

SCROOGE!



atc

ARIZONA
THEATRE
COMPANY

STUDY GUIDE



WHY LIVE THEATRE IS SPECIAL

Each LIVE performance is a unique and irreplaceable experience. LIVE performances happen in real-time with LIVE actors, providing a common, shared experience with the audience. LIVE performances foster a shared sense of community among performers and the audience. In LIVE theatre, there are no second chances or rewinds, so every moment, every word, every action counts. Everything you see in a LIVE production happens that way **ONE TIME ONLY**, with that particular audience and that singular performance.

ABOUT ARIZONA THEATRE COMPANY

Welcome to Arizona Theatre Company, where we don't just stage productions ... we create cultural experiences that resonate far beyond the curtain. As a vibrant nonprofit since 1966 and the Official State Theatre of Arizona, we are a hub where creativity thrives and art takes center stage.

Setting the gold standard for artistic excellence and innovation, ATC is Arizona's sole LORT (League of Resident Theatres) professional regional theatre. Guided by the visionary leadership of Executive Director Geri Wright and Kasser Family Artistic Director Matt August, ATC consistently assembles a team of world-class artists dedicated to delivering exceptional theatrical experiences to the communities of Tucson and the Tempe/Phoenix metropolitan area.

Our impact extends far beyond the stage, enhancing our audiences' overall quality of life. With a steadfast commitment to outreach, education, and community engagement, ATC reaches more than 130,000 patrons annually through mainstage productions, student matinees, and community initiatives – including our National Latine Playwrights Award and Festival. We believe in the transformative power of art, and our education programs ignite young minds, sow seeds of inspiration, and cultivate the artists and audiences of tomorrow.

Join us as we share the magic of theatre, transcending boundaries and connecting with schools, communities, and curious minds. Arizona Theatre Company is not just a place for entertainment; it's a cultural cornerstone, a catalyst for creativity, and a testament to the enduring power of the arts.



The Temple of Music and Art, the home of ATC shows in downtown Tucson - 330 S. Scott Avenue, Tucson, AZ 85701



Tempe Center for the Arts, ATC's performance venue in Tempe - 700 W. Rio Salado Parkway, Tempe, AZ 85281





YOU ... THE LIVE THEATRE AUDIENCE

How to Be an Engaged Live Theatre Audience

Attending a live theatre performance is a unique and interactive experience that involves both the performers and the audience. Unlike television or movies, live theatre allows actors to hear and respond to the audience's reactions and energy. To ensure a respectful and enjoyable experience for everyone, please review these guidelines with your class and chaperones before attending a performance:

Food & Drinks:

- Refrain from bringing food, drinks, snacks, candy, or gum into the theatre.

Be Safe:

- Walk carefully and use railings when navigating stairs. Follow the rules and instructions provided by the ushers.
- Avoid leaning over balconies or dropping/throwing items from them.
- Remain in your seat throughout the performance to avoid obstructing others' view.

Cell Phones:

- Turn off or silence all cell phones before the performance begins.
- Recording during the show is prohibited. However, you're welcome to take photos and selfies during intermission after the performance. Don't forget to tag #ATC on social media!

Don't Talk During the Performance:

- The actors can hear you and it will distract them and interrupt the experience of the other audience members.

Show Appreciation:

- Feel free to respond with laughter or applause during the performance.
- At the end of the performance, performers will typically bow as a sign of gratitude. Applaud to show your appreciation.

Participate in Talk-Backs:

- Write any questions you have on the 3x5 cards provided.
- If there is a talk-back session after the performance, remain seated and engage respectfully. Raise your hand to ask questions, speak clearly, and listen attentively to others.

By following these guidelines, you'll enhance your theatre experience and contribute to the enjoyment of everyone in attendance. Let's make the most of our time at the theatre!

OVERVIEW AND OBJECTIVES

We encourage you to adapt and extend the material in any way that best supports your students' learning needs.

OVERVIEW: Themes in *Scrooge!*

Scrooge! explores themes of community, family, redemption, generosity, and the power of love. The story follows Ebenezer Scrooge's transformation from a miserly, cold-hearted man to someone who embraces the joy of living and participating in his community. Through his journey with the ghosts of Christmas Past, Present, and Yet to Come, Scrooge learns important lessons about kindness, empathy, and the proper Holiday spirit.

Educational Goals of this Study Guide:

- **Enhance Comprehension:** Help students understand the plot, characters, and key themes of the musical.
- **Critical Thinking:** Encourage students to analyze Scrooge's transformation and the moral lessons conveyed through his journey.
- **Contextual Learning:** Provide historical and cultural context about Victorian London and its social issues to deepen students' understanding of the setting.
- **Engage with Themes:** Facilitate discussions on themes such as redemption, generosity, and the impact of our actions on others, connecting these ideas to real-life situations.
- **Develop Analytical Skills:** Guide students in examining the musical's structure, language, and style to foster a deeper appreciation of storytelling and character development.
- **Encourage Creative Expression:** Inspire students to express their understanding through activities like role-playing, creative writing, artwork, and group discussions.



Geoffrey F. Belliston and Shuler Hensley in *Scrooge!* Photo Tim Fuller.

ABOUT THE PLAYWRIGHT



Meet the Creative Genius: Leslie Bricusse (1931-2021)

Before stepping into the world of *Scrooge!*, it is important to know Leslie Bricusse, the brilliant mind behind its music and lyrics. Born in London and educated at Cambridge, he began his career co-authoring and performing in musicals that reached London's West End.

Bricusse's legacy in musicals includes classics like "Stop the World – I Want to Get Off," "Doctor Dolittle," and "Jekyll & Hyde." He also made his mark in film, writing songs and screenplays for *Scrooge*, *Willy Wonka* and the *Chocolate Factory*, *Home Alone*, and many more.

Throughout his career, he collaborated with icons like Henry Mancini and John Williams, creating timeless hits such as "Goldfinger" and "The Candy Man." Bricusse received numerous accolades, including two Oscars, a Grammy, and eight Ivor Novello Awards. His songs have been performed by legends like Frank Sinatra and Aretha Franklin, securing his place as a master storyteller in music and film.

INTRODUCTION TO THE PLAY

Scrooge! is a vibrant adaptation of Charles Dickens' *A Christmas Carol*, infusing the classic tale with catchy songs, expressive lyrics, and spirited dance numbers. The musical captures the themes of redemption, generosity, and community spirit, making it a heartwarming holiday celebration that resonates with audiences of all ages.

PLOT SUMMARY

On a Christmas Eve in Victorian England, Ebenezer Scrooge, a miserly old man who despises Christmas, is visited by the ghost of his former business partner, Jacob Marley, who warns him of the consequences of his greed. Marley foretells the arrival of three spirits — the Ghosts of Christmas Past, Present, and Yet to Come — who reveal critical moments from Scrooge's life and force him to watch them from an unfamiliar perspective. Through these visits, Scrooge sees the impact of his actions and awakens on Christmas morning with a renewed spirit, vowing to spread kindness and generosity and to participate in his community in a much more meaningful way. His transformation touches the lives of those around him, and he embraces the holiday with newfound warmth and joy.

MEET THE CHARACTERS

Ebenezer Scrooge: A wealthy, miserly old man, Scrooge is emotionally isolated due to his greed, but a journey through time helps him rediscover his lost compassion.

Harry: Scrooge's cheerful nephew who believes in the Christmas spirit. Despite Scrooge's coldness, Harry feels a familial obligation to his uncle.

Bob Cratchit: A kind, hardworking father and husband, Bob endures mistreatment from Scrooge but remains compassionate and loving, especially toward his son, Tiny Tim.

Tiny Tim: The optimistic youngest Cratchit child, Tiny Tim embodies resilience and the Christmas spirit despite his physical challenges.

Mrs. Cratchit: A nurturing wife and mother who does her best to support her family despite limited means, showing the strength of familial bonds.

Ghost of Jacob Marley: Scrooge's former business partner, now a chained ghost who warns Scrooge of the consequences of his greed.

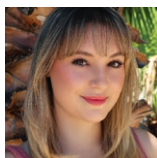
Isabel: The love of Scrooge's life, who left him when he valued his job more than her. Isabel's departure from his life highlights the cost of his obsession with wealth.

Tom Jenkins: A vocal community member who leads the resentment against Scrooge, representing the public's disdain for his unkind actions.

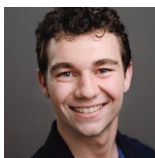
Ghost of Christmas Past: A lively spirit who guides Scrooge through key moments of his past, revealing how his experiences shaped his present.

Ghost of Christmas Present: A joyful, larger-than-life spirit who highlights the warmth and love of the holiday season, highlighting what Scrooge is missing.

MEET THE CAST



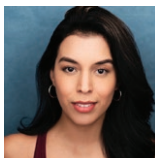
Samantha Adams
UofA Student Intern
Isabel
Beggar Woman



Riley Cornelison
Peter Cratchit
Urchin



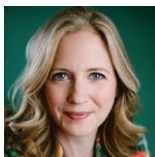
Karmine Alers
Miss Dilber
Ghost of Christmas Past
Shopkeeper



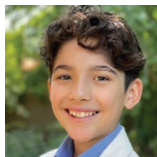
Daniela Delahuerta
Helen



Geoffrey F. Belliston
Ghost of Christmas Present
Pringle



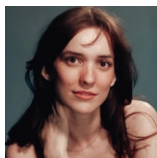
Brenda Jean Foley
Mrs. Cratchit
Bess



Benicio "Beni" Bermudez
Tiny Tim Cratchit
Urchin
Modern Kid
- Tempe/Phoenix



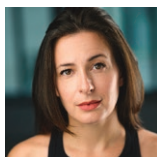
Stewart Gregory
Ghost of Jacob Marley
Punch and Judy Man



Jacqueline Brecker
Women's Partial Swing



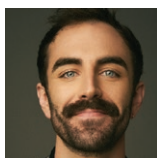
Tommy Hebel
Urchin
Young Ebenezer
Ignorance
Turkey Boy
- Tempe/Phoenix



Jane Bunting
Mary
Associate Choreographer
Dance Captain



Shuler Hensley
Ebenezer Scrooge



Aaron Cammack
Tom Jenkins



Miriam Howell
Tiny Tim Cratchit
Urchin
Modern Kid
- Tucson

MEET THE CAST



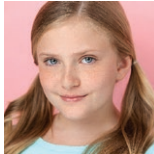
John Katz
Dick
Topper
Assistant Dance Captain



Eowyn Ralston
Modern Kid
Urchin
Want
- Tucson



Brooklyn Martin
Kathy Cratchit
Jen
Urchin
- Tempe/Phoenix



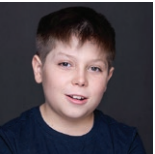
Kinley Stratton
Modern Kid
Urchin
Want
- Tempe/Phoenix



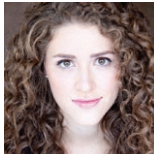
Ben Massouras
Men's Partial Swing



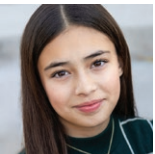
Dennis Tamblyn
Jollygood
Mr. Fezziwig



Max Morgan
Urchin
Young Ebenezer
Ignorance
Turkey Boy
- Tucson



Annalise Webb
Harty
Mrs. Fezziwig



Samantha Adams
Isabel
Beggar Woman



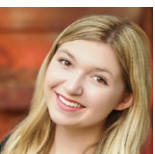
Chris Will
Bob Cratchit



John Michael Peterson
Bissett
Ghost of Christmas Yet-To-Come



D. Scott Withers
Scrooge and Marley Standby



Kinzie Pipkin
UofA Student Intern
Baker



Jynx Zavala
Pima CC Student Intern
Martha Cratchit
Urchin

HISTORICAL CONTEXT OF *SCROOGE!*

Victorian Society

The Victorian era, spanning from 1837 to 1901, was a time of profound social, economic, and cultural transformation in Britain. The Industrial Revolution had ushered in unprecedented levels of wealth, industrial advancement, and urbanization, but these changes also highlighted stark social inequalities and injustices, many of which were poignantly captured by Charles Dickens in his works.

The era was characterized by a huge disparity between the working class and the wealthy. The working class were often taken advantage of by the industry owners, often to the point of servitude and suffering. There were very few health and safety standards in the workplace, and children could, and often would, work as long and just as hard as adults. Schooling and education were only for the rich, leaving the children of working-class families to either work dangerous jobs or fend for themselves on the streets. Families who needed more than they could earn would often go into debt with money lenders, bosses or business owners. If they could not pay, there was a "Debtors Prison" that people were sent to until they could satisfy their debt, which, of course they could not because they were in prison. It was the fear of this Debtors Prison that caused people to become selfish, stingy and callous -- a climate that eventually turned people greedy.

Children's Lives:

Children in the Victorian era faced harsh realities, especially those from impoverished backgrounds. Child labor was rampant, with children working long hours in factories, mines, and as street vendors to supplement their families' meager incomes. The lack of access to education for many working-class children perpetuated a cycle of poverty and limited their prospects for a better future. Dickens' works often highlighted the plight of children, advocating for reforms in child labor and education.

Disparity Between the Rich and Poor:

Victorian Britain was characterized by extreme wealth disparities. The upper classes lived in opulence, enjoying the luxuries afforded by industrialization and global trade. In stark contrast, the poor lived in squalor, often crowded into the slums of rapidly expanding cities like London. The lack of social safety nets meant that the poor were vulnerable to unemployment, illness, and exploitation.

Workhouses:

To address poverty, the government established workhouses under the Poor Law Amendment Act of 1834. These institutions provided basic accommodation and employment for the destitute, but conditions were notoriously harsh and dehumanizing. Workhouses were seen as a last resort, stigmatizing those who sought assistance. Dickens' depiction of workhouses in novels like *Oliver Twist* brought widespread attention to their brutal conditions and fueled public outcry for reform.

////// HISTORICAL CONTEXT OF *SCROOGE!* /////

CHARLES DICKENS: A SOCIAL CRITIC AND FATHER OF CHRISTMAS

Social Critique:

Charles Dickens was not just a prolific novelist; he was a vocal critic of the social injustices of his time. His works offered a searing critique of the disparities between the rich and the poor and the lack of empathy toward the less fortunate. Through vivid and often shockingly realistic portrayals of poverty, child labor, and the dehumanizing aspects of industrialization, Dickens galvanized public awareness and sympathy for the plight of the underprivileged.

Champion of Christmas:

Dickens is often credited with shaping the modern celebration of Christmas. Before his novel *A Christmas Carol* was published in 1843, Christmas was not widely celebrated as it is today. Through the transformation of Ebenezer Scrooge from a miserly recluse to a generous benefactor, Dickens popularized the themes of compassion, generosity, and family togetherness. His story emphasized the importance of charity and goodwill, and helped revive and reshape Christmas traditions into a time of festive celebration and communal spirit.

Legacy:

Dickens' works have left an indelible mark on how Christmas is celebrated, fostering a spirit of kindness and reflection during the holiday season. His portrayal of Scrooge's redemption highlights the potential for personal and societal transformation, underscoring the values of empathy and social responsibility.

////// RELEVANCE OF *SCROOGE!* /////

Scrooge!, adapted from Dickens' *A Christmas Carol*, encapsulates these historical themes and their relevance to contemporary society. The story serves as a powerful reminder of the ongoing need for social justice, empathy, and the transformative power of generosity. By highlighting the disparities and social issues of the Victorian era, the musical prompts modern audiences to reflect on similar issues in today's world and the enduring importance of compassion and community.

VOCABULARY WORDS

These words appear in *Scrooge!* and are helpful for understanding specific lines and dialogue.

Miser: A person who hoards wealth and spends as little as possible, embodying greed and selfishness (used to describe Scrooge).

Ghost: A supernatural entity, often representing the past, present, or future, who visits Scrooge.

Charity: The voluntary act of giving to those in need, highlighting the contrast between selfishness and generosity.

Bah Humbug: An expression of scorn or dismissiveness, famously used by Scrooge to reject festive cheer.

Gravestone: A symbol of mortality and legacy, representing Scrooge's fear of dying without making a positive impact.

Mercy: Choosing to be kind or forgiving to someone, especially when you could be harsh or punish them.

Want: Lacking something important, like food, shelter, or warmth.

Ignorance: Not knowing or understanding something important, which can sometimes lead to mistakes.

Amends: Trying to make up for something wrong you've done by apologizing or fixing the harm caused.

Clerk: A person employed in an office or business to keep records and perform general office tasks. In the show, Bob Cratchit is Scrooge's underpaid clerk.

Apparition: A ghostly figure or supernatural being. This word is often used to describe the ghosts that visit Scrooge.

Doom: Fate or destiny, often used in the context of something negative. The Ghost of Christmas Yet to Come shows Scrooge his doomed future if he does not change his ways.

Counting House: A business office where financial accounts are kept. This is where Scrooge works and conducts his business.

Hearty: Warm, cheerful, or enthusiastic. This word is often used to describe the jovial and cheerful nature of characters like Scrooge's nephew.



Cast of *Scrooge!* Photo Tim Fuller.

CURRICULAR LITERARY VALUE & TERMS

Plot: The structured sequence of events follows Scrooge's transformation from a miser to a generous benefactor.

Setting: Victorian London, reflecting the social disparities and emphasizing the need for compassion.

Characters:

- **Ebenezer Scrooge:** The central character who undergoes significant personal growth.
- **Bob Cratchit:** Represents the struggling working class.
- **Jacob Marley:** Serves as a warning to Scrooge.
- **The Ghosts of Christmas:** Each spirit represents various aspects of time and mortality.

Dialogue: The musical's dialogue and lyrics reveal character motivations and advance the plot while emphasizing social issues.

THEMES AND SYMBOLISM

Redemption: Central theme; Scrooge's transformation highlights the power of personal change.

Compassion and Community: Demonstrates the importance of caring for others and fostering community.

The Spirit of Christmas: Emphasizes joy, generosity, and the importance of family.

The Chains: Marley's chains symbolize the consequences of a life spent in greed and selfishness.

The Ghosts: Each ghost symbolizes distinct aspects of time and morality, guiding Scrooge toward redemption.

Tiny Tim: Represents innocence, vulnerability, and the impact of Scrooge's transformation on others.

Relevance: *Scrooge!* remains relevant today as it explores universal themes of generosity, compassion, and the possibility of redemption. In a modern world where social inequalities

and personal struggles persist, the story's message of hope and transformation continues to resonate. The play encourages reflection on personal values and the impact of our actions on others, making it timeless in its appeal.

Setting: The play is set in Victorian London, a backdrop that highlights social disparities and the potential for change. The setting underscores the stark contrast between wealth and poverty, emphasizing the importance of generosity and community spirit.

Themes Reflection: The themes of redemption, compassion, and community are timeless and resonate with contemporary audiences, reminding us of the importance of kindness and the potential for personal growth and positive change in society.

Symbolism Reflection: The symbols in *Scrooge!* reflect the consequences of greed and the transformative power of kindness, relevant in a modern context where similar issues of social justice and personal transformation are prevalent.

LESSON PLAN: GRADES 2 - 4

Feel free to use, adapt, and share any part or all of these plans and activities to best fit your classroom needs.

Objective: Students will explore the themes of kindness and change in *Scrooge!* through a brief discussion and creative performance activity.

Time Required:

- **Introduction and Story Discussion:** 10 mins
- **Group Skit Preparation:** 10 mins
- **Skit Performance and Reflection:** 10 mins
- **Extension (Optional Drawing Activity):** 15 mins
- **Total Lesson Time:** 30 mins (with an optional 15-minute extension)

Materials Needed:

- Paper and pencils for students to write skits
- Optional props (for performances)
- Drawing paper and crayons/colored pencils (for the extension activity)

Activity: Acting Out Kindness and Change

Introduction and Story Discussion (10 mins):

- Briefly introduce *Scrooge!* and discuss how Scrooge changes from grumpy to kind. Focus on the ideas of being nice to others and how we can change our behavior to be better.

Key Discussion Questions:

- What does it mean to be kind?
- How does Scrooge change by the end of the story?

Group Skit Preparation (10 mins):

- Divide the class into small groups of 2-3.
- Each group will produce a short skit showing an act of kindness or how someone changes from being unkind to kind.
- Groups write 2-3 lines for their skit and rehearse briefly.

Skit Performance and Reflection (10 mins):

- Each group performs their skit for the class. After each performance, ask:
- How did the skit show kindness or change?
- Which part did you like the most?

Extension Activity (Optional Drawing) 15 mins

Instructions:

- Students draw a picture of Scrooge at the beginning or end of the story, showing either his grumpy or kind behavior.
- Ask students to write one word describing Scrooge in their drawing.

Arizona State Standards:

1. Theatre Arts Standards:

- **TH.CR.1.1:** Explore character ideas through movement, sound, or dialogue.
- **TH.PR.1.2:** Demonstrate collaborative skills during the rehearsal process.

2. English Language Arts Standards:

- **2.SL.4:** Tell a story or recount an experience with appropriate facts and relevant details.
- **3.W.3:** Write narratives to develop real or imagined experiences using effective techniques and details.

LESSON PLAN FOR GRADES 5-8

Feel free to use any part or all these plans and activities to best fit your classroom needs.

Objective: Students will briefly explore the historical context of *Scrooge!* and its reflection on social responsibility during the Victorian era.

Time Required:

- **Introduction to Victorian History and *Scrooge!*:** 10 mins
 - **Group Research Activity:** 15-20 mins
 - **Presentations and Reflection:** 10-15 mins
 - **Extension (Optional Writing Activity):** 15 mins
- Total Lesson Time:** 30-45 mins (with an optional 15-minute extension)

Materials Needed:

- Computers or tablets for research (if available)
- Whiteboard or chart paper and markers
- Paper and pencils for optional writing activity

Activity: Exploring Victorian Society and Social Responsibility

Introduction to Victorian History and *Scrooge!*
(10 mins):

- Provide a brief overview of Victorian London, focusing on social class differences, child labor, and the importance of charity.
- Discuss how *Scrooge!* reflects these issues, focusing on Scrooge's transformation from a selfish miser to a charitable figure.

Key Questions:

- What were some major social problems in Victorian society?
- How does *Scrooge!*'s story reflect the need for change?

Group Research Activity (15-20 mins):

Instructions:

- Divide students into small groups of 2-3.
- Assign each group a quick research topic related to *Scrooge!* and Victorian society:
 - **Group 1:** What was child labor like during the Victorian era?
 - **Group 2:** Why was charity important in Victorian times?

- **Group 3:** What did Christmas traditions look like in the 19th century?
- Each group research for 5-10 mins, then shares their findings with the class in 1-2 mins.

Presentations and Reflection (10-15 mins):

- Have each group briefly present what they learned.
- Lead a quick reflection discussion:
- How did the information help you better understand Scrooge's character?
- How does the musical *Scrooge!* show the importance of being responsible and helping others?

Extension Activity (Optional Writing) 15 mins

Instructions:

- Students write a short letter from the perspective of a character in *Scrooge!* offering advice to Ebenezer before or after his transformation. They can emphasize the importance of generosity and helping those less fortunate.

Arizona State Standards:

1. Social Studies Standards:

- **SS.7.E.2.1:** Describe how the Industrial Revolution and urbanization affected living and working conditions
- **SS.7.H.1.1:** Explain the social, political, and economic changes of the 19th century.

2. Theatre Arts Standards:

- **TH.CR.2.1:** Research historical background to inform characters in dramatic performances.
- **TH.RE.1.1:** Analyze how cultural perspectives influence the interpretation of a dramatic work.

LESSON PLAN FOR GRADES 9-12

Feel free to use any part or all these plans and activities to best fit your classroom needs.

Analyzing Character Transformation and Social Commentary in *Scrooge!*

Objective: Students will analyze the character transformation of Ebenezer Scrooge, and the social commentary present in *Scrooge!*, with a focus on economic disparity, social responsibility, and personal redemption.

Time Required:

- **Introduction and Context:** 10 mins
- **Discussion and Analysis:** 10 mins
- **Small Group Activity:** 10 mins
- **Extension (Optional Written Response):** 15 mins

Total Lesson Time: 30-45 mins (with an optional 15-minute extension)

Materials Needed:

- Whiteboard or chart paper for discussion notes
- Paper and pencils for notetaking or the extension activity
- Optional: Excerpts or video clips from *Scrooge!* or *A Christmas Carol* to support the lesson

Activity: Analyzing Character and Social Themes

Introduction and Context (10 mins):

- Provide a brief overview of the key themes in *Scrooge!*, emphasizing:
 - Scrooge's character transformation from a miser to a generous person.
 - The social context of 19th-century England, including economic disparity, social class, and the critique of capitalism.

Key Questions:

- Why do you think Scrooge is such a memorable character?
- How does *Scrooge!* use his transformation to make a statement about social responsibility?

Discussion and Analysis (10 mins):

- As a class, explore the concept of redemption and how it plays out through Scrooge's journey. Ask students to think critically about the following:
 - How does Scrooge's transformation serve as a critique of greed and selfishness?
 - In what ways does *Scrooge!* highlight the disparity between social classes?
 - What are the key moments in the story that drive Scrooge's change?

Small Group Activity (10 mins):

- Divide the class into small groups of 3-4 students. Each group will analyze one major theme in *Scrooge!* (e.g., greed, redemption, charity, or social responsibility) and discuss how that theme is reflected through Scrooge's character development.
- Each group will produce one or two examples from the musical (or novel) that best illustrate their assigned theme and share their findings with the class.

Guiding Questions:

- How does Scrooge's behavior before his transformation reflect larger societal problems?
- How does his final act of generosity show personal and societal redemption?

Extension Activity (Optional Written Response) (15 mins)

Instructions:

- Students will compose a short essay or response to the following prompt:
 - How does Scrooge's transformation reflect themes of social responsibility and redemption? How are these themes relevant to today's society?

Encourage students to connect the moral lessons in *Scrooge!* with contemporary issues such as economic inequality, community responsibility, or personal change.

Arizona State Standards:

1. Theatre Arts Standards:

- **TH.RE.1.1:** Analyze how a character's motivations and actions influence meaning in dramatic performances.
- **TH.RE.2.2:** Interpret the deeper meanings of a performance, considering cultural and social contexts.

2. English Language Arts Standards:

- **11-12.RL.2:** Determine two or more themes or central ideas of a text and analyze their development over the text.
- **11-12.W.1:** Write arguments to support claims with valid reasoning and relevant evidence.

WHO CREATES THEATRE

Director: Oversees the entire production, managing the artistic vision and providing guidance to all designers and teams. Manages the execution of their vision. Directs actors by providing blocking and inspiration to help them develop their story.

Choreographer: Designs and teaches all dance and movement sequences for musical numbers and dramatic scenes. Ensures the choreography aligns with the desired style, period, and the production's vision.

Scenic Designer: Creates the physical scenery and structures that establish the setting and backdrop. Designs wall coverings, color schemes, and overall atmosphere in line with the Director's vision.

Actors: Bring characters to life, performing lines and movements as directed. They interpret and embody the story, choreography, and music according to the Director's vision.

Playwright: Crafts the script, creating a compelling narrative with engaging characters and settings. Defines the period, style, and overall story.

Librettist: Writes the lyrics and dialogue for a musical, working closely with the composer and Director to align the text with the musical elements.

Music Director: Teaches and rehearses the music, ensuring it aligns with the Director's vision. Oversees the accuracy, excellence and consistency of musical performances.

Conductor: Leads the orchestra, conducting music for the production to align with the Director's vision. Manages timing, tempo, and coordination with the performers.

Costume Designer: Designs and creates costumes that reflect the characters' personalities, time periods, and settings. Ensures costumes support the Director's vision and are appropriate for the production.

Lighting Designer: Develops and executes the lighting plan, enhancing mood, atmosphere, and visibility. Designs light plots, cues, and programming to complement each scene.

Sound Designer: Manages sound elements, including amplification, sound effects, and microphone systems. Ensures clear and effective sound for actors and musicians.

Stage Manager: Coordinates all elements of the live production, managing cues for stage crew, lighting, sound, and actors. Ensures the show runs smoothly and consistently according to the Director's vision.

Props Supervisor: Designs, sources, constructs, and maintains props needed for the production. Ensures all props are functional and safe for use during performances.

Box Office Manager: Programs and manages all reservations, ticket sales and patron services at the Box Office. Manages Will-Call, comp tickets and media, groups and special needs of patrons.

House Manager: Manages and coordinates ushers and front-of-house staff, overseeing customer experience and ensuring safety and service, venue readiness, as well as handling illnesses, emergencies during performances.

Which career interests you?

Take a moment to reflect on which career most appeals to you and why. Jot down some questions you may have. For example:

- What does training and/or certification is required for each of these jobs?
- What are average salary expectations and opportunities for advancement?
- What areas of the country are these jobs most prevalent?
- Will I have to tour to make a living?

These are valuable questions and important to ask about any possible career.



ARIZONA THEATRE COMPANY

2024/2025 STUDENT MATINEES



DIAL M FOR MURDER

Recommended for Grades 5+

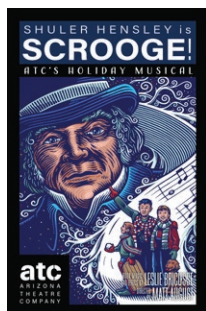
Tucson:

Thursday, October 3 – 10 AM

Tempe:

Thursday, October 24 – 10 AM

Thursday, October 31 – 10 AM



SCROOGE!

Recommended for Grades 2+

Tucson:

Thursday, November 14 – 10 AM

Tempe/Phoenix:

Thursday, December 12 – 10 AM



BLUES IN THE NIGHT

Recommended for Grades 5+

Tucson:

Thursday, February 6 – 10 AM

Tempe/Phoenix:

Thursday, February 27 – 10 AM

Thursday, March 6 – 10 AM



BOB & JEAN: A LOVE STORY

Recommended for Grades 5+

Tucson:

Thursday, April 3 – 10 AM

Tempe/Phoenix:

Thursday, April 24 – 10 AM

Thursday, May 1 – 10 AM

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ARIZONA THEATRE COMPANY

2024/2025 TEACHER PREVIEWS

2 free tickets for all registered teachers!*



DIAL M FOR MURDER

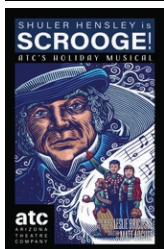
Recommended for Grades 5+

Tucson:

Sunday, September 22 – 7 PM

Tempe/Phoenix:

Saturday, October 19 – 12 PM



SCROOGE!

Recommended for Grades 2+

Tucson:

Sunday, November 3 – 7 PM

Tempe/Phoenix:

Saturday, December 7 – 12 PM



BLUES IN THE NIGHT

Recommended for Grades 5+

Tucson:

Sunday, January 26 – 7 PM

Tempe/Phoenix:

Saturday, February 22 – 12 PM



BOB & JEAN: A LOVE STORY

Recommended for Grades 5+

Tucson:

Sunday, March 23 – 7 PM

Tempe/Phoenix:

Saturday, April 19 – 12 PM



MS. HOLMES & MS. WATSON - APT. 2B

No Student Matinee, however please join us!

Tucson:

Sunday, May 18 – 7 PM

Tempe/Phoenix:

Saturday, June 14 – 12 PM

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*Instructions to redeem free tickets are sent via email, sign up for ATC Educator emails today at atc.org/education