



Follow the Yellow Brick Road

National Standard > Language Arts

NL-ENG.K-12.2 Understanding the Human Experience (Grades K-3)

- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.3 Evaluation Strategies (Grades K-3)

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.
- Draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.5 Communication Strategies (Grades K-3)

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 Applying Knowledge (Grades K-3)

- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.

Kentucky: Language Arts

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Literary Reading (1.2)

1.2 Students make sense of the variety of materials they read.

Grade 4

RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.

RD-E-1.0.9 Explain a character's actions based on a passage.

Grades 5 & 6

RD-M-1.0.12 Identify characteristics of short stories, novels, poetry, and plays.

RD-M-1.0.13 Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.

RD-M-1.0.14 Analyze the relationship between events in a story and a character's behavior.

Reflective Writing (1.11)

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Grade 4

WR-E-1.1

- Strategies used during the development of pieces.
- Application of writing process (prewriting, drafting, revising, editing, publishing).

Grades 5 & 6

- Techniques and/or strategies used by the student when composing.
- Application of writing process (prewriting, drafting, revision, editing, publishing).

Literary Writing (1.11)

Grade 4, Grades 5 & 6

WR-E-1.3

- Literary elements of the selected form (e.g., short story--character, poem--rhythm, script—stage directions) (e.g., short story—plot, poem—imagery, script--stage directions).
- Descriptive language
- Literary devices (e.g., personification, end rhyme, similes, metaphors) (e.g., simile, metaphor, flashback).
- Effective ordering of events, impressions, and descriptions.
- Focus on engaging an audience.

Ohio: Language Arts>Reading Applications> Literary Text Standard

- Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
- Apply the reading process to the various genres of literature.
- Demonstrate comprehension by describing and discussing the elements of literature.
- Explain, analyze and critique literary text to achieve deep understanding.

Benchmark(s) Grades 4, 5 & 6

A. Describe and analyze the elements of character development.

Ohio: Language Art> Writing Processes Standard

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s) Grade 4

A, B, C, D, E, F, G, H and I (see all: writing and editing processes)

Benchmark(s) Grade 5 & 6

A, B, C, D, E, F, G, and H (see all: writing and editing processes)

Ohio: Language Arts> Writing Applications Standard

- Understand various types of writing require different language, formatting and special vocabulary.
- Learn about the various purposes of writing.
- Use a small range of familiar forms.
- Select text forms to suit purpose and audience.
- Use content-specific vocabulary to achieve communication goals.

Benchmark(s) Grade 4

- B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.

Benchmark(s) Grades 5 & 6

- B. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.

Objective

Students will:

- Identify characters and their character traits as embedded and described in a story or dramatic production.
- Examine the journey of self discovery for the main characters in The Wizard of Oz.

Assessment

Students will be able to:

- Identify and analyze defining attributes/traits of multiple characters.
- Recognize events leading to a character’s change or self –discovery of inter abilities.

Sample items to gauge student understanding:

1. Define the term “character trait”. (*a person’s inherent characteristics or distinguishing qualities*)
2. Provide three examples from the story or play that demonstrate Dorothy as kind-hearted. Examples may include her words, actions or thoughts, and/or those words, actions or thoughts of other characters in regards to Dorothy. (*e.g., Dorothy helping to remove the Scarecrow from his post.*)
3. Think of a character trait that describes your personality. Give an example of why you think you possess that particular character trait. (*answer will vary according to student*)

Vocabulary

- Character
- Character traits
- Self-discovery

Materials

- Handout: Character Trait Descriptors

Activity 1

This is Who I Am

Teacher will:

1. Introduce the lesson through class discussion of the phrase and popular saying, “Don’t judge a book by its cover.”
2. Share with students brief facts about The Wizard of Oz story, including that though critically acclaimed, the movie was not a box

office success. It has since become a movie classic, well-loved by many.

- a. The original story title was, The Wonderful Wizard of Oz.
 - b. Written by the author L. Frank Baum in 1899.
 - c. The story was first published in the year 1900, 105years ago.
 - d. Baum wrote the story solely to “pleasure children of today.” (His desire to just tell a good story.)
 - e. The film version was made in 1939; 66 years ago.
 - f. First shown on television in 1956, and 49+ times since.
3. Poll the students on their reading or viewing of the story, and on their favorite characters and story events.
 4. Facilitate class discussion to reflect upon the story characters, their personalities and character traits.
 5. Have students to identify the most obvious character trait for each character and ask the following questions.
 - a. Was this trait evident of the character as the story first began?
 - b. Was this trait evident of the character as the story came to an end?
 - c. What was the determining event or events that led to self-discovery of this trait in a character?
 - d. How did the author of the story or the playwright of the play make this self-awareness apparent to the reader or viewer? What were the techniques used?

Note: The Wizard of Oz main characters were opposites of their outward appearances; Dorothy, small and meek was actually brave and heroic; Scarecrow, made of straw and seemingly empty headed was actually a good thinker and innovator; Tin Man, made of cold steel actually had a warm and loving heart, ever so willing to be helpful; and Lion, a large, scary beast actually lacked confidence in his ability to be strong, but finally found inner strength.)

Student will:

1. Share their favorite Wizard of Oz character and story event.
2. Identify a major character trait for each Wizard of Oz character.
3. Provide evidence of technique for how authors/playwrights make these traits recognizable to readers and viewers.

Activity 2

Making the Change

Teacher will:

1. Distribute to students a list of attributes/character traits evident of The Wizard of Oz characters (see handout). Have students match the appropriate descriptors to the appropriate character.
2. Explain to students their task to create a visual representation to illustrate the character’s journey to self-discovery of the ability he or she thought was lacking.
3. Have students post and share their work.
4. Facilitate class discussion to address why self-discovery of one’s abilities is important.

5. Facilitate class discussion to address how self-discovery within a character helps to build or support a story. Question prompt: how was this accomplished within the Children's Theatre stage production of The Wizard of Oz?

Students will:

1. Match appropriate character traits to the aligned Wizard of Oz character.
2. Create a visual representation to illustrate how a character came to self-discovery and realization of his or her abilities.
3. Post and share their work with the class
4. Participate in class discussions.

Writing

Introductory

- Students will have the choice of creating one of three objects:
 - A diploma for the Scarecrow to represent his intelligent abilities.
 - A written testimonial for the Tin Man to represent his acts of kindness.
 - A visual commemorative for the Cowardly Lion to reflect his inner strength and courage.

Intermediate

- Students will write a recommendation for self-help to bring about change in a personality such as that of The Wicked Witch of the West.

Advanced

- Students will reflect upon another book character that had a "journey to Oz" moment to answer the question of how his/her self-perception of their inner abilities were acknowledged.

Student Self Selected Reading Suggestions for Further Character Examination

- Baum, L. F. (1904). The Land of Oz: Being an Account of the Further Adventures of the Scarecrow and Tin Woodman: A Sequel to the Wizard of Oz. Chicago: Rand McNally & Co.
- Baum, L. F. (1988). Little Wizard Stories of Oz. New York: Bantam.



Character Trait Descriptors

<p>Discontent A Thinker Witty Clever Resilient</p>	<p>Great and terrible A Humbug Fraud Pretender Ingenious</p>	<p>Bully Self-doubting Fearful Cowardly Courageous</p>
<p>Misunderstood Adventurous Curious Heroic Homesick</p>	<p>Helpful Kindhearted Sentimental Kind Confident</p>	