

A Christmas Carol

CURRICULUM CONNECTIONS



Support for the Student Enrichment Through the Arts program has been provided by the following Funds at the Community Foundation of Broward:

Mildred H. Fagen Charitable Fund

Leonard & Sally Robbins Fund

Mary and Alex Mackenzie Community Impact Fund

The Frederick A. DeLuca Foundation Broward Community Fund

A Christmas Carol

How to use Curriculum Connections:

Dear Teacher,

We appreciate you!

This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!





Theater etiquette

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music—all of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) at the end. This shows the performers that you respect and appreciate their work.

A Christmas Carol Synopsis:

The story begins on Christmas Eve, with the Cratchit family hoping that the patriarch of the family, can convince his mean, old boss Ebenezer Scrooge to give him the day off work to spend Christmas with his wife and children. Cratchit works in Scrooge's counting house as a clerk, and we learn that Scrooge is a greedy, cold man who thinks Christmas is "a humbug." Even Scrooge's nephew can't convince him to celebrate the season.

Only when Scrooge is visited by the ghost of his old business partner, Jacob Marley, does he begin to fear that his unkindness towards others may have consequences. The ghost of Marley warns Scrooge that in order to escape a similar fate, he must allow three spirits to haunt him throughout the night. These spirits will show Scrooge the error of his ways.

First, The Ghost of Christmas Past takes Scrooge back in time to his childhood as a boy in school, lonely and ashamed of his father's debts. Then, the Ghost of Christmas Past takes Scrooge to his young adult year. We find out that Scrooge once had a love interest, Belle, but that she broke off their engagement when Scrooge became more focused on money and business than on his family and friends.

Next, Scrooge is visited by The Ghost of Christmas Present. He takes Scrooge to see the sickly Tiny Tim. Then, they travel to the Cratchit household, where the family is busy decorating and preparing their home for Christmas day. Their next stop is to Scrooge's nephew's house, where a Christmas party is in full swing.

Finally, The Ghost of Christmas Future arrives to show Scrooge what his future could look like if he does not change his ways. In this "future," a riotous mob is trying to remove Scrooge's belongings from his home after he has passed away. No one cares about who he was as a person, just about his money.

Then, The Ghost of Christmas Future shows Scrooge a gravestone for young Tiny Tim. Scrooge pleads with the Spirit to spare Tim's life and says that he can change.

When Scrooge wakes up, he finds himself back in his bed on Christmas morning.

...What will happen next? Will Ebenezer Scrooge be granted a second chance? Can he change his ways? Will Tiny Tim live? Enjoy the performance of "A Christmas Carol" to find out!



A Christmas Carol Setting:

A Christmas Carol takes place in **London, England in the early-mid 1800s**. This time period was known as **The Victorian Era** because it was during the reign of England's Queen Victoria. **The Industrial Revolution** was a period in which England became a global industrial power, with factories popping up all over the country, especially in big cities like London. London's population grew quickly during this time, which contributed to overcrowding, child labor, and poverty for many people who lived there.

The **poor** had very few luxuries, and only bought food they could afford. Poor Londoners worked long hours and lived in damp, filthy conditions. Many children were forced to work, and many died of various diseases.

The wealthy, however, were usually well fed, clean and well clothed. Many wealthy Londoners didn't need to work and lived in big houses with servants. They went on holidays, and their children were educated and had expensive toys.

The Cratchit Family lives in **Camden Town**, a district in northwest London that was established in 1791. It was known for being very populated and having many markets, warehouse, and factories.

Ebenezer Scrooge lives in **London**, the largest city in England.



Apprenticeships

During the Victorian Era, apprenticeships were common. An apprentice is someone who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages. Apprentices counted on their employer for food, shelter, and clothing. Many apprentices in this time period were young, around 14 years old. The average term served by an apprentice was seven years.

In the play, Martha Cratchit is an apprentice to a **milliner** (hat maker), and she only comes home from her job for special occasions, like Christmas Day.

The Industrial Revolution ushered in a great number of useful inventions, with some of them around in one form or another until now. Write about your favorite invention below, then create a new one in the box to the right.

PROBLEM:

INVENTION:

CREATOR:

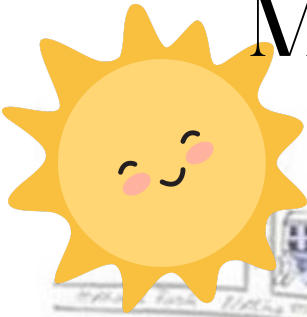
PROBLEM:

INVENTION:

CREATORS:

ELA.K12.EE.1.1;ELA.K12.EE.2.1;ELA.K12.EE.3.1;ELA.K12.EE.4.1;ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.4.R.3.3;SS.5.A.5.1; SS.5.A.5.2; SS.3.G.1.1;

A Christmas Carol: Maps and Directions



Answer the questions using the map and complete with the words north, south east or west.

1. The Tower of London is in the _____ of London.
2. The London Eye is in the _____ of London.
3. The Royal Albert Hall is in the _____ of London.
4. The London Zoo is in the _____ of London.
5. Harrods is in the _____ of London.
6. The Tower Bridge is in the _____ of London.
7. Hyde Park is in the _____ of London.
8. The British Museum is in the _____ of London.

A Christmas Carol: Writing

Compare and contrast Ebenezer Scrooge and Bob Cratchit.
Who is the richer man, and in what ways?

Read the main question and write an essay. Give arguments to support your view.

Compare and contrast Ebenezer Scrooge and Bob Cratchit.

Who is the richer man, and in what ways?

Consider:

- family
- wealth
- forgiveness
- generosity
- greed

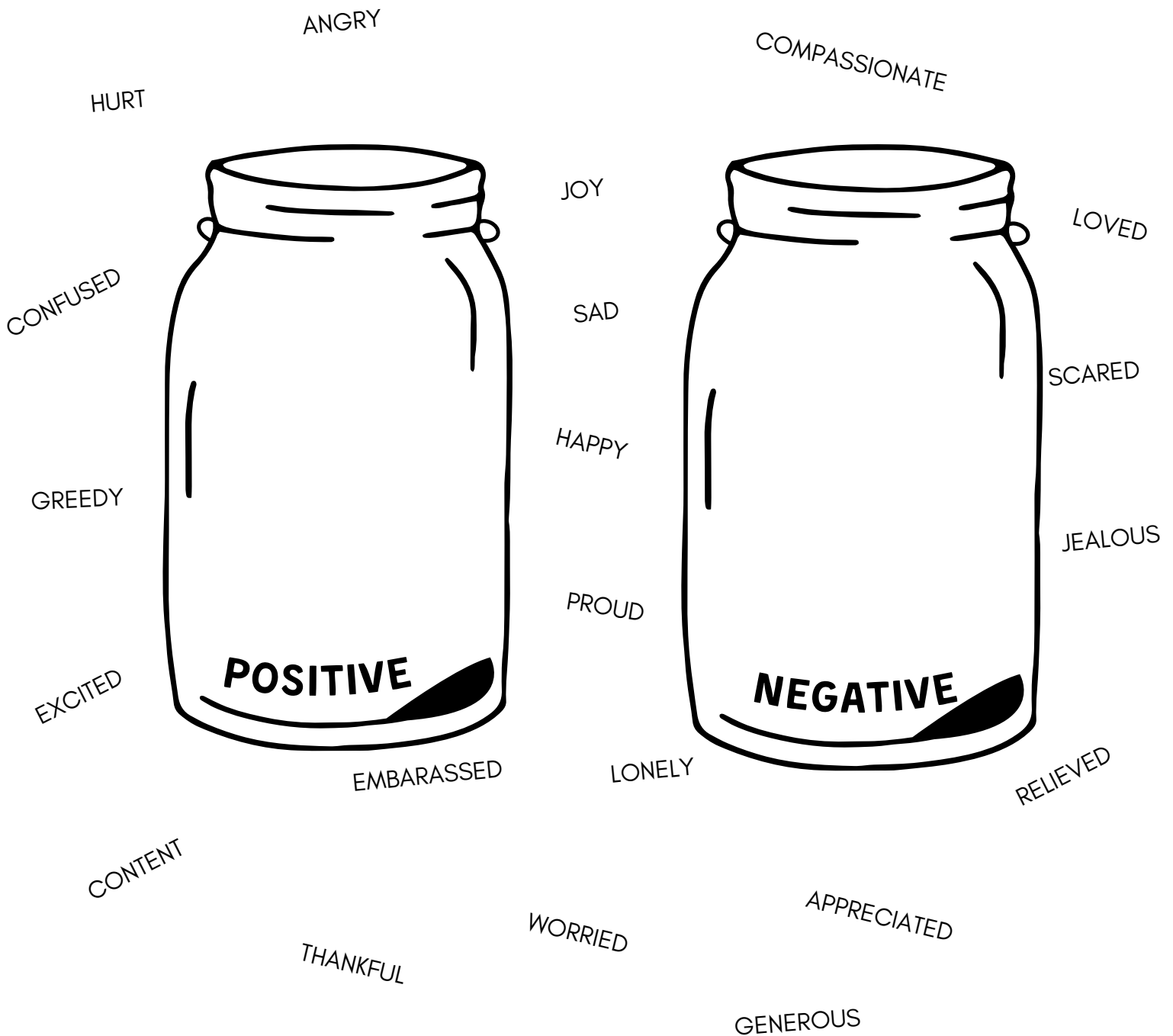
[illegible]

ELA.K12.EE.1.1;ELA.K12.EE.2.1;ELA.K12.EE.3.1;ELA.K12.EE.4.1;ELA.K12.EE.5.1; ELA.K12.EE.6.1;
ELA.4.R.3.3;SS.5.A.5.1; SS.5.A.5.2; SS.3.G.1.1;



A Christmas Carol: SEL **FEELINGS** Sort

Instructions: Place the words into either the positive or negative feeling jars. Discuss any unfamiliar words as a group or with your teacher.



K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

Standards Alignment: A Christmas Carol

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) and NGSSS	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.
Social Studies	
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.



New:

Each time you submit student work,
your name is entered in a drawing
for tickets to a show

at the Broward Center:

Fall Show: **HADESTOWN**

Spring Show: **MRS. DOUBTFIRE**

Dear Teachers,

Thank you for your continued support of the SEAS Program. We value the preparation you make before the show to attend the Broward Center for the Performing Arts, and the introduction you forge for the students when the show has concluded to continue making connections long after the buses have returned to school!

If you'd like to share any of the work from the study guides, please use this link:

Click Here to Upload Student Work Samples:

<https://tinyurl.com/SEAS2324-samples>



Should you have any questions, please contact
Lauri Foster at: <mailto:lauri.fostere@browardschools.com>

