



CURRICULUM GUIDE

Written by L. Frank Baum
Music and Lyrics by
Harold Arlen and E.Y. Harburg
Book Adaptation by John Kane

November 17 -
December 23, 2022

Grades: 1 - 5



Time-Estimates: Icons are in 15-minute increments but may take a little less or more time depending on class size and other factors. (If the clock is shaded in full, the activity may have a homework assignment or be extended over two or more class sessions.)

 NASHVILLE CHILDREN'S THEATRE

THE WIZARD OF OZ



In This Guide:

About the Show _____	1	I Am Poem Activity _____	5-6
Pre & Post Show Activities _____	2	Worksheets _____	7-8
Rainbows _____	3-4	TN Standards & Teacher Info _____	9

Look For These!

Subject area icons show what curricular topics each activity addresses.



ELA



THEATRE



SCIENCE



SEL



VISUAL ARTS

Tennessee State Standards for all activities are on page 9.

Visit NashvilleCT.org today!

About the Show

After a terrible twister, Dorothy Gale finds herself in the magical land of Oz. She encounters Glinda the Good Witch who sends down the Yellow Brick Road toward the Emerald City on a search for the Wizard who can send her back home. Along the way, Dorothy meets the Scarecrow who needs a brain, the Tinman who needs a heart, and the Cowardly Lion who needs courage. In order to earn the Wizard's help, Dorothy and her new friends must retrieve the broom of the Wicked Witch of the West. Dorothy defeats the Wicked Witch of the West, and uncovers the fraud of the Wizard of Oz. Though the Wizard cannot help her, she learns she can return home with the click of her heels.

Know Before You Go

NCT puts together tips for families and schools to help prepare their children for their experience. (Note that the following tips are subject to change as the show goes through the rehearsal process.) Numbers indicate the "score" of each category - 1 representing a small amount and 5 representing a large amount. NCT Education Staff will continue to update these tips on our website as the show is in the rehearsal process.

- Themes for Social and Emotional Learning: Friendship, bravery, self-confidence, home, collaboration, creative problem solving, critical thinking.
- Language: 1 out of 5 - The Wicked Witch calls Dorothy a brat.
- Violence and Scariness: 3 out of 5 - Miss Gulch threatens to destroy Dorothy's dog, Toto. A house falls on the Wicked Witch of the East. The Wicked Witch is melted by a bucket of water.
- Sensory Advisories: 1 out of 5 - This is a musical and thus, there may be times where the music gets loud. There are lighting effects used throughout the show.
- Potentially Anxious Moments: 3 out of 5 - Toto is taken away from Dorothy. A twister takes Dorothy away from Kansas. The Wicked Witch appears to scare Dorothy and her companions. The Cowardly Lion jumps out and scares Dorothy and her companions. The Wizard's voice may be loud and frightening. See Violence and Scariness above.
- Other things to know: This show is based on the novel and classic movie, *The Wizard of Oz*. There will not be an intermission.

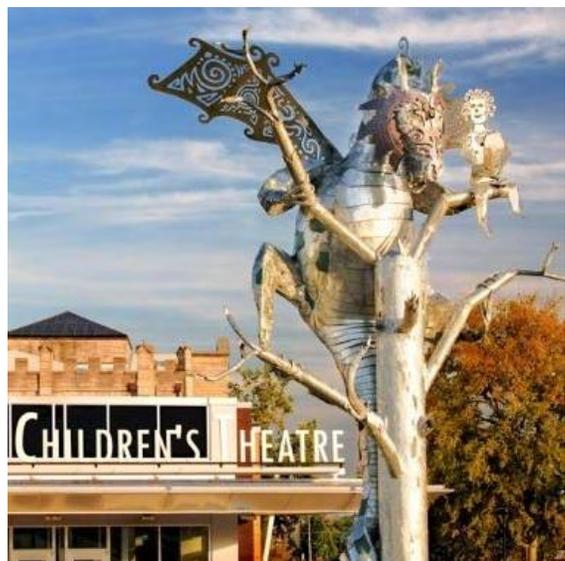
Social Story

NCT creates a Social Story™ for all shows, camps, classes, and field trips. A Social Story is a tool to help improve a person's understanding of expectations during an unfamiliar event and was originally designed to support people who are neurodivergent. However, this can be a useful tool for any person who is unsure about what to expect from a new experience. We are sharing these resources to make NCT productions inclusive for ALL patrons. If you have any questions about our inclusive practices or want to see examples of previous social stories, visit:

<https://www.nashvillechildrenstheatre.org/accessibility>.

Sensory Friendly Room

NCT has a space in the back of the theatre dedicated to providing a safe, comfortable place for students and adults alike to self-regulate. In the room, you can view the performance, control the sound, and access sensory-friendly tools.



Pre & Post Show Activities



Pre-Show Activity: From Page to Stage

Books make great theatre! Many playwrights, lyricists, composers, and screenwriters transform some of our favorite books into wonderful plays, musicals, or movies. When adapting a book, however, often changes are made to plot, characters, etc. Sometimes these changes are made to accommodate timing (the length of the play) and the many elements that are involved in bringing a book to life (such as set, costumes, cast, etc.).

Definitions to share with your students

- Adaptation – something that is changed so it can be presented in another form. For example, the novel *The Wizard of Oz* was adapted into a movie and a musical.
- Playwright – a person who writes plays
- Lyricist – a person who writes the words of a song
- Composer – a person who writes music
- Author – a person who writes something such as a book or an article

Pre-Show Discussion

Read excerpts or a summary of *The Wizard of Oz* by L. Frank Baum or watch parts of the movie with your class.

- Why do you think the show's creators would want to take this story and put it onstage?
- Why do you think they decided to make it a musical, and include singing and dancing?
- What parts of the story are you looking forward to seeing performed on stage?
- There are some magical and fantastical elements in the story. How do you think the artistic team will bring those elements to life on stage?
- What role does the audience play in the show?
- Dorothy repeats in the story, "There's no place like home." What does "home" mean to you?

Extension Activities for Older Grades:

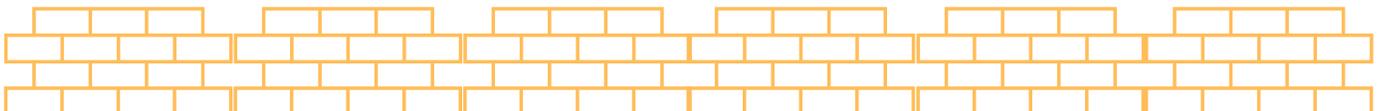
- DESIGN: Assign your students one of your students one of the roles on the design team: costume, hair and makeup, lighting, or set designer. Allow them to draw and present their design concept for one or more scenes or characters. For older students, they can put together vision boards or models illustrating their ideas.
- RESEARCH: Research the history of the *The Wizard of Oz* story and all of its adaptations over the years.
- ESSAY: The Tony-award-winning musical *Wicked* tells the story of *The Wizard of Oz* from the perspective of, and focuses on, the witches of the Land of Oz - specifically Elphaba (the Wicked Witch of the West) and Galinda (whose name later changes to Glinda the Good Witch). (Your students might be familiar with the story as it's been in the news for the two-part film adaptation that is coming out featuring Cynthia Erivo and Ariana Grande!) Why is it important to tell and hear stories from other perspectives? What are other examples of adaptations and stories told from the perspective of the villain of the original story? Write a response to these questions. Extend the assignment further by asking students to pick a story and write a response from the villain telling their side of the events that took place.



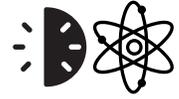
After the Show: Tell Us What You Thought

Once your class has attended NCT's production, ask your students to reflect on the performance using the grade-appropriate worksheet at the end of this guide.

- Optional: Ask students to write letters to the actors and artists here at NCT! We would LOVE to hear your questions, favorite parts of the show, and more! Letters can be sent to: Nashville Children's Theatre, 25 Middleton Street, Nashville, TN 37210 or emailed to info@nashvillect.org.



Rainbows



Rainbow Science Activity

Hook

Ask your students to imagine that there is a thunderstorm going on. This is a loud one with lots of rain and they have to stay inside all day waiting for it to stop! Absolutely no fun! But then, it does stop. The sun peeks out and you go outside for the first time and see a big, beautiful RAINBOW over your yard! How did that rainbow get into the sky?

Explain

Explain to your students that rainbows are actually formed when light passes through water! The light is bent (also known as refraction) and reflected which makes all the colors you see. This is why it happens after it rains and there is moisture in the air mixed with sunshine!

- **Refraction:** the bending of light
- **Reflection:** the throwing back by a body or surface of light, heat, or sound without absorbing it.

Explore

Materials: For your students to create their own rainbows, you will need the following. You can all gather around as a full class, or create kits for students to work in groups.

- Glass of Water
- Small Mirror (small enough to fit in the glass)
- Dark room
- Flashlight

Process:

- Position your glass of water on a table and then place the mirror inside it at an angle.
- Make sure that the room is completely dark. Close all the curtains and blinds so it gets pitch dark.
- Take the flashlight and aim the light towards the mirror that you placed inside the glass.
- Watch a rainbow appear from the angle of your mirror. Adjust the angle of the mirror as you wish!
- Discuss: What happens when we move the flashlight or the mirror? How is this similar to what happens in a natural rainbow? How is it different?

Adapted from <https://explorable.com/making-a-rainbow-experiment>



"Somewhere over
the rainbow, way
up high..."

Rainbows (cont.)



Over the Rainbow

In the story, Dorothy dreams of traveling "somewhere over the rainbow" and imagines that it is a perfect place. Ask students to brainstorm some ideas about what their perfect place would be like. Next, put the students in small groups and have them share their thoughts. Ask students to stand on their feet, and use their bodies to create a still image (or tableau) that shows what their "somewhere over the rainbow" looks like. Have each group share their image with the class.

Reflection:

- As each group shares, ask the observers, "What do you notice about this image?" Encourage them to share observations and facial expression, body position, what actions seem to be happening, or what kind of setting it looks like.
- Ask each group sharing to reveal some of the elements of their image.
- After all have shared, ask, "What similarities did you notice about the images? What made some of them unique? Has your idea of what "over the rainbow" could be like changed now that you have talked with others and seen the images?"

"Someday I'll wish
upon a star
And wake up where
the clouds are far
behind me.
Where troubles
melt like lemon
drops,
High above the
chimney tops,
That's where you'll
find me."

Lyrics from *Somewhere Over The Rainbow*
by H. Arlen and E.Y. Harburg

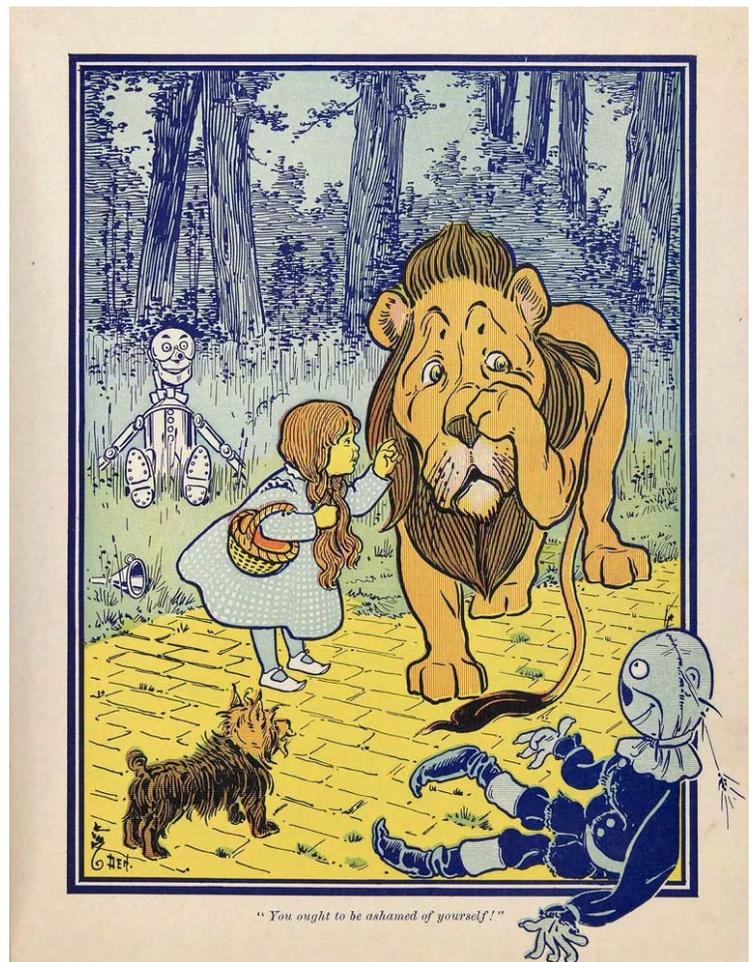


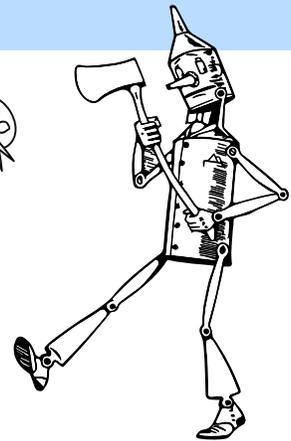
Illustration from Original Edition of *The Wizard of Oz* by L. Frank Baum

Everything You Need is Already Within You

As Dorothy travels through the magical land of Oz she encounters three companions, each believing that they are missing something only the Wizard can give. First, the Scarecrow thinks he needs a brain, then the Tinman wants a heart, and finally the Cowardly Lion desires courage. After they defeat the Wicked Witch, however, they discover that they had brains, heart, and courage inside them all along.

What Makes You, YOU?

Explain to the class that much like Dorothy and her friends, they too have important traits and skills that make them who they are. To learn more about who they are, your students will write an "I Am" poem. A model for how to write an "I Am" poem is included below. You may include all three stanzas for this activity, or you can opt to include only one or two stanzas. Students can use the worksheet found on the next page to help write the poem!



I am (2 special characteristics you have)

I wonder (something of curiosity)

I hear (an imaginary sound)

I see (an imaginary sight)

I want (an actual desire)

I am (the first line of the poem repeated)

I pretend (something you actually pretend to do)

I feel (a feeling about something imaginary)

I touch (an imaginary touch)

I worry (something that bothers you)

I cry (something that makes you sad)

I am (the first line of the poem repeated)

I understand (something that is true)

I say (something you believe in)

I dream (something you dream about)

I try (something you really make an effort about)

I hope (something you actually hope for)

I am (the first line of the poem repeated)

Extension

Have your students create an award or medal to celebrate who they are. Just like the Tinman, Scarecrow, and Cowardly Lion, these tokens are outward representations of their inner strengths. You may also choose to allow students to make a medal or award for a classmate. Draw an award, cut it out, even put it on a ribbon or safety pin to wear! Students can choose phrases from the "I Am" poems or create new ideas.

Examples:

- World's best reader!
- #1 Hugger
- The greatest friend of all time

For one method of creating the medals, check out this tutorial from CBC Parents: <https://www.cbc.ca/parents/play/view/celebrate-the-games-with-a-medal-craft-for-kids>

Name: _____

I AM POEM

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I dream _____

I try _____

I hope _____

I am _____

Name: _____



★ My Theatre Review ★

I saw _____ at Nashville Children's
(name of show)

Theatre on _____,
(date of show)

My favorite part was...

**Write or draw your responses in the boxes below.*

The play made me feel...

I learned...

Name: _ _ _ _ _



 **Theatre Review**

Show title: _____ Date of show: _____

Playwright(s): _____ Director: _____

1. What was the play about? What was its message?

2. Who was your favorite character/actor? Why?

3. What did you think of the visual aspects (costumes, set, lighting, etc.)?

4. How did the play make you feel? Why?

5. Why should people see this play?

Additional comments:

Use the back or separate sheet of paper if needed.

TN Academic Standards for Activities Grades 1-5

Page 2

Pre-Show Discussion
ELA: SL.CC.1, RL.RRTC.10
Theatre: 2-5.T.R1.A

After the Show

Theatre: 1.T.R2.A, 4-5.T.R1.A, 3.T.R3.B
ELA: 2-5.RL.KID.2, 1.RL.KID.3, K.W.TTP.1,
W.PDW.4, 1-2.W.RBPK.8, W.RW.10
Visual Arts: 1.VA.Cr1.B, 2.VA.Cr1.B
SEL: 1A.1, 1C.1

Page 3

Rainbow Science Activity
Science: 1.ETS1, 1.PS4.1, 1.PS4.2

Page 4

Over the Rainbow
Theatre: 1.T.P2.A, 2.T.P1.B, 3.T.P1.B, 5.T.P1.B, 1-
5.T.Cr2.B
ELA: SL.CC.1
SEL: 1C.1, 2A.3, 3A.1, 4A.2

Page 5

What Makes You, You (I Am Poems)
ELA: 1-5.PDW.4, 1-5.W.RW.10
SEL: 1B.1, 1B.2

Just seeing the performance? See the standards below.

Theatre: 1-2.T.R2.A, 3-5.T.R1.A
Music: GM.R3.A
ELA: 4-5.RL.IK1.7, RL.RRTC.10 (if all or sections of novel read)
Dance: D.R1.A
SEL: 1A, 1C, 2A.1-3, 3A.1-2, 3B.2, 3-4.3B.4, 1-2.4B.3

Info for Teachers

Free Educator Preview for *The Wizard of Oz*

Thursday, November 17th, 2022
Reception/Workshop: 5 pm
Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve a spot visit NashvilleCT.org or contact Abby at abbybaker@nashvillect.org. Event qualifies as PD. Childcare provided.

Questions regarding field trips and school offerings? Contact Abby at abbybaker@nashvillect.org.

Seeing an NCT performance, as well as the activities in this guide, help students build the 4 C's of 21st Century Learning: Communication, Creativity, Collaboration, and Critical Thinking!

To schedule a workshop with one of NCT's Teaching Artists, contact Jackie at jkomos@nashvillect.org.

About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

I Have
SOMETHING
TO SAY

2022-2023



NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support: Metro Arts, Tennessee Arts Commission, The Memorial Foundation, and The Shubert Foundation.



This guide was written, compiled, and edited by Katie Berger Wood, Lexi Brenan, Alicia Fuss, Jackie Komos, Sydney Lofton, and Colin Peterson.