

A CHRISTMAS CAROL

STUDY GUIDE



Based on the work of Charles Dickens

Directed by Rick Dildine

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DEAR EDUCATORS:

Welcome to Season 52 at Alabama Shakespeare Festival! The amount of effort it takes to coordinate a trip from the classroom to the theater is not lost on us. Thank you for recognizing the value of live theatre for your students! We at ASF believe in the transformative power of the arts and its ability to educate, entertain, and inspire.

ASF is committed to supporting educators in the classroom. By engaging with this play and all others in our regular season, teachers will be able to address several standards in the state and national curriculum. It is our hope that all study materials and lesson activities are useful for classroom educators, though not exhaustive.

Viewing a performance at Alabama Shakespeare Festival and participating in the post-performance discussion can serve as a powerful springboard for positive classroom discourse, detailed and specific writing, and rich individual student exploration. Below you will find just a few of the possibilities for aligning your study of our productions to National Core Arts and Alabama Course of Study literacy standards.

See you at the theater!

ALABAMA COURSE OF STUDY: ENGLISH LANGUAGE ARTS STANDARDS

[ELA21.W.6.1] Write arguments to support claims with clear reasons and relevant evidence.

[ELA22.W.6.2] Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[ELA15.RI.6.5] Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

[ELA16.RI.6.6] Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

[ELA12.RI.9-10.3] Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[ELA4.RL.11-12.4] Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

ENGLISH LANGUAGE ARTS STANDARDS *cont.*

[ELA5.RL.11-12.5] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

[ELA7.RL.11-12.7] Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

NATIONAL CORE ARTS ANCHOR STANDARDS

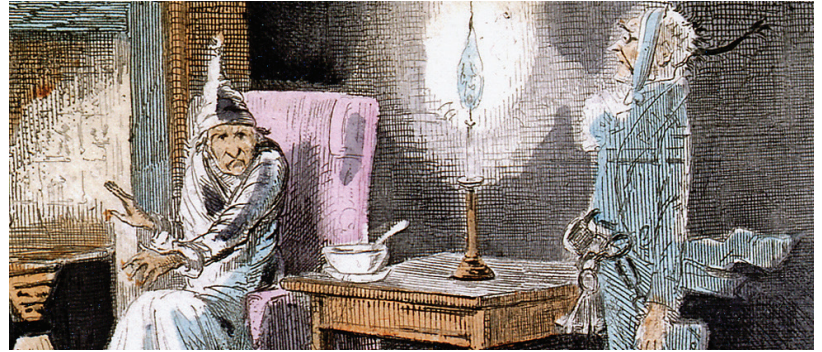
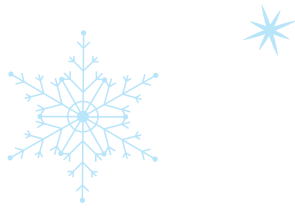
TH.Re7.1 Perceive and analyze artistic work.

TH.Re8.1 Interpret intent and meaning in artistic work.

TH.Re9.1 Apply criteria to evaluate artistic work.

TH.Cn10.1 Synthesize and relate knowledge and personal experiences to make art.

TH.Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



John Leech's illustration of Marley's ghost, from Charles Dickens' *A Christmas Carol*

PLOT

“Bah! Humbug!”

This classic tale chronicles one fateful night in the life of a bitter old miser named Ebenezer Scrooge, a tight-fisted penny-pincher who owned a counting house. The play begins with a chorus of storytellers joyfully singing and sharing good cheer. That is, until a funeral procession makes way with only one mourner following. The mourner opens the casket one final time, and with a slam, everything goes black. Time jumps forward to one Christmas Eve, with Londoners bustling with last-minute errands to prepare for a warm holiday. Scrooge and Bob Cratchit close up shop for the evening. The juxtaposition of Cratchit's joyful journey home and Scrooge's sad journey is stark.

Scrooge scorns a group of charity men. He scares away a children's chorus of carolers singing outside. “Bah! Humbug.” As Ebenezer arrives home, fog descends upon the town, making it very difficult to see. He places his key in the door when Marley's face suddenly appears in the door knocker. The doorknob with the key inserted shockingly becomes a hand that reaches out to grab him by the collar. Scrooge screams and retreats. As quickly as these anomalies appeared, they vanished. Startled but still skeptical, Ebenezer heads for the bedroom and falls asleep.

Marley's Ghost

Scrooge is surprisingly awakened by clanging bells, which are succeeded by a clunking noise deep down below, as if some person were dragging a heavy chain over the casks in the wine merchant's cellar. The cellar door flies open with a booming sound, and then the ghost of his old business partner, Marley, comes straight toward Ebenezer's door. He warns Ebenezer of his transgressions and explains that three spirits will visit him.

The Three Spirits

Failing to take Marley's warning seriously, Scrooge drifts off to sleep but is quickly stirred awake by more terrifying ghostly visits. Scrooge begins to realize the error of his ways: “Are these the shadows of the things that will be, or are they shadows of the things that may be only?” After a cleansing snowstorm, Scrooge suddenly awakens and finds out it's Christmas Day! He has completely transformed. He hires a young girl to bring the Cratchits a prize turkey. He pledges money to the charity men.

The End of It

Scrooge goes to church, walks about the streets, watches the people hurrying around him, pats children on the head, and questions beggars. He then looks down into the kitchens of houses and up to the windows and finds that everything could yield him pleasure. He had never dreamed that any walk—that anything—could give him so much happiness.

The next morning, he pledges to raise Bob Cratchit's salary and help with his family. Scrooge was better than his word. He became as good a friend, as good a boss, and as good a man as the good old city knew, or any other good old city, town, or borough in the good old world. The storytellers speak of this cosmic transformation before vanishing into the night.

Think about it: Scrooge's personality changes significantly from the beginning to the end of the play. Can you think of a few character traits that describe him at the beginning of the play and a few that describe him by the end? Discuss.

Mrs. Cratchit



Scrooge



The Cratchit Children--Holly



Tiny Tim SAM MASON Martha OLIVE HENNINGER Charlotte DALTON BENDINGER Thomas KYSON BLY Belinda J'KAILA FOSTER Peter GRIFFIN ISBELL

Costume sketches for *A Christmas Carol* 2023 by Kathleen Geldard

CHARACTERS

The Scrooges

- Ebenezer Scrooge** – A wealthy businessman
- Fred** – Ebenezer's nephew
- Jane** – Fred's wife
- Fan** – Younger sister to Ebenezer, Fred's mother.
- Boy Ebenezer** – Mr. Scrooge as a child, sullen and lonely

The Cratchits

- Bob Cratchit** – Counting house clerk. Lives in a four-room house with his wife and children.
- Mrs. Cratchit** – Bob Cratchit's loving wife
- Martha** – The eldest daughter to Bob and Mrs. Cratchit
- Peter** – The eldest son to Bob and Mrs. Cratchit
- Belinda** – A Cratchit kid
- Charlotte** – A Cratchit kid
- Thomas** – A Cratchit kid
- Tiny Tim** – The youngest Cratchit son.
Tiny Tim is crippled and very ill.

Londoners

- Mr. Fezziwig** – Scrooge's first employer
- Mrs. Fezziwig** – His adoring wife
- Dick Wilkins** – A former friend of Scrooge and fellow apprentice of Mr. Fezziwig
- Isabelle** – Ebenezer's beloved

Londoners *cont.*

- Old Joe** – A dealer of stolen goods
 - Mrs. Dilber** – A charwoman
 - Turkey Girl** – A young child who meets Scrooge in the street
 - Storytellers** – A chorus of actors who represent the collective voice of Charles Dickens
- ### Spirits
- Jacob Marley** – Ghost of Scrooge's old business partner
 - Ghost of Christmas Past** – Visits Scrooge to show him memories of the past
 - Ghost of Christmas Present** – Visits Scrooge to show him moments in the present
 - Ghost of Christmas Future** – Visits Scrooge to show him what is to come
 - Ignorance** – A child spirit who torments Scrooge
 - Want** – A child spirit who torments Scrooge

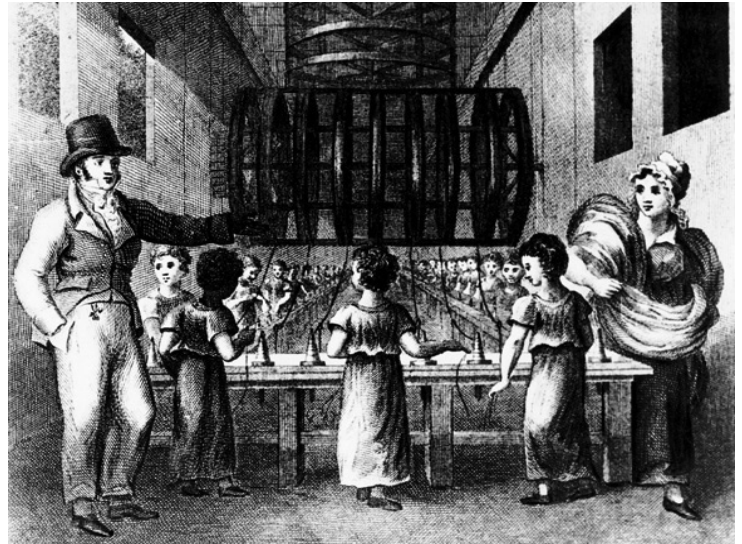
Other characters: The charity men, Topper, party guests, street children, merchants, townspeople, carolers

SETTING

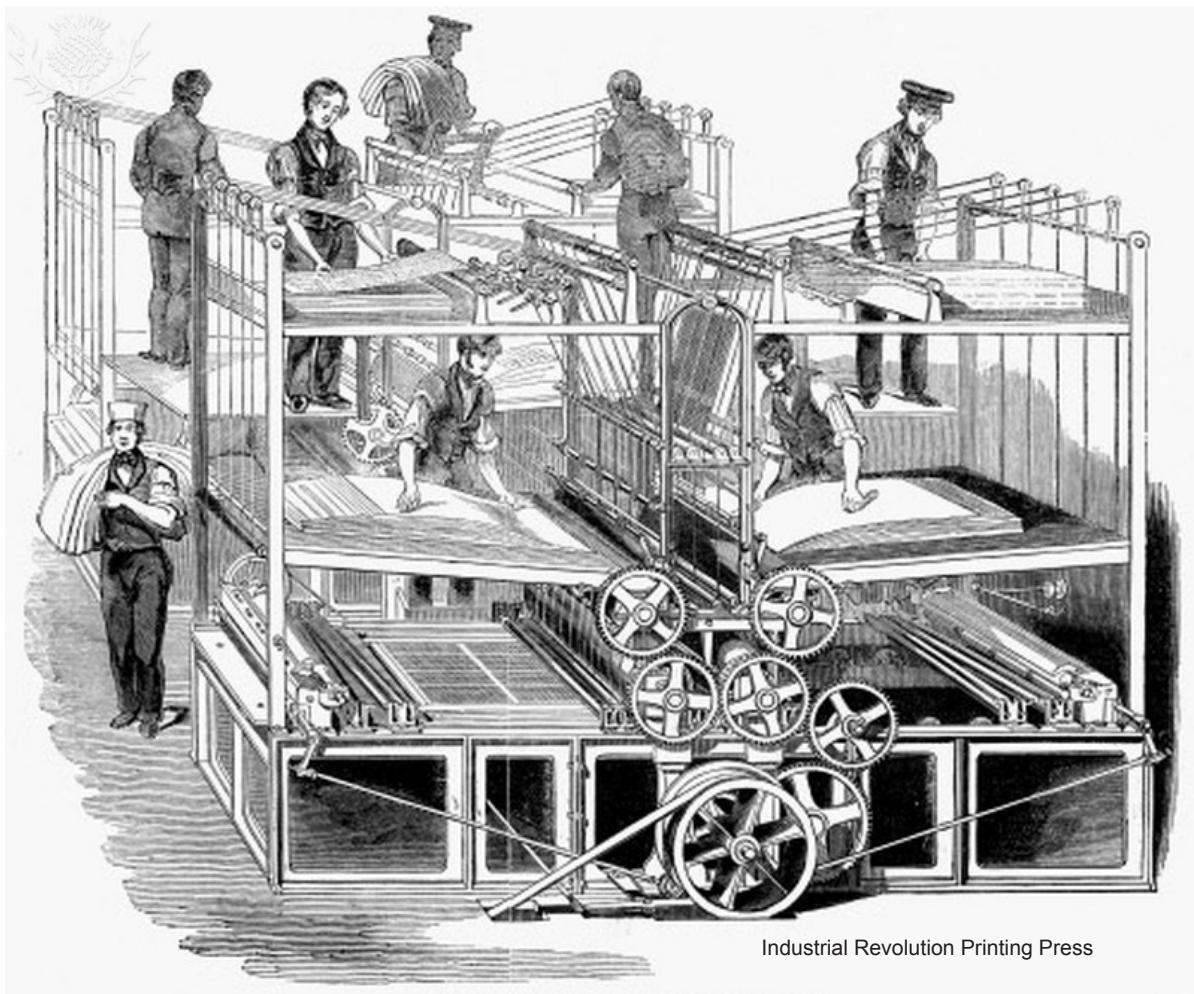
Christmas. London, England. Victorian era. 1843.

THE IMPACT OF THE INDUSTRIAL REVOLUTION

The Industrial Revolution in London brought about many changes: a booming economy, advances in medicine, science, and engineering, and rapid growth in population. During this time, England moved from being an agricultural economy to becoming the world's first industrial giant. The lightning pace of these developments also brought along innumerable challenges. The labor force, including children as young as nine years old (some were orphans with little choice but to work for food), was severely overworked and underappreciated. Those who owed debts and could not pay were often thrown into prison. This is the backdrop Dickens paints for us in his novel. He brilliantly weaves in the levels of greed and poverty in Victorian England's society.



William Dorton's cotton spinning mill, Holborn Hill, London, 1820



Industrial Revolution Printing Press



Rodney Clark, left, as Scrooge and Brik Berkes, right, as Marley's Ghost in ASF's 2017 production of *A Christmas Carol*

GREED & POVERTY

Charles Dickens grew up a product of sudden poverty in Victorian-era London and was adamant about illustrating the harsh realities of greed versus poverty and the plight of poor children in his writing. *A Christmas Carol* beautifully depicts the author's social commentary on this inequity in society in the 19th century—a gap that still largely exists today. Scrooge's pursuit of wealth shapes him into such a miser that he refuses to even allow his clerk to have enough coal to keep him warm. His greed keeps those employed or indebted to him—especially Bob Cratchit and his family—poor and nearly desolate. Scrooge chooses his business over family, love, and charity. He believed the poor deserved their fate and that workhouses and prisons were sufficient for their care. Tiny Tim provides a layer of humanity as a helpless victim of his circumstances.

Think about it: Does any of Charles Dickens' social commentary on 19th century London ring true in the present day? Explain.

TRANSFORMATION & REDEMPTION

Charles Dickens uses the concept of the ghosts or "spirits" to show Scrooge the effect of his unpleasant behavior on those around him, illuminate the origin of his dreadful disposition, and reveal his ultimate fate if he does not change. This creates dramatic tension for the audience (even though it's a well-known tale) in anticipation that Scrooge will recognize the error of his ways and seek redemption. Feeling ashamed and broken, Scrooge longs to take back his words. A *deus ex machina* — or sudden change of events — lands Scrooge back in his bedroom the morning after this supernatural experience, with just enough time to correct all his wrongdoing. He is given a second chance and transformed from a "squeezing, wrenching, grasping, scraping, clutching, covetous old sinner" who once called Christmas a "humbug" to a benevolent and generous friend to all.



Greta Lambert in ASF's 2020 streaming production of *A Christmas Carol*. Photo by Frank C. Williams

Clergyman – A male religious leader or priest

Undertaker – A person who prepares the deceased for burial

Tight-fisted – Being unwilling to spend or share any wealth

Humbug – Someone or something that is deceptive; a fraud

Counting House – A building or office where financial books of a business are kept

Apprentice – A person who works for another in exchange for instruction

“Dead as a Doornail” – An idiom referring to something assuredly dead; finished

Waggish – playful or mischievous humor

Spectre – a ghost or vision

Executor – the person in charge another person’s estate upon their death

Apparition – a ghost or other human-like spirit

Celestial – part of the heavens

Christmas Pudding – a traditional British holiday dessert containing dried fruit; usually served warm

Blind Man’s Buff – a children’s game involving a blindfolded player who tries to catch others, similar to Marco Polo or tag.

Chamber – a private room in a person’s home, usually a bedroom

Charwoman – cleaning woman

Workhouse – Victorian institution for the poor and homeless

Poulterer – a person that specializes in breeding or selling poultry or game meats

Farthings, shillings, sovereign, pounds — British money

Coal Scuttle – a metal pan used to carry coal



MARLEY’S GHOST

Marley’s Ghost by Arthur Rackham. 1915



A lion’s head door knocker firmly affixed — as if keeping watch—to 10 Downing Street, home of the UK Prime Minister. Door knockers like this are still very popular in England.



CHARLES DICKENS - AUTHOR

Charles Dickens was a prolific novelist who penned beloved classics such as *The Mystery of Edwin Drood*, *Great Expectations*, and *A Christmas Carol*. Dickens is widely regarded as one of the most influential writers of the 19th century. He was a social activist, who often depicted the harsh realities of the social class system in Victorian-era England.

Charles Dickens was born Charles John Huffam Dickens on February 7, 1812 in Portsmouth, Hampshire, England. His early literary alias was “Boz.” His father was a clerk in the navy pay office, but his ineptitude often brought the family financial embarrassment. He would later wind up in prison for unpaid debt. At age 12, Dickens was taken out of school and sent to work in a factory to support his family. He got his start as a writer working as a clerk in a solicitor’s office, then a shorthand reporter in the legal system, and eventually as a parliamentary and newspaper reporter.

Dickens had dreams of becoming an actor before being a poet and novelist, but his ability to capture audiences with his writing prowess soon gathered great intensity — beginning with his massively successful first novel, *Pickwick Papers*. It took him only six weeks to write *A Christmas Carol*, a piece of literature that forever impacted the popularity of the Christmas holiday. This bolstered his popularity from that of a well-liked writer to a renowned public figure. He would travel the world toward the end of his life to give readings of his works. Charles Dickens died on June 9, 1870 (at 58 years old).



Think about it: Charles Dickens began working at the young age of twelve. Do some research to learn more about child labor in Victorian-era England. What types of jobs did you find? Discuss.



RICK DILDINE - ADAPTER

Rick Dildine (Director, Adapter) is the fourth Artistic Director of Alabama Shakespeare Festival. ASF directing credits include *Every Brilliant Thing*, *The Sound of Music*, *Romeo & Juliet*, *Steel Magnolias*, *Alabama Story*, *Macbeth*, *A Christmas Carol*, *Little Shop of Horrors*, *The Tempest*, *Cabaret*, *A Midsummer Night’s Dream*, and this original adaptation of *A Christmas Carol*. Previously, Dildine served as Artistic Director of Shakespeare Festival St. Louis where, during his tenure, the organization received numerous awards including the Arts Organization of the Year from the Missouri Arts Council, Exemplary Community Achievement Award from the Missouri Humanities Council, and the prestigious Excellence in the Arts Award from the Arts & Education Council of Greater St. Louis. Dildine has held leadership positions at Shakespeare & Company, About Face Theatre, Stephen Foster Theatre, and Brown University/Trinity Rep New Plays Festival under the direction of Pulitzer Prize winner Paula Vogel. Dildine has traveled on TCG delegations to Cuba and China and served on numerous grant panels including the National Endowment for the Arts. He is a graduate of Ouachita Baptist University and Brown University/Trinity Rep with an MFA in Acting and is a proud member of Actors’ Equity Association and the Society of Directors and Choreographers.



The origins of Christmas date back to the fourth century and are thought to have derived from Roman and other European festivals that marked the end of the winter solstice. This day is often correlated with the birth of Jesus Christ, as many scholars believe his birth took place sometime during the winter solstice; the exact date is still widely debated. In the Christian faith, Christmas is the solemn and historical celebration of the birth of Jesus Christ. Still today, it is recognized around the world both as a religious and cultural celebration.

Around the fourth century, the legend of St. Nicholas, a Christian bishop who dedicated his life to service, quickly spread across Europe and around the world. Although much of his history is unconfirmed — as are many of the miracles attributed to him—several countries have coined him their patron saint. By the 12th century, the Feast of St. Nicholas (or St. Nicholas Day) was observed on December 6th in most European countries. And, because St. Nicholas Day and Christmas Day were so close together, their traditions were often combined.

St. Nicholas first entered American popular culture with Dutch settlers, who brought along their tradition of honoring the anniversary of the death of “Sint Nikolaas” (Dutch for St. Nicholas) or “Sinter Klaas” for short, which would eventually evolve into the name “Santa Claus.” Americans wouldn’t fully embrace Christmas until the 19th century. Around this time, Charles Dickens had begun traveling the world doing recitations of his classic holiday tale, *A Christmas Carol*. The story’s central message about charity and spreading goodwill toward mankind began to have a great impact on the culture of kindness toward humanity during this time of year. This day also provided families with an opportunity to reward their children with lavish gifts without appearing to “spoil” them. Many of these early traditions have endured for centuries.

FIVE QUICK FACTS ABOUT CHRISTMAS

- The name “Santa Claus” began in the United States and was first depicted as an elf until Coca-Cola ads began portraying him as human-sized in 1931.
- In the Middle Ages, Christmas was celebrated a lot more like today’s Mardi Gras festivals, with raucous celebrations and parties.
- “Rudolph the Red-Nosed Reindeer” first appeared in 1939 when Montgomery Ward department store asked one of its copywriters, Robert L. May, to create a Christmas story the store could give away to shoppers as a promotional gimmick.
- Christmas Day, December 25, was declared a federal holiday in the United States on Sunday, June 26, 1870.
- Per the National Christmas Tree Association, approximately 25-30 million real Christmas trees are sold in the United States alone. Christmas trees are grown in all 50 states and Canada.



Think about it: Spread a little holiday cheer! Identify charities in your community that offer assistance to people during the holidays. Are you involved with any? Ask around to see how you could volunteer or get involved!

HANUKKAH

Hanukkah, also known as the Festival of Lights, is an eight-day Jewish celebration that commemorates the rededication of the Second Temple in Jerusalem following the Maccabean Revolt. Celebrations revolve around lighting the menorah and adding a candle each of the eight nights after sundown. The candles lit on Hanukkah symbolize the miraculous oil found in the temple, which burned for eight nights.



KWANZAA

According to the National Museum of African American History and Culture, Kwanzaa (a holiday that began in 1966) is a festival observed by some African Americans as a celebration of unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. The ideas and concepts of Kwanzaa are expressed in the Swahili language. Celebrations include the daily lighting of the Kinara, singing, dancing, storytelling, and poetry; the holiday concludes with a large feast on the final day.



BOXING DAY

Boxing Day, celebrated largely in parts of Great Britain, is a holiday observed the day after Christmas. The name originally derives from a time when wealthy people would box up gifts to share with the poor. It was historically a day when all servants and tradesmen were presented with “Christmas Boxes” from their employers—usually gifts of money or other goods in return for loyal service throughout the year—to take home to their families.



THREE KINGS DAY

Three Kings Day is celebrated at the conclusion of the Twelve Days of Christmas (actually celebrated on January 6), a day known as the Epiphany, when the three wise men traveled with gifts of gold, frankincense, and myrrh for the baby Jesus. This day is celebrated mostly in Eastern Europe, Spain, and Latin America. In Spanish culture, many children receive their Christmas presents on this day. They may leave a box with hay underneath their beds for the three kings to leave good presents or bake a delicious “kings’ cake” or *la galette des rois* for a celebratory feast — bakers would often hide a little prize inside the cake, and whoever finds it is granted good luck and pronounced “king” for the day.



Think about it: What are some holiday traditions your family celebrates? Do you think any of those traditions are related to events and/or actions in *A Christmas Carol*?

DISCUSSION QUESTIONS

PRE-SHOW DISCUSSION QUESTIONS

1. Do you believe in the supernatural? If you were offered the opportunity to see what the future might hold for your life, would you take it? Why or why not? Explain.
2. What do you already know about *A Christmas Carol*? When you get to the theater, observe what you see. Does the set look like the world you imagine?

POST-SHOW DISCUSSION QUESTIONS

1. How does this adaptation of Charles Dickens' classic tale compare to what you expected before seeing the production? Was there anything different about this retelling than what you remembered? Anything surprise you? Explain.
2. Put yourself in Scrooge's shoes. Imagine you are swept away to revisit your past and future. Can you pinpoint a defining moment the ghosts would take you to see in your past? How would you feel about what you saw? If you could, what would you want to know about your future, or would you rather wait for it to happen? Why? Explain.
3. What does Ebenezer Scrooge ultimately learn by the end of the play? How do we know he has truly changed? Why is this story still relevant today? Cite specific evidence from the play.

CLASSROOM ACTIVITIES

1. **On your feet:** Moving timeline! Test your students' knowledge of the order of events in *A Christmas Carol*. Divide the class into two groups. Give each group a long sheet of butcher paper (if you have access), markers, pencils, etc., and plenty of space to work. Print and cut a set of the Order of Events cards (attached below) for each group. When you're ready to begin, have the separate groups make their best attempt to organize the events chronologically on the sheet of butcher paper. Use the answer key (attached) to check for accuracy. The groups should glue or tape their timeline to the sheet of butcher paper and add an illustration or symbol to accompany each event in their timeline (use the butcher paper for this). Set a timer. When everyone is finished, have each group hold up their "moving" timelines and share.

Variation: After completing the timeline activity, have the groups devise three tableaux, illustrating imagery of the beginning, middle, and end of the story. You could add improvised dialogue and/or use original text! You could add props or costumes! Keep layering!

2. **At your desk:** Persuasive writing! Imagine Scrooge was never visited by the spirits. Think about the tactics Jacob Marley uses to warn Scrooge of what is to come. Write a letter to Scrooge convincing him to change his ways. Be persuasive. Use evidence from what you know about his circumstances before Marley's ghost appears.

Variation: For high school students, have them write Scrooge's epitaph, obituary, or eulogy. First, imagine Scrooge had not changed his ways before he died. What would be said about him? Then, write an alternate version knowing what you learned about Scrooge's redemption at the end of the play. Share. Discuss.

Teachers: You will find additional classroom activity sheets attached below! Use them however you like. Please let us know if you find these helpful or have other ideas for additional resources.

ADDITIONAL ACTIVITIES

Anticipation Activity

Order of Events Cards: *A Christmas Carol*

Responding to Live Theatre: *A Christmas Carol* Critical Response

ADDITIONAL ONLINE RESOURCES

Visit Charles Dickens' Birthplace

www.charlesdickensbirthplace.co.uk/index.htm

Daily Life in the Victorian Era

<https://www.english-heritage.org.uk/learn/story-of-england/victorian/daily-life/>

Why You Should Read Charles Dickens (TED-Ed video)

https://www.youtube.com/watch?v=5czA_L_eOp4

Book a LIVE Virtual Tour of the Charles Dickens Museum in London

<https://dickensmuseum.com/blogs/overseas/virtual-explorer-tour>

Read A Christmas Carol ONLINE

<https://www.read.gov/books/pageturner/2003bit37729/#page/14/mode/2up>

Before you see the show, respond to the following statements as honestly as possible by circling your response. Then, explain your answer with an example.

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

STATEMENT #1: Reflecting on the past can be both traumatic and therapeutic.			
SA	A	D	SD
Explain your answer with an example:			

STATEMENT #2: People who wish to be left alone should be left alone.			
SA	A	D	SD
Explain your answer with an example:			

STATEMENT #3: Your fate is sealed no matter the choices you make.			
SA	A	D	SD
Explain your answer with an example:			

STATEMENT #4: It's better to struggle in silence and share your success in public.			
SA	A	D	SD
Explain your answer with an example:			

Teachers: A variation of this activity: "Four Corners." Make signs with the SA, A, SD, and D labels. Then, ask the students to stand in the middle of the classroom. Repeat each question aloud (or create new ones) and allow them to move to the corner of the room that best represents their opinion. Discuss.

A CHRISTMAS CAROL TIMELINE ACTIVITY

Directions: Print and cut out these cards to use with the On Your Feet activity on page 11.



Scrooge witnesses the death of an “unknown” man.

Scrooge is visited by the Ghost of Christmas Past.

Scrooge refuses to give to the charity men.

Scrooge is redeemed, becomes a second father to Tiny Tim, and celebrates Christmas for the rest of his life.

Scrooge is visited by the Ghost of Christmas Yet to Come.

Scrooge scares off a chorus of children out caroling.

Scrooge revisits his childhood.

Scrooge realizes the error of his ways.

Scrooge is visited by the Ghost of Christmas Present.

Scrooge makes Bob Cratchit work in the cold on Christmas Eve.

Scrooge is haunted by Marley.

Scrooge is taken to see the Cratchit family on Christmas Day and observes their tiny feast.

**see answer key on next page.

A Christmas Carol Timeline Activity - ANSWER KEY

1. Scrooge makes Bob Cratchit work in the cold on Christmas Eve.
2. Scrooge refuses to give to the charity men.
3. Scrooge scares off a chorus of children out caroling.
4. Scrooge is haunted by Marley.
5. Scrooge is visited by the Ghost of Christmas Past.
6. Scrooge revisits his childhood.
7. Scrooge is visited by the Ghost of Christmas Present.
8. Scrooge is taken to see the Cratchit family on Christmas Day and observes their tiny feast.
9. Scrooge is visited by the Ghost of Christmas Yet to Come.
10. Scrooge witnesses the death of an "unknown" man.
11. Scrooge realizes the error of his ways.
12. Scrooge is redeemed, becomes a second father to Tiny Tim, and celebrates Christmas for the rest of his life.

A CHRISTMAS CAROL

CRITICAL REVIEW

Directions: Imagine you are the official theatre critic for this production at ASF! For each area of the production, give thoughtful and honest feedback. Be specific and answer each prompt using complete sentences. Use the back of the page if necessary.

I. Playwright/Story

Use the space below to discuss elements of the story. What worked well? Did anything strike you negatively?

II. Performance/Acting

Use the space below to give constructive feedback about the actors' performances in the production. Was there a performer whom you particularly enjoyed? What could have been better?

III. Directing

Use the space below to discuss the overall direction and interpretation of this production. Remember, nothing happens by accident. Did anything surprise you?

IV. Technical Elements

Use the space below to discuss the lighting, sound, scenery, and costumes for this production. Were you transported to a different time/place? Did these elements effectively serve the story? Explain.