

**A Christmas
Carol
3D
Scene
Analysis**

**Standards Based
HighSchool**

A Christmas Carol 3D Scene Analysis

Combine the tenets of the Common Core with excitement in this creative co-operative learning project. My “3-D Scene Analysis” allows the student to pick apart a scene from Dickens, isolate significant literary elements, and present them in an engaging way. The activity is standards based and it will lead the student team through conversations about characterization, theme, setting, tone, word choice, and mood discourse.

This activity allows the tactile learner to cut, glue, and manipulate characters and text. They are literally building the scene from Dickens’s description. The visual learner will relish the opportunity to give the characters a “face” and let the scene become three dimensional.

Students will isolate the language in the text and explore its literary significance. They will show direct links between sections of the text and demonstrate cohesion. They will create a physical representation of the author’s purpose.

The 3-D scene is a modern take on the “Punch and Judy” puppet theater of the renaissance. This provides cultural significance. Watch this scene from “Dinner for Schmucks” –The Tower of Dreamers to illustrate how dioramas can illustrate a scene. <https://www.youtube.com/watch?v=qoszYPyWkZY>

At completion of the project, the students will complete a gallery walk of the projects. They will analyze A Christmas Carol through a different medium. Their conversations about completed projects will allow an additional layer to the literary analysis.

Divide your class into 5-7 teams. Assign each team one of the staves in the novella. If you have a really large class, give two or three teams the same act (you don’t want the teams larger than 3-4 students). Students should choose the most significant scene in that act. A team leader should be chosen. The team should have a conversation (led by the team leader) about why that scene is most significant. The textual evidence that they select should be filled with significance as well. I call it “juicy text”. They need to select text that they can analyze in detail.

Each team will need to assemble some materials. You can provide these, or you can ask the students to bring in the supplies.

Cardboard box (box size will determine the size of your characters) A box with four flaps works best.

Cardstock	fabric scraps*
Magazines	coffee filters (ruffles)*
Markers	foam paintbrushes
Paint	colored tissue paper
Playdoh*	LED lights (dollar tree)
Glue	
Hot glue	
Felt*	
Construction paper	
Tape	
Metal brads (buy extras)	
Hole puncher	
Popsicle sticks*	
String*	
*optional	

The smaller brads work best for the jointed characters, but the regular ones are just fine. I used a hole puncher that makes a smaller hole. You can find these at the craft store.

I would print the characters out on cardstock. This will give them more structure. You may use a Popsicle stick on their backs for mounting in the diorama. Textual evidence can be typed or written on cardstock and mounted on the inside of the box, or hung from the ceiling of the box.

In the diagram, some items are mounted on the surrounding flaps of the box. If the box does not have flaps, then pieces of cardstock or construction paper can be secured there for the information

Things I realized after doing this project with my classes:

Use the side feeder on the copier when you are copying cardstock. It's less likely to jam with that thick paper. There are different weights of cardstock. Use a thin cardstock. It doesn't jam as easily and costs less.

You can enlarge or reduce the dolls for the box size you are using.

Start collecting boxes early. I needed 14 (2 classes /7 groups each). I was able to use my yearbook boxes at the end of the year. I also supervise the yearbook.

Paint is very important. Each team really enjoyed transforming the look of their box. A few covered it with paper, but more chose to use paint. Get craft paint at Walmart, or borrow some from the art teacher.

One team found "paper doll clothes" for their characters on the internet—Renaissance even. I thought that was a great idea.

The short string of battery powered lights from the "Everything is \$1" store really set off the boxes. The kids didn't understand until I showed them one with the lights added. Some punched holes in the back and used them as stars. The LED strings come with plastic light covers (flowers, butterflies, etc.), but they are easy to pop off.

The project generated some really powerful conversations about the text. Much more beneficial than me in front of the room piping it out. They were interested because they were creating.

I paired the students according to their EVAAS scores. I didn't one on powerful student to take over or one slower paced student slowly back away. The students worked well with students of their ability level.

It took about 4 days of 90 min blocks.

On my end of the year survey, 90% said that they love Dickens! I've never had that reaction before.

Textual examples looked much better typed.

I gave them a list of the "juicy" scenes from the text. Every scene is not extremely important. I let them sign up for 1st, 2nd, and 3rd choices. I let a couple teams do the same scene.

I've included photographic samples from my Romeo and Juliet Unit.

I've listed the scene choices below. There are many ways to divide this up. I listed some to select from, but I would let the students make the decision. That will allow for more ownership of the project.

Stave 1

Stave 2

Stave 3

Stave 4

Stave 5

Common Core Standards for A Christmas Carol 3-D Scene Analysis

Common Core Standards for A Midsummer Night's Dream 3-D Scene Analysis

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-LITERACY.W.9-10.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[CCSS.ELA-LITERACY.W.9-10.2.A](#)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Possible Themes

Compassion and forgiveness

Man's capacity for change

The complexity of love

The Power of redemption

The role of women

the importance of family

The power of transformation

Belief in the afterlife

Gender roles

Individual vs. Society

Power of time

The fragility of love

Power of the supernatural

What is reality

The passage of time

The importance of Christmas and tradition

Results of Capitalism

Guilt

Appearance vs. reality

The roles of social classes

Act III scene IV-V

Love is dangerous. Being in love makes them want to be together. However, he is hiding and they almost get caught.

In this scene Romeo and Juliet spend their last night together before Romeo is banished. They stay together until day breaks and then Romeo leaves. Juliet tells Romeo that he shall write to her everyday and they will see each other again. After Romeo leaves, Lady Capulet enters to tell Juliet that she must marry Paris in a few days.

The significance of this scene is Romeo and Juliet's last night. It's also the last night they will ever see each other.

After Romeo leaves, Lady Capulet enters to tell Juliet that she must marry Paris in a few days.

"I must be gone and live, or stay and die." Act III Scene V line 11



Act III scene V line 43-48

"Art thou gone so, love-lord, my husband-friend? I must hear from thee everyday in the hour, for in a minute there are many days. O, by this count I shall be much in years. I again, behold my re-

This scene shows how the author unfolds the text because he has Romeo and Juliet apart by Romeo's banishing.

When Lady Capulet comes to tell Juliet that she is marrying

Inferences: The characters are madly in love but they are torn because Romeo is being banished.

Passion is ^{II, Scene 6}
BLIND

So smile the Heavens upon this holy act that after hours with sorrow chide us not! (Shakespeare, 778)

These violent delights have violent ends and in their triumph die, like fire and powder, which as they kiss, consume. (Shakespeare, 778)

NERVOUS DETERMINED

awed affection

your suspense-ful

Amen, Amen But come what sorrow can, it cannot counterveil the exchange of joy that one short minute gives me in her sight.

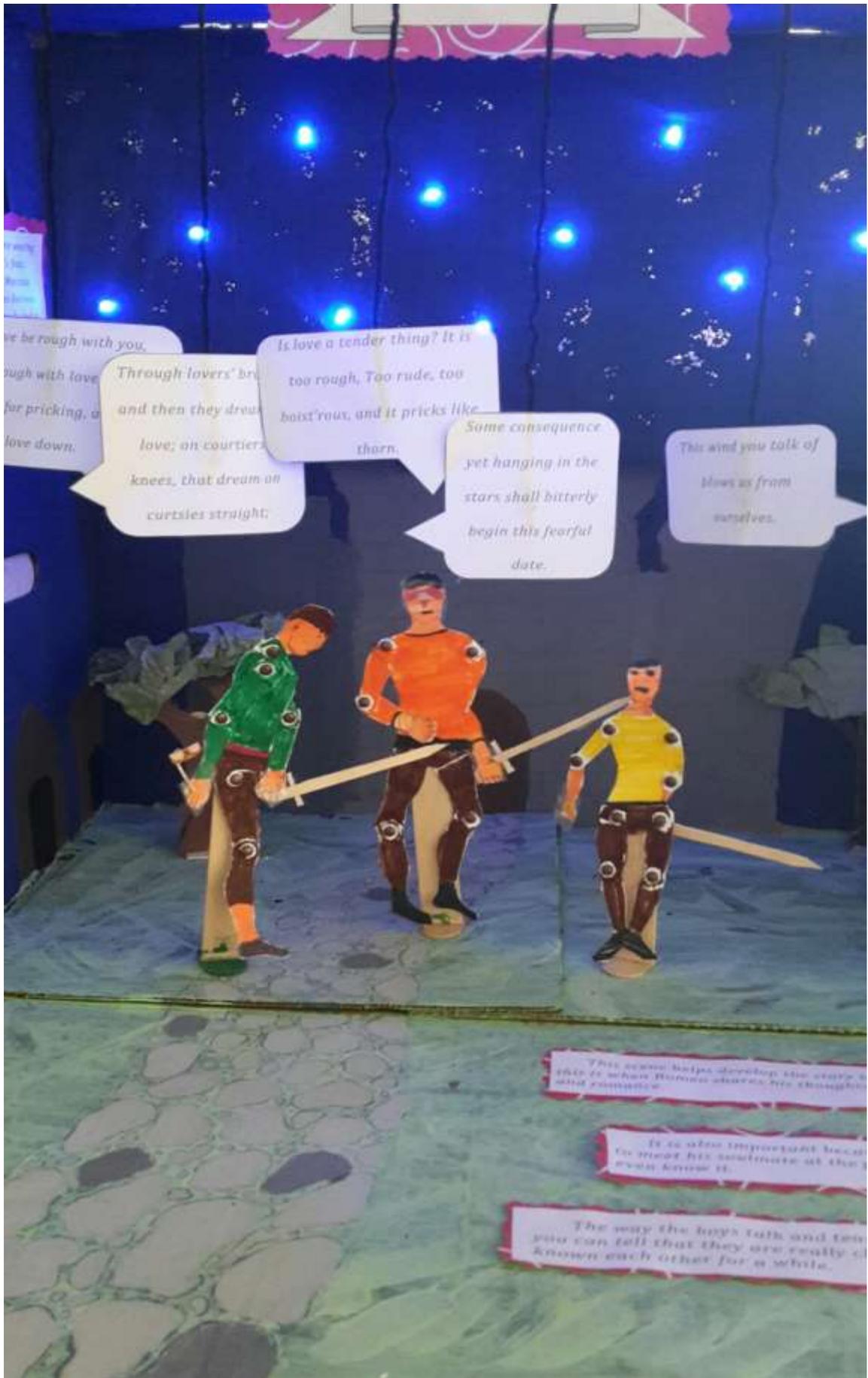
But my true love is grown to such excess I cannot sum up sum of half my wealth. (Shakespeare, 778)

The Friar uses foreshadowing saying "These violent acts have violent ends."

The Friar's intentions are to bring the two families Romeo & Juliet meant their love for each other







ve be rough with you,
ough with love
for pricking, a
love down.

Through lovers' br
and then they draw
love; on courtiers
knees, that dream on
curtsies straight;

Is love a tender thing? It is
too rough, Too rude, too
boist'rous, and it pricks like
thorn.

Some consequence
yet hanging in the
stars shall bitterly
begin this fearful
date.

This wind you talk of
blows us from
ourselves.

This scene helps develop the story
into it when Romeo starts his thoughts
and romance.

It is also important because
to meet his mistress at the
even know it.

The way the boys talk and love
you can tell that they are really
known each other for a while.

Tone and Mood

Tone is how the author feels about the topic. Examine the author's word choice (diction). The tone must be inferred, and it could change as the piece advances.

Mood is how the piece of literature makes the reader feel. What emotions does it stir? The effect of the mood should support the overall theme. The mood must be inferred from the text. What emotional or psychological effect is the author inducing with his use of connotation or imagery? (Partial list feel free to add your own)

Tone Words:

Admiring	Affectionate	bemusing	laudatory
Speculative	questioning	celebratory	compassionate
Ebullient	effusive	abhorring	acerbic
Blithe	anxious	inflammatory	mournful
Pessimistic	cynical	fatalistic	evasive
Expectant	exhilarated	tender	tranquil
Zealous	tragic	wry	hopeless
Elated	effusive	diabolic	desolate
Selfish	tragic	frantic	frenetic
Haughty	proud	flippant	reverent
Passionate	romantic	gleeful	expectant
Vengeful	Mad	Powerful	Superstitious

Mood Words

Jubilant	satiated	flirty	hopeful
Idyllic	welcoming	brooding	boring
Foreboding	fatalistic	futile	melancholic
Irate	irritated	apprehensive	anxious
Restless	somber	hostile	indifferent
Vivacious	suspenseful	surprised	warm

3-D Scene Analysis Rubric

Team Members

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Summary	1-2-3-4-5	
Theme	1-2-3-4-5	
Significance of scene	1-2-3-4-5-6-7-8-9-10	
Character development	1-2-3-4-5-6-7-8-9-10	
Word Meanings	1-2-3-4-5-6-7-8-9-10	
Mood and tone	1-2-3-4-5-6-7-8-9-10	
Unfolds the text	1-2-3-4-5	
inferences	1-2-3-4-5-6-7-8-9-10	
Grammatical conventions	1-2-3-4-5-6-7-8-9-10	
Representation of characters	1-2-3-4-5	
Creativity	1-2-3-4-5-6-7-8-9-10	
Background	1-2-3-4-5-6-7-8-9-10	

Collaboration Record

Name _____

Team member's names _____

State that your team worked with _____

Describe how you collaborated with other team members to complete this project.

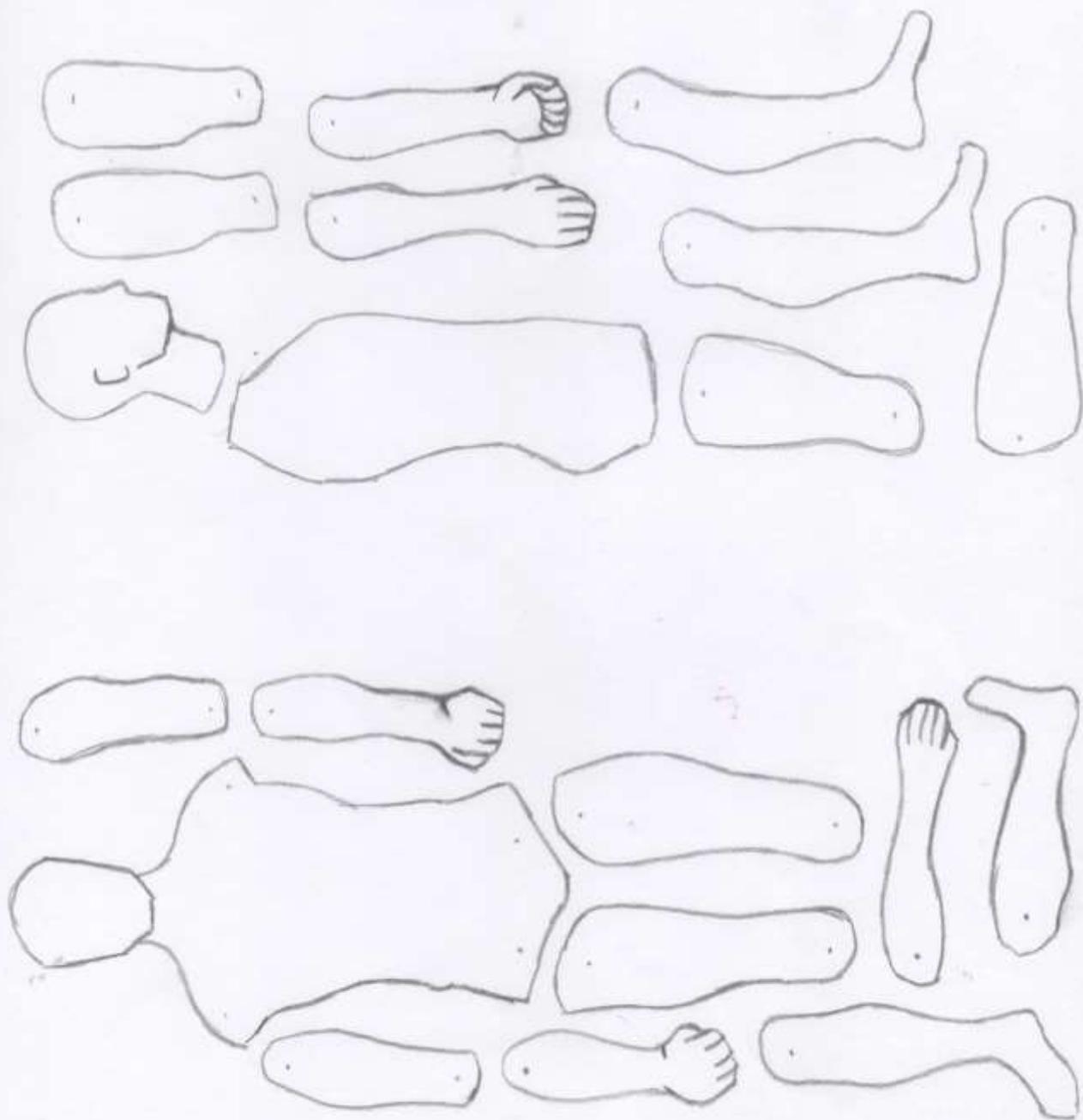
What did you enjoy the most about this project?

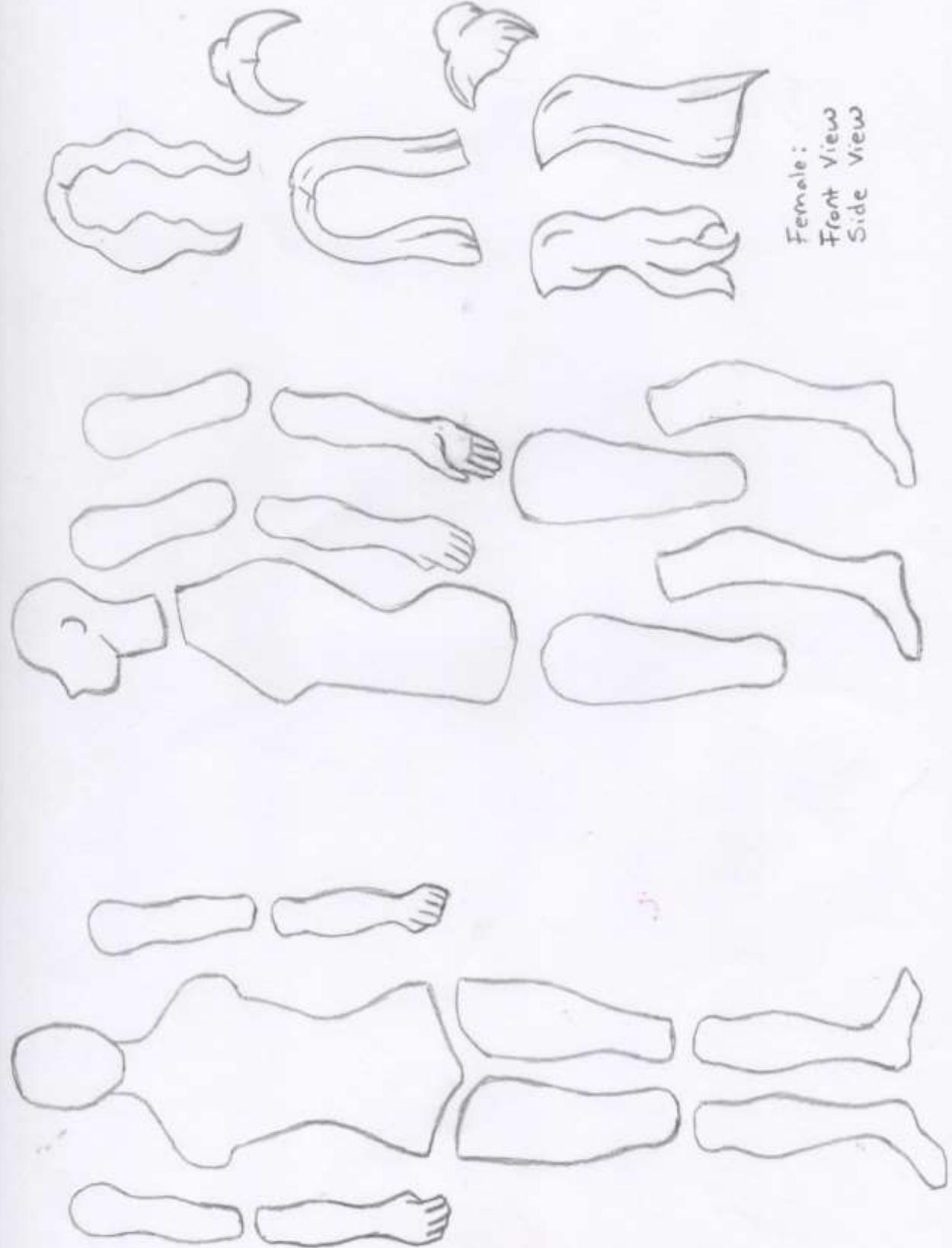
What Challenges did you face during this project?

What theme did your team use for this scene?

What additional supplies would you suggest to complete this project next year?

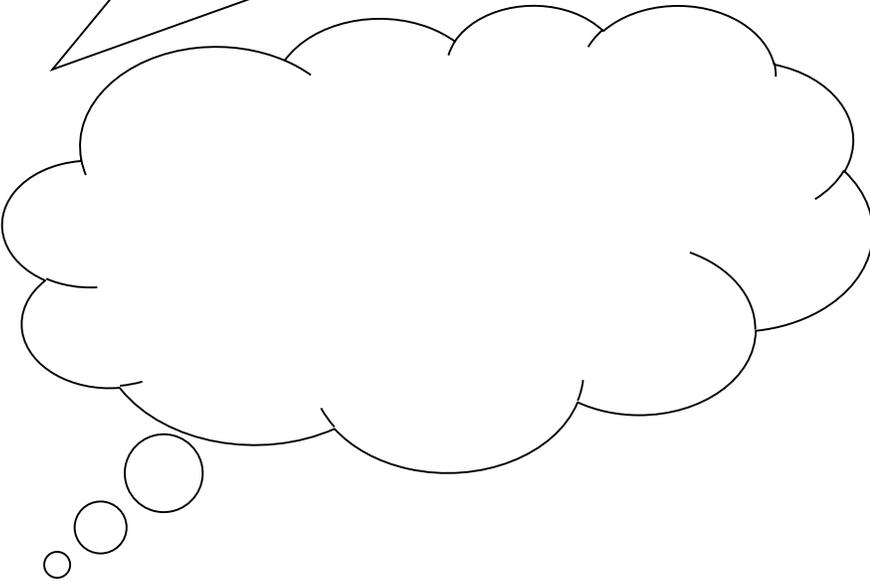
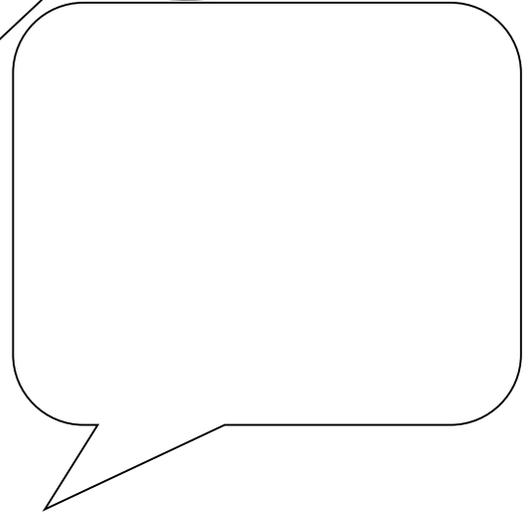
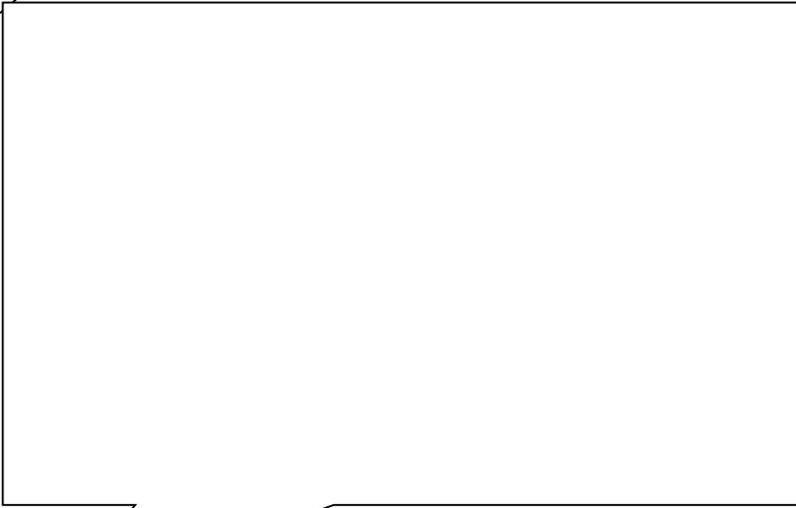
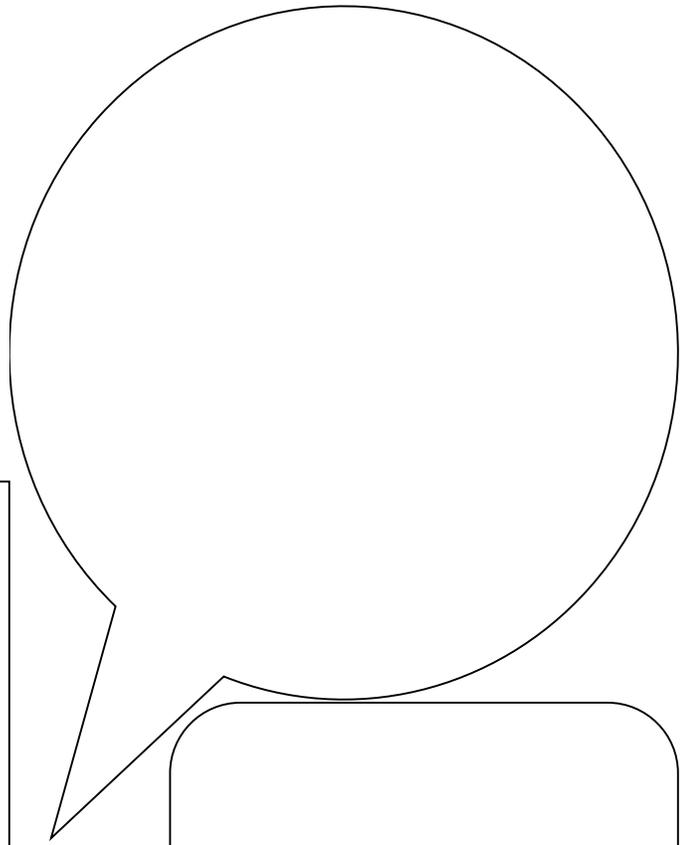
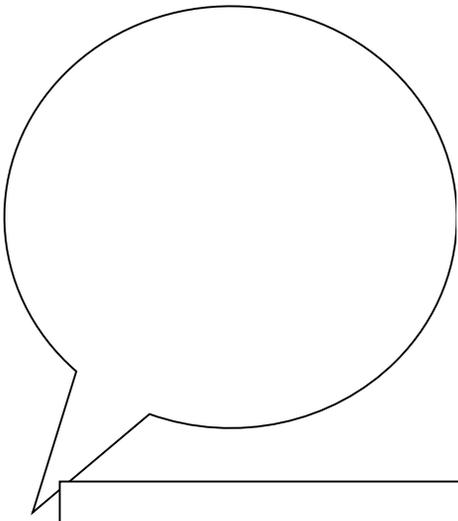
Male.
Front View
Side View





Female:
Front View
Side View

Shapes for textual evidence
and labeling.



*Print five copies of this form for each student/ double sided.

Gallery Walk: A Christmas Carol 3D Scene Analysis

Stave

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Scene

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What is the theme of this scene and how was it conveyed through this 3-D Scene Analysis? Was the team successful in conveying this theme? Explain.

What literary devices are illustrated in this 3-D Scene Analysis? Record one example of textual evidence used to illustrate this device.

Which Character is featured in this 3-D Scene Analysis? _____

What have you observed about how Dickens unfolds this character throughout the novella? What evidence can you provide to support this?

Is this scene significant to the course of the events in complete work? Was the team successful in conveying its significance? How so?

You must include at least 2 examples of textual evidence (in quotation marks) for each character. These may be written on speech bubbles that hang or attach to the characters.

Your responses may be hand written (neatly) or typed. Use complete sentences when responding. Responses should reflect overall knowledge of grammatical conventions.

Your diorama should include at least 2 characters from the scene.

Summarize the scene in 3-4 sentences.

Explain the **significance** of this scene.

Explain the **theme**.

Label the Stage and the scene.

Character development

What are the **characters motivations**? How are they developed in this scene? Is the character **dynamic or static**? Why?

How do the characters **develop the theme**? *Provide evidence from your text.*

Word Meaning

How does the **textual evidence** in your diorama demonstrate the author's use of **imagery**, multiple meanings, **connotation**, and/or word choice? Include the word(s) that you are referencing from the textual evidence. *Provide evidence from your text.*

How does this scene illustrate how the author **unfolds the text** in the drama?

What **inferences** can you make about these characters based on their interactions (or lack of interactions) with each other? Provide evidence from your text.

Extra Credit if you add two or more "accessories" for the characters. Think about objects that they would use in the scene.

Write 10 words on the outside of the box that describe the **tone** or **mood** of the scene. Mark tone with a **(t)** and mood with **(m)**.

The background should reflect the **setting** of the scene. You may use any medium: magazine collage, computer generated, paint, etc.

