

# CURRICULUM CONNECTIONS

## Scrooge! A Fractured Christmas Carol



Major support for the Student Enrichment Through the Arts program has been provided by



**Frederick A. DeLuca**  
FOUNDATION

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## Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>



Dear **TEACHER**,



We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!





# Theater Etiquette

*There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.*

It is 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) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



# My Theater Review

I saw: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

This play/musical was about...

Here's a drawing of  
my favorite character:

It made me feel:

I learned:

I gave this play/musical .... stars.



**We'd love to hear from you! If you'd like to submit this review,  
please send to [jenriquez@browardcenter.org](mailto:jenriquez@browardcenter.org)**

# From Page to Stage

An adaptation in theater is when a book, short story, novel, or even a poem is transformed into a stage performance, like a musical or play. The original story is usually kept at the core, but parts may be changed or added, such as songs, dialogue, or characters to make it work better for a live audience.

## Vocabulary of an Adaptation

**Adaptation:** Something that has changed so that it can be presented in another form.

**Author:** A person who writes something such as a book or an article.

**Characters:** the individuals portrayed by actors in a play or musical.

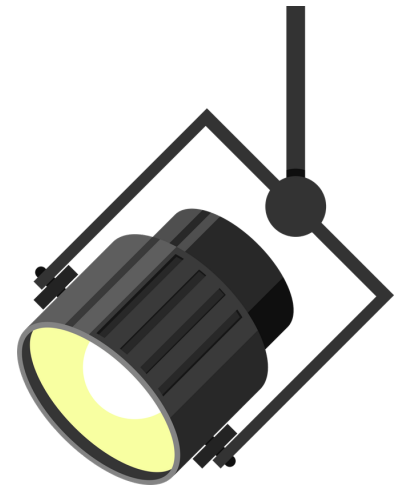
**Composer:** A person who writes music.

**Director:** A key creative figure in theater responsible for overseeing the artistic aspects of a production.

**Lyricist:** A person who writes the words of a song.

**Playwright:** A person who writes plays.

**Scriptwriting:** Turning narration into dialogue and scenes.



## 10 of the most famous stage adaptations:

Les Misérables

The Lion King

Wicked

Matilda the Musical

Harry Potter and the Cursed Child

The Phantom of the Opera

To Kill a Mockingbird

Hamilton

The Wizard of Oz

Oliver!

Les Misérables by Victor Hugo

Based on Disney's animated film (inspired by Hamlet)

Wicked by Gregory Maguire (a reimagining of The Wizard of Oz)

Matilda by Roald Dahl

Harry Potter series by J.K. Rowling

Le Fantôme de l'Opéra by Gaston Leroux

To Kill a Mockingbird by Harper Lee

Based on the Alexander Hamilton biography by Ron Chernow

The Wonderful Wizard of Oz by L. Frank Baum

Oliver Twist by Charles Dickens

# Scrooge!

## A Fractured Christmas Carol: 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 1840's meets today, London meets South Florida, and tradition dances with a modern twist for a story that celebrates the goodness within us all!

Join our new holiday tradition, and dive into a world where larger-than-life characters, side-splitting comedy, and local charm collide, creating a holiday extravaganza like no other. Be captivated by this one-of-a-kind production featuring enchanting sets and exquisite costumes. Throughout the show, the spirit of togetherness honors diverse traditions, making it a celebration for all, from Hanukkah and Kwanzaa to Christmas. This is a show for everyone to enjoy!



### The History of: A Christmas Carol

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.

# Scrooge!

## A Fractured Christmas Carol

Teachers, introduce the characters and try the challenge vocabulary words bolded in RED!

### **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 Scrooge's 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.

### **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**

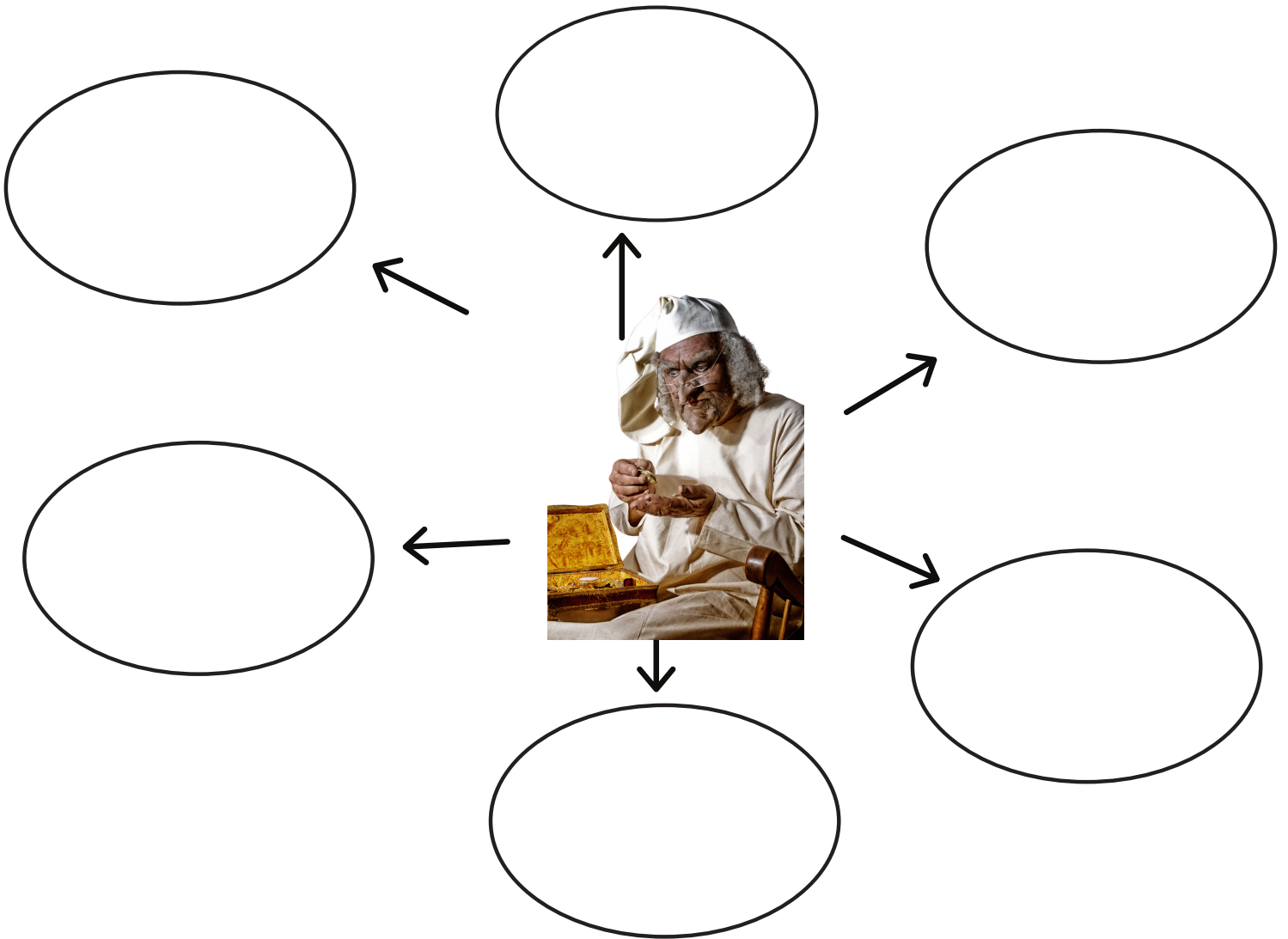
The second **spirit** to visit Scrooge takes him on a tour of Holiday celebrations happening in the present day, including those of his family whose celebrations Scrooge refuses to attend.

### **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.

# Scrooge!

## A Fractured Christmas Carol: Creative Writing (After the Show)



Directions: Use the character map to use words that describe SCROOGE (above).

Next, write a paragraph using the words you used to describe SCROOGE (below):

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# Scrooge!

## A Fractured Christmas Carol

### My Holiday Traditions

Directions: Fill in the boxes with your family holiday traditions.

My Family Celebrates:

Ways We Decorate:

Something Special or Fun We Do Together:



A Food We Like To Make:

My Favorite Part:

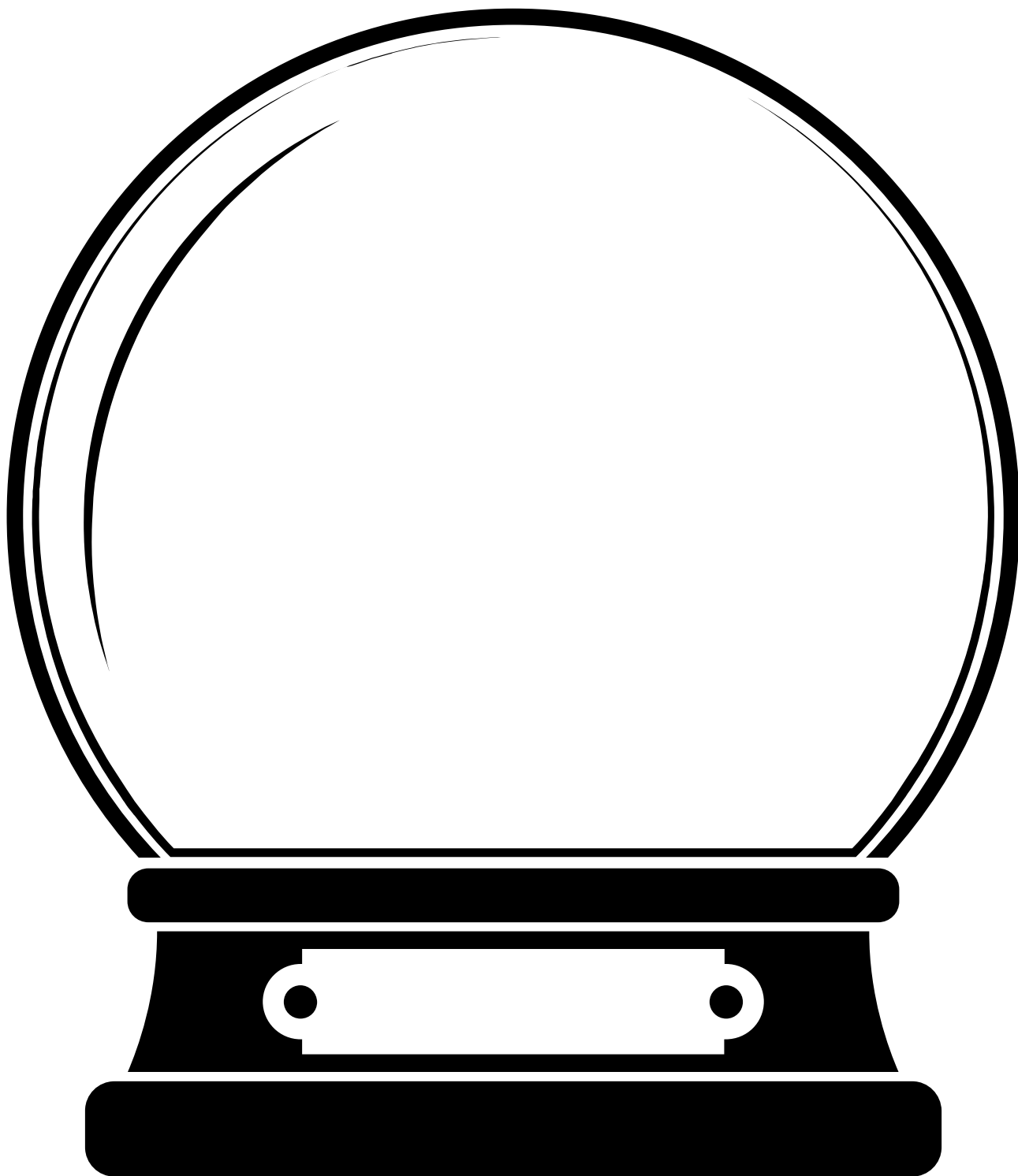


# Scrooge!

## A Fractured Christmas Carol

### My Holiday Snow Globe

Draw your perfect HOLIDAY in the snow globe:



# Scrooge!

## A Fractured Christmas Carol: SEL

### SCROOGE'S KINDNESS challenge

Challenge yourself to four random acts of kindness this week.  
Write them below and then reflect on the week.

1.

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Reflection

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# Theater Vocabulary: "From Script to Spotlight"

**Play:** A story told live on stage by actors in front of a live audience.

**Musical:** A story told live on stage by actors in front of a live audience that also involves singing and dancing.

**Genre:** The style of a play.

**Plot:** The timeline of actions in the story from beginning to end.

**Setting:** Where a story takes place.

**Characters:** Who the story is about.

**Conflict:** A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.

**Objective:** What a character wants to achieve or solve in the story. In other words, a character's goal.

**Protagonist:** The story's **hero**. This is the character who is out to accomplish a goal or find purpose.

**Antagonist:** The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.

**Dialogue:** a conversation between two or more people in a play or musical.

**Moment Before:** an acting term that encourages actors to consider what is going on in their character's life just before the present moment.

**Blocking:** Movement the director give to the actors to show them where to go on the stage

**Choreography:** A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.

**Cue:** In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.

**Make-Up:** Artistically designed cosmetics to enhance an actor's portrayal of a character.

**Playwright:** The writer or writers of the play. Playwrights write the dialogue between characters in a play.

**Composer:** The artist who writes music for a musical.

**Lyricist:** the artist who writes words to the music in a musical.

**Actor:** the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.

**Audience:** a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.

**Director:** the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.

**Stage Manager:** The artist who manages the onstage and backstage areas before, during, and after a performance.

**Costume Design:** A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.

**Sound Designer:** an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

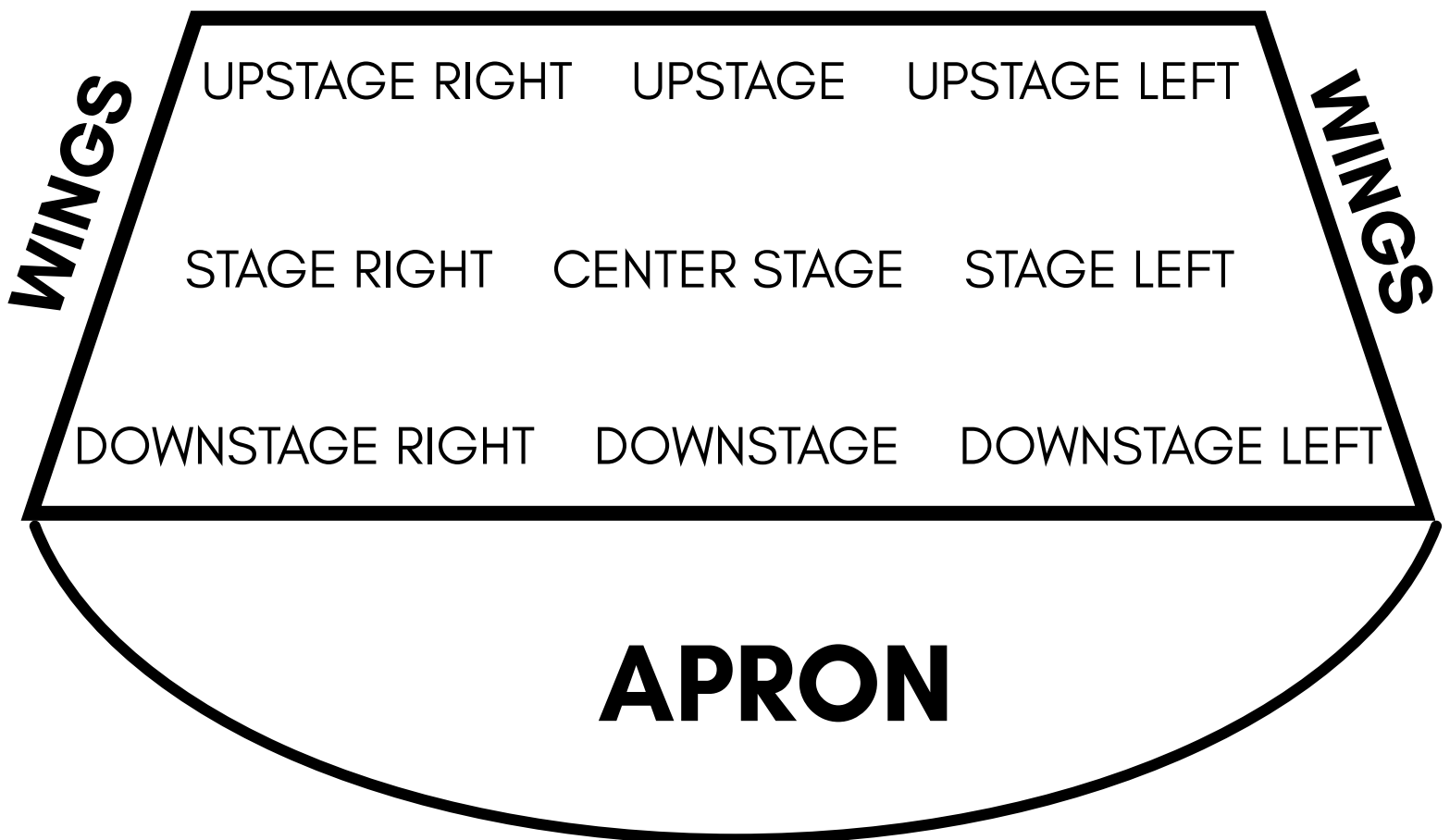
**Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

# THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

## BACKSTAGE



## HOUSE

# THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

## BACKSTAGE

UPSTAGE RIGHT    UPSTAGE    UPSTAGE LEFT

STAGE RIGHT    CENTER STAGE    STAGE LEFT

DOWNSTAGE RIGHT    DOWNSTAGE    DOWNSTAGE LEFT

## APRON

## HOUSE

# HEY TEACHER...TRY TABLEAU

Students can create a TABLEAU to retell a story or summarize a key event. For example, after reading a book or a historical event, students can work in groups to create a frozen scene that represents an important moment. This helps students grasp key plot points, character emotions, and overall themes, while also practicing critical thinking, problem solving and summarization skills.

## Introduction to Tableau-Creating Images

### With students standing in a circle, introduce Tableau

• A Tableau is a STILL IMAGE or PICTURE demonstrating an idea, person, or thing. It is as if a moment of action from a play, show or musical is frozen.

- Tableaus are SILENT
- Tableaus are strong when they use DIFFERENT LEVELS.



### Practice Multiple Levels

- Tell students to think about if there are levels between 1 and 10

1 is as low as you could possibly go,

10 is as high as you could go without jumping

5 is you standing still at normal height

Let's practice showing different levels. The teacher will call out different levels (1-10) and have students demonstrate those levels.

### Now let's practice Tableau

- Instruct students to practice individual still images by creating an image/picture of the prompt BY THEMSELVES of the following (provide one at a time) while they try to use different levels.

**Count 1-2-3 Freeze and then Relax in between each as the students create their Tableau.**

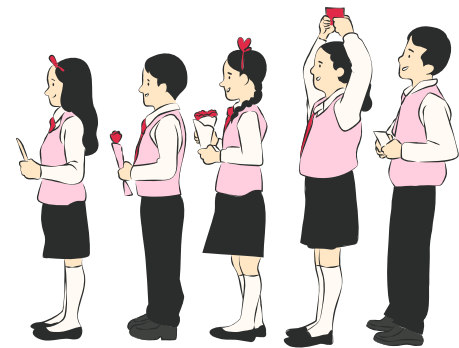
- How they are today
- A tree feeling
- A frog on a lily pad

### Tableau in GROUPS

- Have them find a partner or a group (teacher's choice)

Their job is to create TOGETHER AND WITHOUT TALKING a Fountain.

- Have student groups share their images with the rest of the class.



### TEACHER'S NOTE:

Here are a few key reasons why tableau is particularly helpful for students:

1. **Collaborative Learning:** It promotes teamwork. Students work together to create a scene, which helps them learn about collaboration, communication, and understanding different perspectives.
2. **Engagement and Focus:** Tableau keeps students engaged by giving them an active role in the learning process. Rather than passively watching, they are physically involved, which can help with focus and retention of the material.
3. **Simplifies Complex Ideas:** For students, breaking down a story into key moments and actions (via tableau) makes it easier to understand complex ideas, emotions, or historical events, especially when the abstract nature of the story might be difficult to grasp.

# Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



## 1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

*This builds listening skills and helps everyone appreciate different perspectives.*

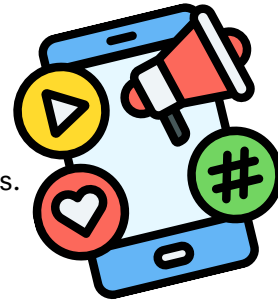


## 2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



## 3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

*This sparks creativity and teamwork.*



## 4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

*This is great for artistic expression and memory keeping.*



## 5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

*This turns curiosity into a cooperative learning activity.*



# 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: Scrooge! A Fractured 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.) |                                                                                                                               |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten through Grade 12/ English Language Arts           |                                                                                                                               |
| ELA.K.12.EE.1.1                                                | Cite evidence to explain and justify reasoning.                                                                               |
| ELA.K.12.EE.2.1                                                | Read and comprehend grade-level complex texts proficiently.                                                                   |
| ELA.K.12.EE.3.1                                                | Make inferences to support comprehension.                                                                                     |
| ELA.K.12.EE.4.1                                                | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. |
| ELA.K.12.EE.5.1                                                | Use the accepted rules governing a specific format to create quality work.                                                    |
| ELA.K.12.EE.6.1                                                | Use appropriate voice and tone when speaking or writing.                                                                      |
| Theater                                                        |                                                                                                                               |
| TH.K.C.3.2                                                     | Share reactions to a live theatre performance.                                                                                |
| TH.1. H.3.1                                                    | Identify similarities between plays and stories.                                                                              |
| TH.2. O.3.1                                                    | Identify theatrical elements and vocabulary found in everyday life.                                                           |

# CURRICULUM CONNECTIONS DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

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