

## TEACHER CURRICULUM & ACTIVITY GUIDE

## Dorothy IN OZ

Join Dorothy, a simple Kansas girl with a longing for adventure, as she journeys to the magical realm of Oz, and follows the Yellow Brick Road to find out why a lion, a scarecrow, and a man made of tin are all singing the blues. In order to return to her home, our heroine must help her new friends unlock their full potential. Adapted from the popular Frisch Marionettes production Wizard of Oz, this version of the story uses puppetry, music, dance, and drama to bring the worlds of Kansas and Oz to vivid life on stage.



### CURRICULAR TIES

#### FINE ARTS

**MUSIC** is studied and sung to tell a story. Aural learners will connect with the rhythms and melodies inherent to this project-based learning.

**DANCE** is brought to life through the show's choreography. Kinesthetic learners will embrace the movement of the show.

**DRAMA** is investigated through character work and storytelling. Linguistic and interpersonal learners will engage with the written word, and collaborative process.

**VISUAL ARTS** are explored through set and costume design. Visual learners will delight in the physical construction of the world of the play.

**PUPPETRY** is utilized to bring the outlandish and otherworldly characters of the story to life.

#### LANGUAGE ARTS

##### LITERATURE/WRITING/LANGUAGE

Students can read, comprehend, and analyze the construction of the story's text, as well as investigate the history of L. Frank Baum, author of the Oz series of children's novels.



## THEMATIC CONNECTIONS

### GOOD VS. EVIL/APPEARANCES CAN BE DECEIVING

In the Land of Oz, the division between Good and Evil is very clear. The Wicked Witch of the East is unquestionably evil, and this is reflected in her physical appearance. As Glinda tells Dorothy “only bad witches are ugly”. Glinda, by contrast, is beautiful, reflecting her status as a “good Witch”. But this clear divide between Good and Evil is contradicted by the Wizard, ultimately revealed to be a fraud, illustrating the principle that one shouldn’t “judge a book by its cover.”

### NO PLACE LIKE HOME (GROWING UP)

Dorothy begins the story longing for adventure, and bemoaning her boring, ordinary life in Kansas. But nearly from the moment she arrives in Oz, she’s completely focused on returning home. Ultimately, Dorothy feels gratitude for the lessons learned and friendships formed on her journey, but gains a new appreciation for the value and importance of home.

### SELF-ESTEEM

Each of Dorothy’s companions suffers from low self-esteem. The Scarecrow, Tin Man, and Lion are all so focused on their perceived flaws that they are unable to see their good qualities. In the end, the greatest gift the Wizard gives the group is the confidence to believe in themselves.

### TEAMWORK

On their own, Dorothy and her new friends stand little chance of achieving their goals, but by combining their efforts and working together towards a common purpose, they’re able to achieve great things.



**SUGGESTED READING** FOR ALL GRADES: THE WONDERFUL WIZARD OF OZ by L. Frank Baum

## SUGGESTED QUESTIONS & ACTIVITIES

### GRADES K-2

**QUESTION:** Have students talk about their home life and environment. Each student should highlight three things that they love about home to share with the class.

**ACTIVITY:** Have students draw and color a picture depicting one of the locations from the story (Kansas/Yellow Brick Road/Emerald City/etc.)

### GRADES 3-6

**QUESTION:** Which character in the story is your favorite? In what ways are they similar to you? In what ways are they different?

**ACTIVITY:** Students deliver an oral presentation as one of the characters from the story. Have students identify one character from the story. They will research their character, and create a short paragraph monologue to perform, in character, for the class. Encourage strong characterization, possibly with the inclusion of props/costume pieces to bring the characters to life.

### GRADES 7-12

**QUESTION:** In the story, our main characters (Dorothy, Scarecrow, Tin Man, Lion) are all helpless to improve their situations, but together, they’re able to overcome seemingly insurmountable obstacles and achieve their goals together. Have students discuss the way Teamwork impacts their lives, and how they can be more active in seeking “teammates” with whom to collaborate towards mutual goals.

**ACTIVITY:** THE STORY CONTINUES... : “The Wonderful Wizard of Oz” is the first in a series of fourteen full-length children’s novels focused on Oz, and the characters from the book series have appeared in a multitude of other projects (films, plays, musicals, animation, books, etc.). Students will research other versions of the story (WICKED THE MUSICAL, RETURN TO OZ, another book from the Oz series, etc.) and present their chosen story to the class.

- Assign 2-4 teams of students. Have them research other versions of the story
- After researching their subject, teams present an oral report on their story, how it handles the mythology and characters of Oz, and how it is different from/similar to the original story.