



Study Guide...

The Curtain Call

Scrooge the Musical

Grades K-6

BCT Mission: To produce amazing theatre that entertains, inspires and enlightens young people, families and teachers, and to provide unique, imaginative theatre instruction for children of all ages.

Teaching Goals: Birmingham Children's Theatre is committed to bringing you and your students, quality theatre field trips with educational activities that link directly to your curriculum. We at the theatre have visited the State Arts Council of Alabama to help us understand what you, as teachers need in order to teach theatre arts effectively. We have attained curriculum standards from the State of Alabama as it relates to Theatre and Language Arts. We encourage each of you to explore the other curriculum guides such as math, social studies and science to find other standards not explored in this guide.

We hope that this guide will help you understand that integrating theatre in your curriculum encourages kinetic learning. Participation in the Kinesthetic Arts (dance, drama, mime and theatre) stimulates implicit learning.

We hope this guide is helpful to you, and we want your feedback! Let us know what else we need to include to brighten the minds of our young people.

Come play with us!

Before the Curtain

Activities, Themes and Discussion:

Scrooge summary

Book, Music and Lyrics by Leslie Briscusse

The year is 1860, Christmas Eve in London, England. Ebenezer Scrooge is a wealthy, penny pinching, uncaring man who makes his assistant, Bob Cratchit, work long, difficult hours for very little pay. They work with accounting ledgers adding up all the money that Scrooge makes but never spends on anyone.

We immediately see how cruel Scrooge can be when he acts so unkindly towards his nephew and Bob Cratchit. He just doesn't understand what all the fuss is about over Christmas. In one scene we see Scrooge on the streets of London turning down two men who are gathering money for the poor. He also demands that the street vendors pay outrageous sums of money for the booth he rents to them. Finally we know by the song he sings that he is unhappy about life and people in general.

On the other hand we see Bob Cratchit going to meet his family to gather food for their Christmas celebration. He, his wife and his five children, including sickly Tiny Tim never complain for their lack of presents and food but enjoy each other.

The story continues to unfold when some very scary ghosts visit Scrooge. They warn him of his impending doom if he doesn't change his ways. Only after he visits the past, present and future does he realize the error of his ways. As the story progresses we see changes in Scrooge's behavior that make him a different person altogether. Come see this unbelievable set, truly unique costumes and amazing cast in Scrooge the Musical!

Script Vocabulary

Ledger – A book or other collection of financial accounts

Christmas pudding – A rich cake eaten at Christmas made with flour, sugar and dried fruit

Drudgery – Hard, menial, or dull work

Shilling- a former British coin and monetary unit equal to 1/20 of a pound or twelve pence

Sovereign – A former British coin worth one-pound sterling

Guinea– A former British coin with a value of 21 shillings; used mainly for determining professional accounts

Squander – Waste in a reckless or foolish manner

Martyr – A person who is killed because of their beliefs

Generosity – Freely giving more than is necessary or expected

Surplus – Something that remains above what is used or needed

Population – The total number of persons inhabiting a country, city, district, or area

Humbug – Deceptive or false talk or behavior

Lorgnette – A pair of glasses or opera glasses held by a long handle at one side

Apprentice – A person learning a skilled practical trade from an employer

Misery –Wretched unhappiness

Gratitude – Thankfulness; appreciation of kindness

Quick Facts About the Cast:

Director: Will York directed *The Prince and the Pauper* last season for BCT

Scrooge: Dennis McLernon is a theatre professor at UAB and acts when not teaching

Bob Cratchit: Frank Thompson – Frank says, “Stay in school; whatever you end up doing, you will always use your education.”

Mrs. Cratchit: Celeste Burnham has professionally acted all over the United States

Tiny Tim: Zachary Sayle, age 10, Southminster Day School, First performance with BCT

Christmas Present Ghost: Quinton Cockrell won an award for writing a play this year

Christmas Past Ghost: Ginny Loggins, She was last seen at BCT as Mrs. Webb in *Our Town*

Christmas Future Ghost: Chris Carlisle, Chris says, “I live in New York and I started acting at BCT when I was 5 years old.”

Marley: Edwin Booth is a professional actor

Mr. Fezziwig: Ashley Hubbard - Strives to be on Broadway and is a full time professional actor

Mrs. Fezziwig: Kim Dean, works as a stage manager at BCT and acts when she can

Fred: Jeremy Renta, His most recent role includes Prince Edward in the BCT production of *The Prince and the Pauper*

Tom Jenkins: Chris Sams, is playing Androcles in BCT's spring show *Androcles and the Lion*

Young Scrooge: Paul Taylor, age 17, East Lake United Methodist Church Academy, 2nd performance with BCT

Isabelle: Kimberly Piazza, age 15, Hope Christian School, 2nd Performance at BCT

Father Christmas: Clarence Mc Dorman – Clarence is a ballet instructor at Birmingham Ballet and has been acting since he was 13 years old at ASFA.

Playing Various Roles:

Mary Claire Alford, Look for her in BCT's upcoming productions of *Cinderella* and *MegaHeroes*

Melissa Cox, has a blind dog named Buster, three cats and a husband

Molly Tremonte, Molly played Molly in the *Unsinkable Molly Brown*, a show about the Titanic.

Jordan Fisher, age 12, Good Shepherd Christian School, 1st performance with BCT

Kaylen Moyers, Kaylen performs as a solo vocalist around town when she can

Caroline Page, age 14 Heritage Academy, 8th performance with BCT

Jane Whitaker, age 10, Home-Schooled, 1st Performance with BCT

Scott Williams, attends Berry Middle School, 1st Performance with BCT

Josh Davenport, met his fiancé at BCT

Audience Participation...no humbugs!

What do you think it takes to be a good audience member? The audience is a very important part of a great performance. You can actually make the play better by being a good listener and by using your imagination. Here are some tips that will help make all performances better for everyone...

- When you arrive at the theatre, please stay on your bus until a Birmingham Children's Theatre representative greets you.
- When you enter the lobby, please wait to be seated.
- No screaming when the lights go down.
- During the performance, please stay seated.
- The actors love to hear your laughter when they do or say something funny, but please no talking or whispering during the performance unless you are helping the actors.
- Absolutely no gum, eating or drinking inside of the theatre.
- No cameras, laser lights or recording devices may be used during a performance.
- Please turn off all cell phones and beepers.
- Actors love to hear applause! Show your appreciation by clapping at the end of the play.
- After the performance is over please remain seated until your school is dismissed.

A brief history lesson... London, England 1800s (19th Century)...

In the 19th Century Britain became the first industrial society in the world. Britain had a population boom during this time period (from 9 million people to 41 million people in 100 years). However, 80% of these people were working class. This means that the majority of the population was poor. A family was considered middle class if they had at least one servant.

Victorian Era families often had more children than we do today. That is because children did not always live through the many diseases of the era and so families would have more children just in case some died.

The industrial revolution (where industry and factories were a large part of the jobs that people held) began a time of unfair child labor. Some children began working in factories or as chimney sweeps. Many had to work 12 hours a day. Children did not attend public schools until 1870; most were taught at home or in churches. Only wealthy children had governesses (in home teachers).

Quick Facts:

Early 19th Century towns were dirty, unsanitary, and overcrowded

The streets were not paved or cleaned

Garbage was not collected and it was allowed to rot in the streets

Only the wealthy had flushing toilets

The poor had to share toilet facilities and lines formed for the use of these

Given such poor sanitary conditions it is not surprising that disease was very common – cholera, typhoid, diphtheria, and consumption (tuberculosis)

Not until the late 19th Century did they have sewers, which helped prevent the spread of diseases

Because of rampant poverty, William Booth (1878) formed the Salvation Army, which still helps families today

Most people in the 19th Century lived on bread, butter, potatoes, and bacon only

Sports became organized in the 19th Century with rugby (English football), lawn tennis, bicycling and a popular board game called Snakes and Ladders (sound familiar?)

For Thought: Now that you know some history, pretend you are poor in the 1800s; tell about your life. Talk about the feelings you would have, situations that could arise, and possible scenarios.

Information from Tim Lambert <http://www.localhistories.org/london.html>

Suggested Reading

Antonella and Her Santa Claus by: Barbara Augustin Illustrated by: Gerhard Lahr, Kane Miller Publishing 2001

Jan Brett's Christmas Treasury by: Jan Brett, Putnam, 2001

Joey's Christmas Gift: A Story About Generosity by: Clare Mishica and Laura Ring Illustrated by: Cathy Ann Johnson, Standard Publishing Company, 1999

The Christmas Miracle of Jonathan Toomey by: Susan Wojciechowski Illustrated by: P.J. Lynch, Candlewick, 1995

The Life and Times of Scrooge McDuck by: Don Rosa, Gemstone Publishing, 2005

A Christmas Carol by Charles Dickens, Prestwick House Inc., 2005

A Christmas Carol Study Guide by Rebecca Gilleland, Progeny Press, 2002

Basic Theatre Vocabulary (D-M on this study guide)

Dialogue – The Stage conversation between characters.

Diction - The clarity with which words are pronounced.

Downstage – The part of the stage closest to the audience. At one time stages were ranked or sloped, with the lower (down) part closest to the audience and the higher (up) part further away.

Ensemble – A cast of actors working together effectively to present a theatrical performance.

Flats – Canvas or wood-covered frames that are used for the walls of a stage setting.

Green Room – A room near the stage where actors await entrance cues and receive guests after the performance. The room's traditional color comes from Elizabethan times when actors waited on a real green or nearby patch of grass.

Improvisation – The spontaneous use of movement and speech to create a character.

Monologue – A solo speech. Often this takes the form of a soliloquy in which the character reveals personal thoughts either while alone on the stage or unaware of the presence of other characters.

Mugging - A derogatory term for exaggerated, unnecessary facial expressions or physical gestures.

For Discussion:

If you were really rich, what people or organization would you give money to?

If you were really poor, what would you buy in order to survive? – Think about your clothes, food, shelter, and other necessary items you would need in order to survive

Discuss something that happened in the past, the present and what could happen in the future.

Do you believe in ghosts? Why or why not?

How would you personally help those who are poverty stricken?



Map and flag of Great Britain – Notice where the city of London is – Scrooge lives here!

Encore: Post Play Activities

Map Questions:

How many seas do you see on the map? Name them.

What is the difference between Great Britain and England?

Study why Great Britain's flag looks like it does.

Do you notice any cities on the map that we have in Alabama? Why do you think that is?

Look up how old the City of Birmingham, England is. Look up how old the City of Birmingham, Alabama is. Which one is older? Why are they both named Birmingham?

Any relation?

For Discussion:

What language differences do you notice in *Scrooge The Musical* as compared to the way we speak in the United States? List all the words you thought sounded different.

Why do you think Scrooge was so stingy? What did you learn about his childhood that could have made him a miserable person?

Why do you think the Cratchit family was so happy in spite of their poverty? What did they have or not have in comparison to Scrooge?

How would you have reacted to the three ghosts?

What would you have given the Cratchit family that Scrooge didn't give them?

What do you think is going to happen to Scrooge now that he is changing his ways?

What personally would you like to do or accomplish to change a bad habit into a good one?

For Further consideration: “Don’t be a Scrooge” campaign. Divide the class up into teams and get the kids to gather canned goods for the poor. All goods will be picked up at the school by Birmingham Children’s Theatre by calling 205-458-8181 or you can bring them when you come to the play! They will then be delivered to The Greater Birmingham Ministry www.gbm.org and distributed to the many struggling families who need assistance in the Birmingham Area.

Write and Draw

Explain in your own words, your favorite scene from *Scrooge the Musical*.
Can you retell *Scrooge the Musical* using only pictures?

Meeting Language Art Content Standards and Theatre Content Standards in Alabama

The Summary meets these requirements:

Language Arts – 3:16, 4:18, 5:17, 5:19

Time to See the Play...Audience Participation meet these requirements:

LA – K:14, K:15, 1:16, 2:1, 2:13, 3:12, 4:12, 5:13, 6:12, 6:20

Theatre – 2:11, 3:13, 4:15, 5:12, 6:8

A brief history lesson- London, England 1800s

LA – K:11, K:13, K:14, K:15, K:18, K:23, 1:6, 1:10, 1:11, 1:13, 1:16, 1:24, 2:13, 2:23, 3:12, 3:14, 3:33, 3:34, 3:35, 4:4, 4:5, 4:12, 4:15, 4:16, 4:17, 4:34, 4:35, 5:13, 5:16, 5:17, 5:18, 5:34, 5:36, 6:7, 6:9, 6:10, 6:12, 6:16, 6:19, 6:20, 6:30

T – K:1, K:2, K:7, 1:1, 2:1, 3:1, 3:10, 4:1, 4:2, 4:4, 4:10, 5:1, 5:2, 5:3, 5:5, 6:2

{Please look up the curriculum standards for history }

Suggested reading

LA- K:1, K:3, K:7, K:8, K:9, K:10, K:12, K:13, K:14, 1:1, 1:6, 1:7, 1:8, 1:9, 1:10, 1:11, 1:12, 2:1, 2:4, 2:6, 2:7, 2:8, 2:9, 2:10, 2:13, 3:3, 3:4, 3:6, 3:7, 3:8, 3:9, 3:10, 3:12, 3:19, 4:1, 4:2, 4:3, 4:4, 4:5, 4:6, 4:8, 4:9, 4:10, 4:16, 4:20, 5:1, 5:2, 5:3, 5:4, 5:5, 5:6, 5:7, 5:8, 5:9, 5:10, 5:11, 5:20, 6:1, 6:2, 6:3, 6:4, 6:5, 6:6, 6:7, 6:12, 6:17

Script and Theatre vocabulary meets these requirements:

LA- 2:14, 3:19, 4:20, 5:20, 6:17

T – 6:3

For Discussion and Map Questions (both pre-play and post-play sections) meet these requirements:

LA – K:1, K:11, K:13, K:18, 1:1, 1:6, 1:10, 1:13, 1:15, 1:18, 1:24, 2:1, 2:4, 2:7, 2:11, 2:12, 2:16, 3:5, 3:14, 3:15, 3:16, 3:17, 3:27, 4:4, 4:5, 4:9, 4:14, 4:15, 4:16, 4:17, 5:4, 5:5, 5:7, 5:10, 5:16, 5:17, 5:18, 5:19, 5:21, 6:9, 6:10, 6:11, 6:12, 6:16, 6:30

T – K:1, K:2, K:4, K:5, K:6, K:7, 1:1, 1:2, 1:4, 1:7, 1:8, 2:1, 2:2, 2:3, 2:4, 2:6, 2:8, 2:10, 3:1, 3:2, 3:3, 3:5, 3:8, 3:9, 3:10, 3:16, 4:1, 4:2, 4:6, 4:9, 4:10, 4:11, 4:18, 5:1, 5:3, 5:6, 5:8, 5:9

Re-telling *Scrooge the Musical* using only pictures and explaining your favorite scene in the play meet these requirements:

LA – K:18, K:20, 1:18, 2:17, 2:20, 2:23, 3:24, 3:33, 4:25, 4:28, 5:22, 5:34, 6:26, 6:29, 6:30

T – K:5, 1:6, 2:6, 2:13, 3:12, 3:17, 4:13, 5:15

For Further Consideration meets these requirements:

LA – K:23, 1:24, 2:23, 3:15, 4:16, 5:18

T – K:1, K:9, 1:1, 2:1, 3:3, 3:10, 4:3, 5:3

***Please send your pictures, stories, writing, or comments to our actors! They love hearing from the kids and everyone at BCT loves seeing their artwork – It will be on display at our office.**