

FANTASY THEATRE FACTORY

Presents

Scrooge A Fractured CHRISTMAS Carol

Teacher Guidelines

Fantasy Theatre Factory's Teacher Guidelines incorporate and support C Palms Standards.



Show Synopsis

Embark on an unforgettable journey this holiday season with Fantasy Theatre Factory's *Scrooge! A Fractured Christmas Carol* – a dazzling, reimagined version of Charles Dickens' timeless tale! Brace yourself for a festive fusion of past and present, where the 1840s meets today, London meets South Florida, and tradition dances with a modern twist for a story that celebrates the goodness within us all!

A Christmas Carol History

The book, *A Christmas Carol* was written by **Charles Dickens**. In 1843, Dickens felt obliged to write this tale as a social commentary to divulge the appalling revelations published in a parliamentary report on child labor in the United Kingdom. Initially he wrote a pamphlet entitled "An Appeal to the People of England on Behalf of the Poor Man's Child" that reported a compilation of children interviews about their harsh labor conditions that even Dickens endured himself as a child. This pamphlet developed into what we know of today as *A Christmas Carol*.





Principal Characters

Ebenezer Scrooge:

The miserly owner of a London counting-house, a nineteenth century term for an accountant's office. Three spirits visit the miserly curmudgeon in hopes of reversing Scrooge's greedy, cold-hearted approach to life.

Bob Cratchit:

Scrooge's clerk, a kind, mild, and very poor man with a large family. Though treated harshly by his boss, Cratchit remains a humble and dedicated employee.

Nephew Fred:

Scrooge's nephew, a festive, happy young man who loves the holiday season, and who tries to get his uncle Scrooge to attend his holiday celebration.

Jacob Marley:

Ebenezer Scrooges' equally greedy business partner who died exactly 7 years ago the night our story takes place and who appears as a ghost who's been condemned to wander the world bound in heavy chains because of his greed in life. Marley hopes to save his partner from the same fate by warning him of the errors of his ways.

Mrs. Cratchit

Matriarch of the Cratchit Family, wife to Bob Cratchit, Mother to Tiny Tim. Mrs. Cratchit despises Scrooge's greedy and unkind way.

Tiny Tim

Bob Cratchit's youngest son, disabled from birth, and because of their poverty unable to afford proper care and treatment.



Three Spirits (Ghosts)

Ghost of Christmas Past

The first spirit to visit Scrooge, a light and flowing apparition who takes Scrooge on a tour of important moments in his past.

Ghost of Christmas Present

The second spirit to visit Scrooge takes him on a tour of Holiday celebrations happening in the present day, including those of his family whose celebrations Scrooge refuses to attend.

Ghost of Christmas Yet to Come

The third and final spirit to visit Scrooge, a silent phantom clad in a hooded black robe. He presents Scrooge with an ominous view of his lonely future if he continues his mean-spirited ways.

Activity: Character Story Map

Reread *A Christmas Carol* by Charles Dickens and discuss the characters in the story. Then, assist the class to select a character and create a Character Story Map (on the next page) to identify important elements including **character traits**, **motive** and **dialogue** to understand the character.

1. **CHARACTER:** Pick a character from *A Christmas Carol*
2. **CHARACTER TRAITS:** Identify traits that relate to the character.
3. **INTERESTS:** Discover the vested interests or motive of the character.
4. **BELIEFS:** Describe the beliefs of the character.
5. **QUOTE:** Think of a quote that reveals the personality of the character.

EXAMPLE:



1. **CHARACTER:** Ebenezer Scrooge
2. **CHARACTER TRAITS:** Greedy, Selfish & Angry
3. **INTERESTS:** To make money.
4. **BELIEFS:** Family & friends are a waste of time.
5. **QUOTE:** “Buh Humbug”

C Palms Standards Addressed:

ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

CHARACTER STORY MAP



PHYSICAL DRAWING:

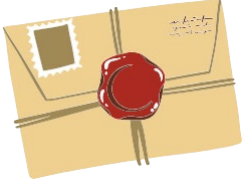
CHARACTER TRAITS:

INTERESTS:

BELIEFS :

QUOTE:

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Activity: Letter to Scrooge

Scrooge hates the holidays, ‘Bah Humbug’! Write a letter to Scrooge arguing that the holidays are a good time of year and persuade him that they’re worth celebrating.

Dear Mr. Scrooge,

I am writing to your because I think the holidays are a great time of year!

Firstly,

Secondly,

Also,

Finally,

Yours Sincerely,

C Palms Standards Addressed:

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

TH.912.C.1.3: Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

Name: _____ Date: _____

DIRECTIONS: Find and circle the vocabulary words in the grid. Look for them in all directions including backwards and diagonally.



A Christmas Carol

I	E	Z	K	E	N	G	L	A	N	D	R	S	B	G	C	K
E	G	B	P	F	O	M	B	A	O	M	U	D	U	A	R	U
Y	O	N	M	P	I	G	R	O	K	H	S	B	N	K	A	N
E	O	J	H	O	S	O	R	E	V	P	M	E	I	K	T	E
T	R	S	N	V	S	Z	G	K	M	U	I	L	B	V	C	C
T	C	V	X	E	A	S	U	W	H	Y	T	L	Z	A	H	N
O	S	F	B	R	P	X	T	B	J	U	Y	E	I	A	I	Z
C	P	A	S	T	M	H	Q	I	Z	U	N	V	R	T	T	Y
O	Y	F	H	Y	O	B	E	K	R	S	I	I	R	A	N	P
M	E	W	J	L	C	N	E	W	N	I	T	X	I	V	E	F
E	L	I	Y	J	T	B	O	E	U	Y	P	G	H	W	S	U
N	R	D	O	S	E	Z	K	V	B	Q	L	S	Q	G	E	M
D	A	I	O	N	U	C	S	L	E	A	L	I	Z	O	R	I
Q	M	H	E	X	I	D	Z	P	T	L	Q	Z	X	U	P	S
H	G	Z	R	D	L	V	O	S	X	P	L	K	I	E	U	E
N	E	X	P	Q	W	O	O	C	M	P	L	A	H	Z	H	R
R	P	U	N	N	R	N	K	N	O	C	K	E	R	C	W	O



BELLE
CHARITY
COMPASSION
CRATCHIT
DICKENS
EBENEZER
ENGLAND

GHOST
HUMBUG
KNOCKER
MARLEY
MISER
NEPHEW
NOSTALGIA
NOVELLA
PAST

POOR
POVERTY
PRESENT
SCROOGE
SPIRITS
TINY TIM
YET TO COME

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Sample List of CPALMS Standards Addressed in *Scrooge! A Fractured Christmas Carol*

Theatre Standards Addressed:

Kindergarten - Grade 8 Standards (TH):

TH.K.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.1.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.2.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

TH.3.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.4.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

TH.5.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.68.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

English Language Arts Standards Addressed:

Kindergarten (K) - Grade 8 Standards (ELA):

ELA.K.C.2: Communicating Orally - Focuses on developing oral communication skills.

ELA.1.V.1: Finding Meaning - Focuses on understanding vocabulary and its use in context.

ELA.3.R.1: Reading Prose and Poetry - Involves reading prose and poetry appropriate for third-grade students.

ELA.4.V.1: Finding Meaning - Focuses on vocabulary understanding and usage at the fourth-grade level.

ELA.6.C.2, ELA.7.C.2, ELA.8.C.2: Communicating Orally - These standards focus on enhancing oral communication skills for middle school students.

Social Studies Standards Addressed:

Kindergarten (K) - Grade 8 Standards (SS):

SS.1.A.2.1: Understand history tells the story of people and events of other times and places.

SS.1.A.2.2: Compare life now with life in the past.

SS.1.A.2.3: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

SS.1.A.2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

SS.1.A.2.5: Distinguish between historical fact and fiction using various materials.

SS.6.W.1: Utilize historical inquiry skills and analytical processes.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.



About Fantasy Theatre Factory

Fantasy Theatre Factory (FTF) is a professional touring theatre created in New York in 1978 by Ed Allen and Mimi Schultz, performing artists and teachers. FTF is currently headed by Executive Artistic Director Larry Fields.

FTF presents theatre for diverse family audiences. FTF's 22 touring educational shows appeal to pre-school, elementary, middle, family, adult and senior audiences. FTF shows cover themes of: Children's Literature, Reading, Ecology, Social Service, Black history, Bullying Prevention, Dance, English, and Music. FTF performs in rural and inner-city schools, theatres, parks, hospitals, community centers, and more—in addition to its performances at its home venue, the Sandrell Rivers Theater in Miami. In this manner, Fantasy Theatre Factory presents more than 500 Florida programs reaching over 140,000 people each year. Fantasy Theatre Factory's mission is to make more quality theatre programs available to more people.

Learn more by visiting FTF's website www.ftfshows.com

Also Check out FTF on Social Media:

**www.facebook.com/ftfshows,
www.twitter.com/ftfshows
www.instagram.com/ftfshows**

FANTASY THEATRE FACTORY

Scr\$S\$ge

A FracturED
CHRISTMAS
Carol

Students, we love your fan mail! Let us know your favorite part of the show and what the story means to YOU. You can even draw a picture. We cannot wait to hear from you!