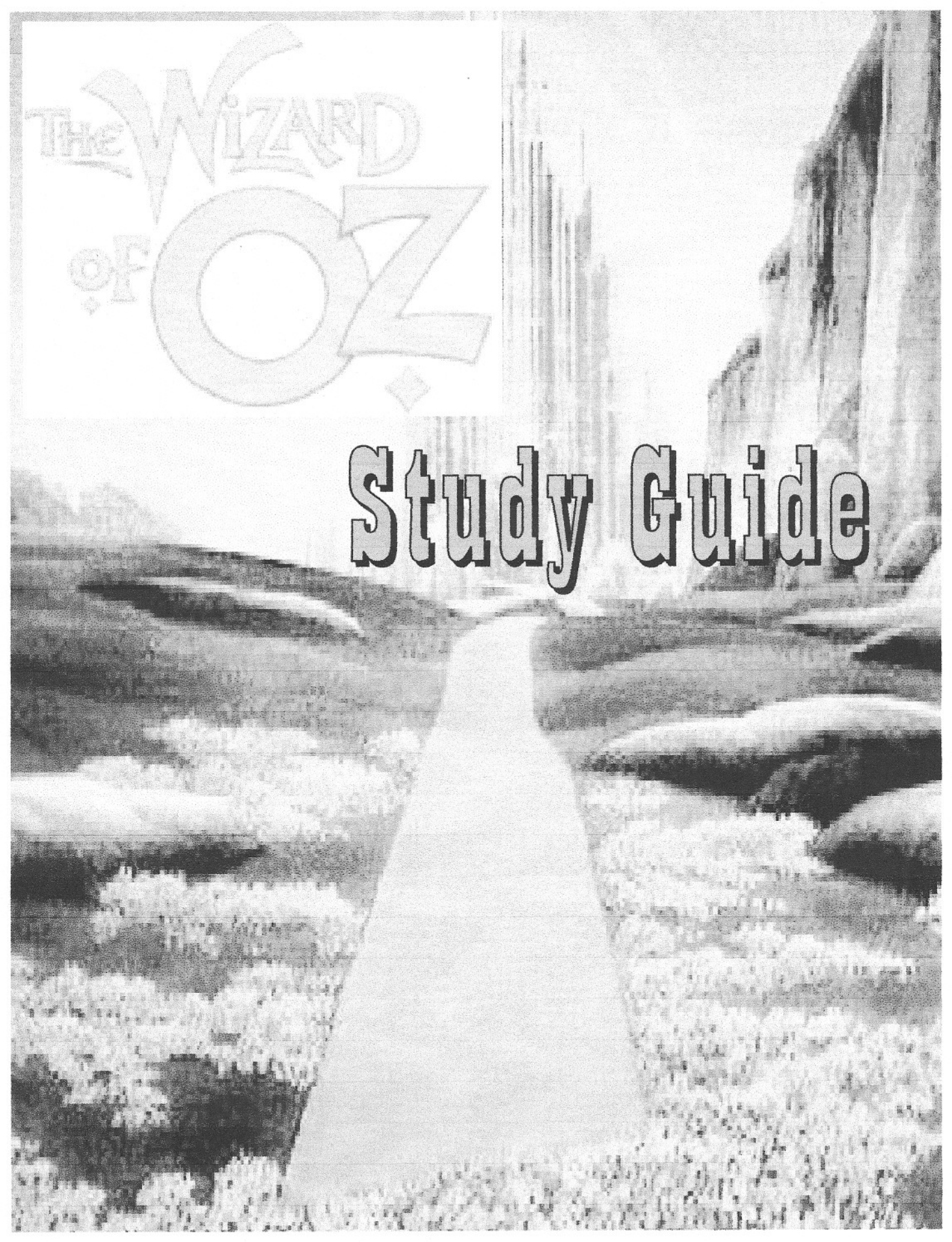


THE WIZARD OF OZ

Study Guide



Teacher's Guide for
The Wizard of Oz
(K-3)
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Background Story/Plot:

A Kansas farm girl, longing to get away from the responsibilities and seriousness of the farm, is caught in a tornado and knocked unconscious. She awakens far from home in a magical land with witches, wizards, little people, flying monkeys, and other fantastic characters. The movie describes her efforts to get back home. The play is adapted from the popular children's book by L. Frank Baum, as was the movie starring Judy Garland.

Introduction:

"The Wizard of Oz" is a classic story, beloved by children and their parents for generations. The story is perennially popular because it explores many of the issues and fears that children must confront as they mature. In addition, the story is an example of the archetypal journey of the hero in order to gain understanding of life. However, "The Wizard of Oz" employs a fairy-tale charm seldom seen in previous stories of the ilk (think of the *Odyssey*), and much copied thereafter (nearly every subsequent children's story and movie made since).

Subjects:

- ◆ Language Arts and Social Skills
- ◆ Math
- ◆ Science
- ◆ Interdisciplinary

Language Arts and Social Skills:

- ◆ Discussion questions dealing with morality and ethics will facilitate the use of this play to teach ethical principles and critical viewing. Ask your class to "put yourself in the ruby slippers". How would you have felt if you were in Dorothy's shoes?
 1. List the various problems Dorothy encountered and how she resolved those issues. Would you have done the same things that Dorothy did? What would you have done that was different?
 2. At the beginning of the play Dorothy sings about wanting to be "Somewhere Over the Rainbow", but by the end of the play she's realized that "There's no place like home". What happened to change her mind?
 3. Why didn't Auntie Em and Uncle Henry prevent Miss Gulch from taking Toto? How do you think Dorothy felt about this? (Note: Frustration, hurt and betrayal may be very real emotions – but Miss Gulch did have a sheriff's order and the law is the law). Who do your class feel could have acted differently to result in a different outcome?
- ◆ Discuss how are the following character traits depicted in the play. (More than one character may portray the same character trait). The six main traits of character are:

1. Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

2. Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

3. Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

4. Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

5. Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

6. Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

- ◆ Ask your class to each choose ONE of the six character traits and draw a medal or an award for one of the characters that the child feels deserves to be awarded for his or her actions. Try to encourage them to look at secondary characters besides the main characters. (For example – The Good Witch of the East might get an award for Caring; Uncle Henry might get an award for Fairness). In addition to drawing the award, ask them to write one or two sentences as a testimonial, such as “To the Cowardly Lion, for being so loyal even when he was afraid, we present this Medal of Caring”.
- ◆ Another way to do the same thing would be for each student to select someone in the school – the principal, a secretary, an aide, a lunchroom attendant – and honor him or her in the same way for his or her actions. (“For Miss Smith, for being so fair when people don't get along in the playground, we present this Medal of Fairness”)
- ◆ Enjoy the attached word search sheet!

Math

- ◆ Make a Yellow Brick Road of paper for your classroom floor (or go outside and use yellow street chalk). How many bricks would it take to make your yellow brick road cross the hall? run across the playground? down the street? What about if the individual bricks were smaller or larger?

Science

- ◆ What a difference bones make! The class builds a life-sized Scarecrow to learn the difference skeletal systems make to the way their bodies work.
- ◆ Water melts the Wicked Witch of the West and what else? In L. Frank Baum's book, Dorothy says the Witch melts “like brown sugar”. Build small brown sugar “witches” and melt them. Have students discover what else is water soluble by attempting to dissolve different solids in water.

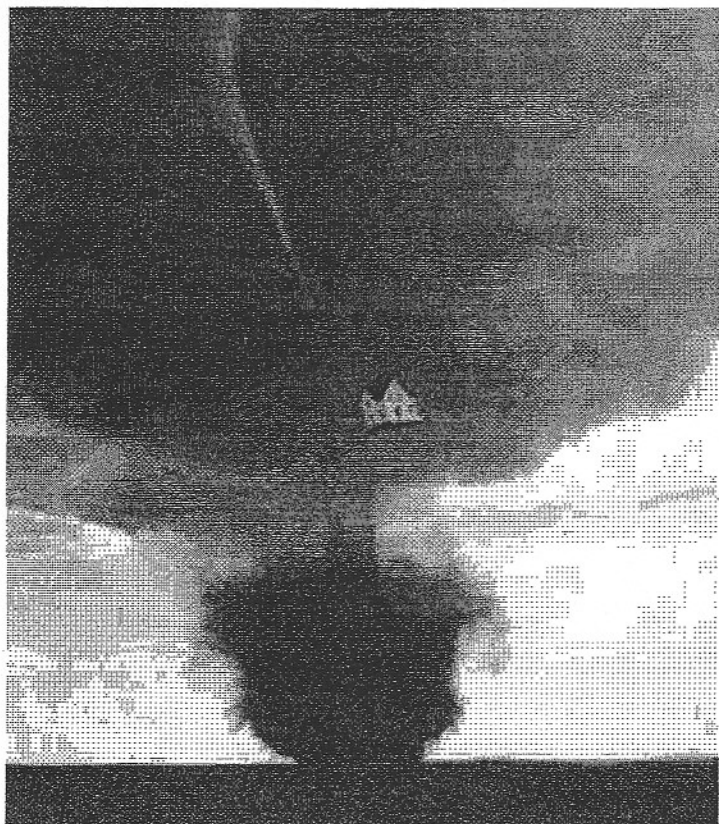
- ◆ Make a tornado in a bottle! (see attached sheet)

Interdisciplinary:

- ◆ Home is the center of a child's life. But children know that somewhere beyond the safety of home there is a world that is exciting and colorful, yet frightening. What if home is destroyed or the child is suddenly taken away from home before he or she has grown up? Will the child survive? Will he or she ever be able to find the way back? What about relationships with grownups? Adults are all powerful to a young child but a child soon learns that this power has limitations, as when Auntie Em and Uncle Henry can't prevent Miss Gulch from taking Toto.

Dealing with fear is a part of growing up. Just like strangers, bullies and fire safety, a child needs to learn that he or she does in fact have a certain amount of control in life. Teachers should discuss this with children. By not panicking, by thinking things through, by learning caution and listening to the "little voice" inside that is a good barometer whether or not something is safe, a child can make better decisions, even at a very young age. Saying no, getting away and telling a person in charge about a problem gives the child a set of rules to live by that makes his decision-making a lot easier. If a child knows what to do in a dangerous situation, the child is "armed and ready". Spend some time discussing these rules with your class.

- ◆ Here in New York we have fire drills. Talk with your class about children in other parts of the country that have regular "tornado drills". Look up on your computer in class if you have one and see "tornado preparedness". Compare it with "fire preparedness" and observe the similarities and differences.



Mister Twister*

Tornadoes are probably the most frightening and most fascinating kind of weather system. To understand how a tornado works, try the following experiment.

To create a model tornado, you'll need:

- 2 plastic soda bottles with caps and labels removed
- Water
- Dishwashing detergent
- Food coloring (optional)
- Glitter (optional)
- Duct Tape

Putting it Together

- Fill one bottle three-quarters of the way with water.
- Add two drops of dishwashing detergent, one drop of food coloring and ½ tsp. of glitter, if you want. The glitter may make it easier to see the vortex.
- Put the openings of the bottles together so that the empty bottle is turned upside down on top of the water-filled one.
- Seal them together by fastening the openings with duct tape.
- Turn the bottles over and rotate the water-filled bottle on top to get the tornado started. If water leaks, just add more duct tape.

How it works

As the water rushes to the bottom bottle, the air in that bottle gets pushed up into the top one. The water falling down swirls around this column of air heading towards the top bottle, causing a vortex to form. In a real tornado, the water would actually be cool air. In the storm forming a tornado, hot air trapped under cold air rises and forms the swirling wind of a tornado's vortex.

* Also found on Bill Nye the Science Guy (www.billnye.com), The Why Files (www.whyfiles.org) and the Discovery Channel (www.discovery.com).

Wizard of Oz Word Search

I E O Y M I B N S X C F V Y R
G S P U Z A K C U I M W Q H A
I A S O L T A X T O J Z A T I
Y K C L P R N A M N I T G O N
F L O A E P S X X F A B G R B
N O D C S N I K H C N U M O O
N A R R I A R E L E E D Z D W
Q O C A A E O I S O M E W Z P
W K R L T W O T O T O K I I E
K B V S I N O I W X H C T U F
K A I C C O A C U U S I C G J
Y W N M E M E R A L D W H S K
T B K S W B X O W I Z A R D S
Y C U N A H X Q H K S Y D P B
H J R R Z S N X G T U M W G S

BALLOON
DOROTHY
KANSAS
OILCAN
RUBY
TOTO
WITCH

BRAINS
EMERALD
LION
POPPIES
SCARECROW
TWISTER
WIZARD

COWARDLY
HOME
MUNCHKINS
RAINBOW
TINMAN
WICKED

