Christmas Carol and Marxism: file:///C:/Users/gwatson/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/6K35BUI6/Capitalism-with-a-Conscience-A-Marxis%20article.pdf</p> <p>The meaning of Christmas: https://www.charlesdickenspage.com/what-christmas-is-as-we-grow-older.html</p> <p>https://jvc.oup.com/2016/12/13/martin-johnes-a-christmas-carol-a-tale-for-all-times/</p>

-Scrooge's promise that he 'will honour Christmas in my heart, and try to keep it all the year' (page 115) as the Ghost's lessons conclude.

P117-P126: The End including Dickens' crafting of:

-The list of similes to describe the change in Scrooge – 'I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy. I am as giddy as a drunken man' (page 118). Other parts such as the clothes humour or the string of verbs could be used too.

-The references to Scrooge's laughter (page 118/121) but particularly that he is 'the father of a long, long line of brilliant laughs.'

-All of Scrooge's good deeds (these could be dual coded for example) including the turkey to Bob, smiling at people, donating to the poor, going to Fred's for Christmas, increasing Bob's wages, putting the fire on in the office, helping Tiny Tim etc. You can narrow down to those you feel are best. The quote about Fred's Christmas being a 'Wonderful party, wonderful games, wonderful unanimity, won-der-ful happiness!' is nice to explore (page 124).

-The final page where Scrooge becomes a 'second father' to Tiny Tim and 'became as good a friend, as good a master, and as good a man, as the good old city knew, or any other good old city, town, or borough, in the good old world' who 'knew how to keep Christmas well'.

-Tiny Tim's final words 'God Bless Us, Every One' to embody the Christian message that there is goodness in us all.

-Students should complete DIRT on their assessment from Week 6. They may now be able to add further to their responses from the most recent staves in order to improve their work through a different section.

Optional exploration:

-Tiny Tim as a representation of the poor. He is not an established character, and only has a couple of lines, but he serves a sacrificial function to strengthen the plays socialist message. Dickens presents him as angelic and innocent, 'patient' and 'mild' and that 'we shall none of us forget poor Tiny Tim' (page 1120).

-Fred's 'extraordinary kindness' and offer of help to the Cratchit family in complete contrast to how his Uncle behaved. Potentially, as the likely heir to Scrooge's fortune, Fred would be able to do some good with it where his Uncle has so far failed (111). He embodies Dickens' message about supporting one another both financially but also with empathy.

-The imagery of Christian rebirth as Scrooge describes himself as 'quite a baby' (page 118), followed by the weather which has 'no fog, no mist' but is 'clear, bright' and the 'churches ringing out the lustiest peals' (page 119) where the bells ringing symbol and the fresh bright day signal a new start where sins are forgiven and the lack of fog shows clarity in Scrooge's new way of thinking.

-Students may explore Dickens' use of equilibrium. Each one of his good deeds directly counterbalances a negative one for before.