"A Christmas Carol"

By Charles Dickens

Act I: pages 645-660
Act II: pages 663-680

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</table>
## Literary Elements and Devices for This Unit

<table>
<thead>
<tr>
<th>Characterization</th>
<th>The process by which the writer reveals the personality of a character. Characterization is revealed through <strong>direct characterization</strong> and <strong>indirect characterization</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Characterization</strong></td>
<td>tells the audience what the personality of the character is. Example: “The patient boy and quiet girl were both well-mannered and did not disobey their mother.” Explanation: The author is directly telling the audience the personality of these two children. The boy is “patient” and the girl is “quiet.”</td>
</tr>
<tr>
<td><strong>Indirect Characterization</strong></td>
<td>shows things that reveal the personality of a character. There are five different methods of indirect characterization: STEAL, speech, thoughts, effect on others, actions, looks</td>
</tr>
<tr>
<td>Setting</td>
<td>The general locale, historical time, and social circumstances in which the action of a fictional or dramatic work occurs; the setting of an episode or scene within a work is the particular physical location in which it takes place.</td>
</tr>
<tr>
<td>Theme</td>
<td>The message about life that comes out of a story. Theme can either be stated or unstated in a story.</td>
</tr>
<tr>
<td>Symbolism</td>
<td>Something concrete that stands for something abstract. A symbol may be a person, place, thing, or action. It may stand for an idea, belief, feeling, or attitude. A symbol keeps its own meaning while also standing for something else.</td>
</tr>
<tr>
<td>Foreshadowing</td>
<td>The use of clues early in a story to give hints about events that will happen later.</td>
</tr>
<tr>
<td>Dynamic Character</td>
<td>Character changes, grows, or learns something by the end of the story.</td>
</tr>
<tr>
<td>Static Character</td>
<td>Character experiences no major change in story.</td>
</tr>
<tr>
<td>Situational irony</td>
<td>An outcome contrary to what was or might have been expected.</td>
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<tr>
<td>Flashback</td>
<td>Insertion of an earlier event into the normal chronological sequences of a narrative.</td>
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<tr>
<td>Plot</td>
<td>The order structure, or sequences, of causal events in a story (exposition, inciting incident, rising action, climax, falling action, resolution, denouement)</td>
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</tbody>
</table>
### Setting of "A Christmas Carol"

<table>
<thead>
<tr>
<th>Setting</th>
<th>Describe when and where the story takes place.</th>
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<tbody>
<tr>
<td>Time Period</td>
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<td>Place/Surroundings</td>
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<tr>
<td>Historical Context (What do you know about the country at this time?)</td>
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<td>Time of Year</td>
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**Why is the setting important in the novel?**

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"A Christmas Carol" – ACT I Vocabulary

(Act I is on pages 645-660)

1. **counting house** – *noun* – office for keeping financial records and writing business letters
2. **solemnized** – *verb* – honored and remembered
3. **comforter** – *noun* – long, woolen scarf
4. **Humbug** – *noun* – Nonsense! Foolishness!
5. **implore(d)** – *verb* – ask or beg earnestly or sincerely
6. **morose** – *adjective* – gloomy, ill-tempered
7. **Bedlam** – *noun* – hospital in London for the mentally ill
8. **liberality** – *noun* – generosity
9. **destitute** – *adjective* – complete poverty
10. **loony** – *adjective* – extremely foolish or silly; crazy; insane
11. **specter** – *noun* – ghost
12. **deliquesce** – *verb* – melt away
13. **gruel** – *noun* – thin broth, almost like watered-down oatmeal
14. **misanthrope** – *noun* – person who hates or distrusts mankind
15. **void** – *adjective, noun, verb* – total emptiness
16. **miserly** – *adjective* – living meagerly in order to hoard money; greedy
17. **horrid** – *adjective* – dreadful; disagreeable; offensive
18. **ponderous** – *adjective* – very heavy; bulky
19. **benevolence** – *noun* – kindness
20. **scrim** – *noun* – semitransparent curtain used on stage for lighting effects
21. **rapt** – *noun* – giving complete attention; totally focused on something
22. **apprentice** – *noun* – someone who receives financial support, training and instruction in return for work
23. **pound** – *noun* – common type of money in England
24. **dowerless** – *adjective* – without the property or wealth that is brought to marriage by a woman to her husband
25. **don** – *verb* – to put on a hat
26. **doff** – *verb* – to take off a hat
27. **askew** – *adjective* – crooked; not straight
ACT I Questions

QUOTES
Directions: Read each quote and explain its significance.

1. "'Business! . . . Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence were all my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business!'"

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2. "'If I could work my will, every idiot who goes about with Merry Christmas on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!’"

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3. "'I cannot in any way afford to lose my days. Securities come due, promissory notes, interest on investments: these are things that happen in the daylight!’"

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LITERARY QUESTIONS
Directions: As you discuss the answers to each of the following questions, be sure to include details from the story. Your answers should be thorough and written as complete sentences.

6. In the very beginning of the play, why is Marley upset with Scrooge?
7. What key background information about Scrooge is provided in scene one?
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8. What does Fred mean when he says, “‘There are many things from which I derive good, by which I have not profited. Christmas is a time when men and women open their shut-up hearts freely, and think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys?’”
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9. What can the reader infer about Bob Cratchit’s character when he slips something into the hand of the thin man as he is leaving Scrooge’s office?
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10. What foreshadows the fact that Scrooge will have an unusual evening?
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11. The chains that Marley’s ghost must wear symbolize:
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12. Why does the Ghost of Christmas Past say that he is visiting Scrooge?
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13. How does the flashback of Scrooge’s fiancé breaking off their engagement help develop the plot?

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14. From the scenes that Christmas Past shows the reader, what can you guess about Scrooge’s childhood?

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<table>
<thead>
<tr>
<th>How would you describe Scrooge at the <strong>beginning</strong> of the play?</th>
<th>Cite a piece of text to support your answer! <em>(Include the Act, Scene and Page #)</em></th>
<th>How would you describe Scrooge at the <strong>end</strong> of the play?</th>
<th>Cite a piece of text to support your answer! <em>(Include the Act, Scene and Page #)</em></th>
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<tbody>
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<td>3.</td>
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</table>

15. Using adjectives, describe how Scrooge changes from the beginning to the end of ACT I. (Write your answer in an “A” format.)

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16. What evidence from the text shows how Scrooge has changed by the end of Act I?

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7
### Act I Characterization of Scrooge

**Directions:** Find one solid example from the text of each of the following methods of characterization for Scrooge in *ACT I*.

<table>
<thead>
<tr>
<th>Method of Characterization</th>
<th>Example from the text</th>
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</thead>
<tbody>
<tr>
<td>Direct Characterization (Directly Stated by the narrator)</td>
<td></td>
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<tr>
<td>Indirect (Speech)</td>
<td></td>
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<tr>
<td>Indirect (Thoughts of the Character)</td>
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<td>Indirect (Effects on Others; other character’s opinions)</td>
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<tr>
<td>Indirect (Actions *Most important)</td>
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<tr>
<td>Indirect (Looks *Least Important)</td>
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</tbody>
</table>
"A Christmas Carol" – ACT II Vocabulary

(Act II is on pages 663-680)

1. **astonish** – verb – to amaze
2. **Horn of Plenty** – noun – a horn overflowing with fruits, flowers and grain, standing for wealth and abundance
3. **mill** (as in- to mill about the streets) – verb – to walk around aimlessly or randomly
4. **incense** – noun – any of various substances that produce a pleasant odor when burned
5. **compulsion** – noun – a driving, irresistible force; something you feel you have to do
6. **severe** – adjective – harsh; extremely bad or serious
7. **meager** – adjective – of poor quality; small in amount
8. **threadbare** – adjective – worn; shabby
9. **lute** – noun – a stringed instrument like a guitar
10. **a proper loon** – noun – a silly person
11. **audible** – adjective – loud enough to be heard
12. **gnarled** – adjective – knotty and twisted
13. **calico** – adjective – a coarse, cheap cloth
14. **in Time’s penultimate nick** (saying) – just at the last possible moment; in the nick of time
15. **poulterer** – noun – a British word for a store that sells chickens, turkeys and geese
16. **dispel** – verb – to scatter and rive away; make to vanish
17. **farthing** – noun – a British coin of small value
18. **smoking bishop** – noun – a hot, sweet orange-flavored drink made with wine, sugar and oranges
19. **reveler** – noun – someone who is enjoying a noisy party or celebration
20. **wizened** – adjective – withered; shriveled; dried up
21. **undulate** – verb – to move in a smooth, wave-like motion; waver back and forth
ACT II Questions

QUOTES
Directions: Read each quote and explain its significance.

1. "'Spirit, conduct me where you will. I went forth last night on compulsion and learnt a lesson which is working now. Tonight, if you have aught to teach me, let me profit by it.'"
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2. "'I will honor Christmas in my heart and try to keep it all the year. I will live in the Past, Present, and the Future. The Spirits of all three shall strive within me. I will not shut out the lessons that they teach. Oh, tell me I may sponge away the writing on this stone!'"
   ______________________________________________________________________________________
   ______________________________________________________________________________________
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3. "'If he wanted to keep 'em after he was dead, a wicked old screw... why wasn't he natural in his lifetime? If he had been, he'd have had somebody to look after him when he was struck with Death, instead of lying gasping out his last there, alone by himself.'"
   ______________________________________________________________________________________
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4. "'They don't sing very well, do they? But, nonetheless, they do sing... think of that Scrooge. Fifteen shilling a week and they do sing...""
   ______________________________________________________________________________________
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5. Present says to Scrooge, “‘If he be liked to die, he had better do it and decrease the surplus population.’”

6. “If these shadows remain unaltered by the future, none other of my race will find him here.”

**LITERARY QUESTIONS**

**Directions:** Answer each question in complete sentences.

7. Who are the brothers that the Ghost of Christmas Present refers to?

8. What does the Ghost of Christmas Present symbolically sprinkle from his torch?

9. What is Scrooge’s first reaction when Christmas Present shows him the Cratchit home and Bob’s many children?
10. What is the significance of Mrs. Cratchit agreeing to toast Scrooge?
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11. How does Scrooge's reaction to Present's prediction for Tiny Tim further develop the plot?
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12. What might Scrooge feel when Present tells him of Tiny Tim's fate?
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13. How does hearing his own words about “surplus population” and “workhouses” echoed by the Ghost of Christmas Present affect Scrooge?
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14. “Spirit, why did you show me this? Why do you show me businessmen from my streets as they take the death of Jacob Marley. That is a thing past. You are future!”
Based on the previous excerpt, what can you infer about Scrooge as he begins his journey with Future?
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_______________________________________________________________________________________________
15. What is an example of foreshadowing (author giving hints about what might happen in the future) in the play?

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16. Situational irony can be defined as “An outcome contrary to what was or might have been expected.” What was ironic about Scrooge’s reaction to the conversation among Old Joe, First Man, First Woman, and Mrs. Dilber when they were discussing the dead man’s belongings?

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17. Why does Scrooge begin screaming and fall down crying at the end of scene four?

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18. How does Scrooge live up to the promise that he made to Christmas Future in the final scene?

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19. What does Scrooge do when he sees the portly man after the visits from all the ghosts?

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20. Why does Scrooge say he feels like a baby at the end of Act II?

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# Act II Characterization of Scrooge

**Directions:** Find one solid example from the text of each of the following methods of characterization for Scrooge in *ACT II*.

<table>
<thead>
<tr>
<th>Method of Characterization</th>
<th>Example from the text</th>
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</thead>
<tbody>
<tr>
<td>Direct Characterization (Directly Stated by the narrator)</td>
<td></td>
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<tr>
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<tr>
<td>Indirect (Looks <em>Least Important</em>)</td>
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</tbody>
</table>
# Symbolism throughout the play

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning <em>(in your own words!)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrooge</td>
<td></td>
</tr>
<tr>
<td>Bob Cratchit</td>
<td></td>
</tr>
<tr>
<td><strong>Fire</strong> <em>(Bob warms himself, fireplace when Marley’s ghost comes, fire from Christmas Present)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Marley’s Chains</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ghost of Christmas Past</strong></td>
<td></td>
</tr>
<tr>
<td>1. Light upon his head</td>
<td>1.</td>
</tr>
<tr>
<td>2. Cap he holds</td>
<td>2.</td>
</tr>
<tr>
<td><strong>Ghost of Christmas Present</strong> <em>(throne)</em></td>
<td></td>
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<tr>
<td>Ghost of Christmas Future</td>
<td></td>
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<table>
<thead>
<tr>
<th>Girl Want</th>
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<tr>
<td>What do you know about Victorian England?</td>
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<table>
<thead>
<tr>
<th>Boy Ignorance</th>
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<tbody>
<tr>
<td>What do you know about Victorian England?</td>
</tr>
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<td></td>
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</tbody>
</table>

<p>| 1. Scrooge’s coat of gray |
| 2. Scrooge’s coat of a blazing Christmas holly red |
| 3. What does the coat foreshadow? |
| 1. |
| 2. |
| 3. |</p>
<table>
<thead>
<tr>
<th>Theme</th>
<th>Evidence from the text to support your theme; include the page number from the text!</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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</table>
# Figurative Language

<table>
<thead>
<tr>
<th>Type of Figurative Language</th>
<th>Example from the text</th>
<th>Why is it this type of figurative language?</th>
<th>Act, Scene and Pg. #</th>
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