

High School and Middle School level Pilot Prompts

Duration: Two 45-50 minute periods

Day One: Note this lesson would take place after discussions of the text.

Prewriting:

1. Have students print out the [MY Access Character Chart](#) They should draw a line down the page through the center of the boxes. On the left side, have students write their responses based on Scrooge's character. (10 minutes)

Student Models:

By reading how writers have analyzed Scrooge's responses to events, students can generate their own ideas and begin evaluating their own analysis of how Scrooge responds to events and people.

2. Print out the following body paragraphs from 3 different proficient **student essays about character development in A Christmas Carol.** (5 minutes for first reading)

Scrooge thinks about what will happen in the future. He was asking the ghosts to tell him that it was true what they were showing him, because if it was not true then he wouldn't do anything to change himself. Scrooge was petrified at what he was seeing and he wanted to change everything. When he saw Cratchit's son dying he knew that he wasn't doing anything to help so when the ghost showed him what was going to happen to the little boy he was frightened. Scrooge started to feel terrible because of everything that he saw. So when he saw what would become of him because he was such an awful evil man, he began to do things differently.

The last thing Scrooge does to alter his fate is treat Bob Cratchit better. In the beginning of the story, Scrooge paid him poorly, only let him have one coal for a fire, and almost considered not giving him the day off for Christmas. Both the Ghost of Christmas Present and the Ghost of Christmas Yet To Come help him reconsider his ways. The Ghost of Christmas Present shows him how badly Cratchit's thought of him. Scrooge also sees him how sick Tiny Tim is. Then the Ghost of Christmas Yet to Come tells him how saddened the family is after Tiny Tim death. This leads to the end of the story where Scrooge sends an enormous turkey to the Cratchit's house, he gives Bob more coal and a raise, and he promises to help out with his family.

Then the Ghost of Christmas present came to him. The ghost took him to his nephew's house where a party was being held. While there, the people brought up Mr. Scrooge, and talked about how evil he was. Scrooge began to realize that he needed to change as he saw all of these memories and people talking about him.

3. Ask students to circle all words that relate to **influence, cause or impact by other characters or circumstances.** (5 minutes)
4. Have students then underline all words that have to do with **decision making or character changes or development.** (5 minutes)
5. As a class, discuss their responses. (10 minutes)
6. Have students go back to the Character chart and in the right column, state 1 or 2 **reasons or causes** that relate to their initial responses. (10 minutes)

Day Two:

Drafting (& Revision)

1. Ask students to begin to draft the essay using the Character Chart. (30 Minutes) as you go around and provide feedback. For ideas about using My Tutor feedback as the students draft, look at part 6 of the lesson plan on teaching the MY Access prompt, *The Double Life of Pocahontas.*

Revision

2. With about 15 minutes left in class, ask students to go back to the sample paragraphs. Ask students to highlight the times where the author states his or her **opinion about the character's motives and actions.** Students should use some of these words and phrases to revise their own writing as they analyze the behavior or actions of Scrooge and revise their essay.