



The Wonderful Wizard of Oz!

Lions singing, tin men dancing, scarecrows talking, monkeys flying!
What a bevy of characters to behold, what a story to be told! It could only be The Wizard of Oz.

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.

Reading (1.2) (Grades K-3)

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

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

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

Reflective Writing (1.11) (Grades K-3)

WR-E-1.1

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

Literary Writing (1.11) (Grades K-3)

WR-E-1.3

- Literary elements of the selected form (e.g., short story--character, poem--rhythm, script—stage directions).
- Descriptive language.
- Literary devices (e.g., personification, end rhyme, similes, metaphors).
- 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 K-3

B. Use of supporting details to identify and describe characters.

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) Grades K-2

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

Benchmark(s) Grade 3

A, B, C, D, E, F, G, H and I (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) Grades K-2

B. Write responses to literature that demonstrate an understanding of a literary work.

Benchmark(s) Grade 3

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

Grades K-1

Objective

Students will:

- Identify characters and their character traits as embedded and described in a story or dramatic production.

Assessment

Students will be able to:

- Identify and analyze defining attributes/traits of multiple characters.

Sample items to gauge student understanding:

1. Define the term "character". (*a fictional person*)
2. Explain the purpose of a story character. (*provide thoughts and actions in a story; provide a point of view—person who is telling the story*)
3. Describe how characters may be portrayed (type or personality). (*silly, mean, grouchy, kind, etc.*)

Vocabulary

- Character
- Character traits

Materials

- The Wizard of Oz (book version) by L. Frank Baum
- 3 x 5 Blank cards (for character sketches)
- Pencils, markers, crayons
- Handout A: The Wizard of Oz Clue Cards
- Handout B: The Wizard of Oz Character Traits graphic organizer

Activity 1

Who's Who

Teacher will:

1. Read aloud a book version (preferably a picture book version) of the story The Wizard of Oz, by L. Frank Baum, to recapture the story of the Children's Theatre production. (*Emphasize the illustrations and the depiction of the story characters.*)
2. Facilitate class discussion to identify the story characters, their personalities (character traits) and their individual needs—to return home, desire to have a brain, a heart and courage.
3. Distribute five blank cards and a set of character trait cards (see handout) to each student.
4. Have students draw a sketch for each character on a separate blank card.
5. Instruct students to place each of their character sketches face up and in a row across their desk/table tops.
6. Introduce the game, "Who's Who?" and explain the directions that follow.
 - a. Read off one of the "Who's Who" character clues.
 - b. Have a student volunteer and tell to whom the character trait belongs.
 - c. State the correctness of the answer, and then have students find the matching card and place it under their sketch of the appropriate character.
 - d. Continue in this manner until all character clues have been aligned to the appropriate character.

7. Distribute a character traits graphic organizer to each student to record a list of descriptive words for each character.
8. Have students use the descriptive words to write a summary statement that tells of each character's personality or character traits.
9. Have students compare and contrast what the characters have in common with each other.
10. Facilitate class discussion to address why it is important to have multiple characters in a story. Question prompt: What then happens to the story? (*Characters actions, words and thoughts help with plot development.*)

Students will:

1. Listen as a book version of The Wizard of Oz is read aloud.
2. Identify the characters and their character/personality traits.
3. Participant in the game, "Who's Who?"
4. Generate descriptive words and a summary statement to tell of each character's personality.
5. Discuss the function and role of multiple characters in a story.

Grades 2-3

Objective

Student will:

- Recognize and describe character traits using concrete details from story text.
- Compare and contrast similarities and differences of characters.
- Understand the function of multiple characters for story development.

Assessment

Student will be able to:

- Recognize a major character trait in an assigned character from the story/staged production, The Wizard of Oz
- Express the trait in a descriptive word or words.
- Identify concrete details and evidence from story/play of The Wizard of Oz in support of the descriptive word(s) aligned to the assigned character.
- Use a graphic organizer to compare and contrast the characters in the story/play, The Wizard of Oz.
- Facilitate class discussion to address why it is important to have multiple characters in a story. Question prompt: What then happens to the story? (*Characters actions, words and thoughts help with plot development.*)

Sample items to gauge student understanding:

1. Define the term "character". (*fictional person*)
2. Explain the purpose of a story character. (*Provide thoughts and actions in a story; provide a point of view—person who is telling the story*)

3. Describe the literary techniques used to describe a story character.
(*Thoughts, words and actions of characters*)

Vocabulary

- Character
- Characteristic
- Character trait

Materials

- Handout C: What's the Evidence? (characteristic/comparison chart)

Activity 1

What's the Evidence?

Teacher will:

1. Review with students the story and play, The Wizard of Oz, capturing on chart paper or a story map the list of main characters.
2. Divide students into groups of 3 or 4.
3. Assign each group a main character from the play for the purpose of identifying a major character trait for that character.
4. Instruct students to provide evidence based on the character's actions, thoughts and words as expressed and witnessed in the story and staged production.
5. Record the information on the handout, "What's the Evidence?"
6. Direct each group to state the identified trait and why this trait was important for the character and to the story/play. (*Question prompt: How did the script writer and stage director interpret this character, and why?*)
7. Have student groups share their information to add to a class chart (a large version of the handout, "What's the Evidence?")
8. Have students compare the characters and conclude the importance of their role and function in the production.
9. Facilitate class discussion to address why it is important to have multiple characters in a story. Question prompt: What then happens to the story? (*Characters actions, words and thoughts help with plot development.*)

Students will:

1. Identify the main characters in the Children's Theatre production of The Wizard of Oz.
2. Identify a major character trait for an assigned character based on evidence from the play--character's actions, thoughts and words.
3. Explain the role and function of the assigned character in how his/her presence added to the story/play.
4. Discuss the function and role of multiple characters in a story.

Writing

Introductory

- Students will select a Wizard of Oz character and create an "acrostic" poem for that character. (*Students use the each letter of the character's name to begin a descriptive line of text.*)

Intermediate

- Students will select a Wizard of Oz character and write a news article describing the life of the character after his/her visit to the Land of Oz.

Advanced

- Students will write a news article regarding the sighting of the Wicked Witch of the West. Students will include interviews of a variety of witnesses (characters), and include description of their character to help validate evidence they provide.

Student Self Selected Reading Suggestions for Further Character

Examination

- Hennessy, B. G. 2004) The Once Upon a Time Map Book. Cambridge, Mass.: Candlewick Press.
- Baum, L. F. (1900) The Wonderful Wizard of Oz. George M. Hill Company (*Now available in republished editions from various publishers.*)
- Baum, L. F. (2000). The Wonderful Wizard of Oz: 100th Anniversary Edition. Denslow, W. W. (Ill.) New York: Harper Collins Publisher.



Who's Who?

Desired a heart	A Humbug (fraud)	Homesick (desired to go home)	Curious
Cowardly	Helpful (supportive)	Heroic (brave)	Kindhearted
Desired a brain	Adventurous	Desired courage	A Thinker
Pretended to be great and terrible	Fearful (afraid)	Witty (clever)	Confident (sure)

Handout B: Language Arts (K-1)
Character Traits Chart



Tell About.....

Dorothy	Lion	Scarecrow	Tin Man	Wizard

Handout C: Language Arts (2-3)
Character Comparison Chart



What's the Evidence?

Character	Character Trait	Evidence
Dorothy		
Scarecrow		
Tin Man		
Lion		