

The Wizard of Oz



By

L. Frank Baum

A Novel Study
by Nat Reed

The Wizard of Oz

By L. Frank Baum



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Suggestions and Expectations

This 82 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of *The Wizard of Oz* and is comprised of the following:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes and **topics** which may be taught in conjunction with the novel include Kansas, cyclones, travel/mysterious destinations, hot air balloons, friendship, sacrifice, courage, perseverance, personal growth, overcoming hardships and *there's no place like home*.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of a *cliffhanger*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel
4. Five W's Chart

Character Activities

1. Determine character traits
2. Protagonists
3. Relating personal experiences
4. Comparing two Characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Design an Information Card

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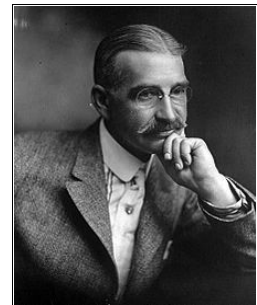
Synopsis

Dorothy thinks she's lost forever when a tornado whirls her and her dog, Toto, into a magical world. To get home, she must find the wonderful wizard in the Emerald City of Oz. On the way she meets the Scarecrow, the Tin Woodman and the Cowardly Lion. But the Wicked Witch of the West has her own plans for the new arrival - will Dorothy ever see Kansas again? [The Publisher]

Author Biography

L. Frank Baum

L. Frank Baum (1856 – 1919) was an American author of children's books. Best known for writing **The Wonderful Wizard of Oz**, he also wrote thirteen sequels to this classic masterpiece and nine other fantasy novels. In total he wrote 55 novels. Born in Chittenango, New York, he was the seventh of nine children. His father made a fortune in the oil fields of Pennsylvania.



Frank Baum had a lifelong fascination with the theatre, writing a number of scripts and producing several plays. For a time he ran a newspaper in South Dakota, and then wrote for *The Saturday Evening Post* when he and his family (wife and four children) lived in Chicago. In 1900 he wrote and had published, **The Wonderful Wizard of Oz**, which was an immediate success. Two years later Baum and Paul Tietjens collaborated on a stage musical version of the novel, which was also very successful.

Baum and his family moved to Hollywood and in 1914 started his own film production company. He suffered a stroke in 1919 and died the following day, nine days short of his 63rd birthday.

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By L. Frank Baum

Name: _____

The Wizard of Oz

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Chapters 1 - 2



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *The Wizard of Oz* is Dorothy, a feisty young girl who experiences many exciting adventures as the story unfolds. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

garret	gaunt	solemn	resolved	dismal
luscious	hesitation	evident	bondage	greensward

1. Despite the draught, there were lovely patches of _____ all over.
2. After not eating for a week my uncle began to look very _____.
3. Jerome baked a _____ apple pie for dessert.
4. The window in the tiny _____ was covered over with plywood.
5. I'm sorry to say that my mark in math was quite _____.
6. Without a moment's _____, the old pirate drew his sword.
7. A funeral is usually a most _____ occasion.
8. "I am _____ never to enter a candy store again," my sister announced.
9. The village was kept in _____ by King Kong for several long years.
10. It was quite _____ that no one thought much of Miss McGregor.

Questions



1. What is the **setting** of Chapter One and Chapter Two?

Chapter 1	
Chapter 2	

Good to Know

What is the difference between a **cyclone** (mentioned in Chapter One), a **hurricane**, **tornado** and **typhoon**? A **cyclone** is any rotating low pressure system (rotating counter-clockwise in the northern hemisphere). **Hurricanes**, **tornadoes** and **typhoons** are the same but get their names from where they exist. For example, the tropical cyclone is called a **hurricane** over the Atlantic basin and eastern Pacific Ocean, while in the western Pacific is called a **typhoon**.



2. What effect did farming on the Kansas prairie have on Aunt Em and Uncle Henry?

3. Do you think Aunt Em acted responsibly when the cyclone was approaching the farm? Why or why not?

4. What happened that made Dorothy not get to the cellar before the cyclone struck the house?

5. The house was carried by the cyclone for:

- a) several days b) 15-20 minutes c) several hours d) one hour

6. Dorothy ended up in the Land of the _____, where her house landed on the Wicked Witch of the _____.
7. Dorothy was told that the Land of Oz was cut off from the rest of the world. What was it that cut them off in this way?

8. What did Dorothy wish to do more than anything else?

9. What did the Witch of the North suggest that Dorothy should do next? Why?

Language Activities



A. Design a Brochure

Unfortunately, the author of *The Wizard of Oz*, L. Frank Baum, does not give the reader a very good impression of the state of Kansas. It is even possible that the novel had a harmful effect on the tourism industry in this beautiful part of the United States. Imagine that the governor of Kansas approached you and your classmates and asked you to design a brochure to advertise the many attractions of his/her state, so that people around the world would be tempted to visit this lovely locale.



Using resources in your school library or on the Internet your task is to design a **brochure** advertising the many wonderful attractions of the state of Kansas – one that will help draw even more travelers there. You may wish to examine different samples of brochures before beginning your project. The front cover should feature a title and colored picture. The inside of the brochure should feature at least four fascinating features of the state that will entice people to travel there as soon as they possibly can.

B. Personification

Personification is giving human qualities to something that is not human. In Chapter One when describing the storm, the author states, "... across the room there came a great shriek from the wind..." In this sentence the wind is given human characteristics (it shrieks).



a) Why do you think personification is a literary device used by many authors?

b) Create your own example of personification.

C. A **quintet** is a five-line verse that tells a story. The quintet has a syllable pattern and can bring an exciting scene to life. (It doesn't have to rhyme.)

Line 1 – tells when , 3 syllables Line 2 – tells where , 5 syllables Line 3 – tells what , 7 syllables Line 4 – describes activity , 9 syllables Line 5 – contains a thought , 3 syllables.	Now create a quintet poem using ideas from recent events in <i>A Wrinkle in Time</i> .
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TITLE: _____

D. A Solution to a Very Big Problem

Choose one major event from these chapters which presents a very big problem for the protagonist, then complete the following chart using information from the novel.

Characters:
Setting:
Problem:
Solution:

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene - or the entire novel.

Complete the storyboard below illustrating the events described in the first two chapters of *The Wizard of Oz*. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6