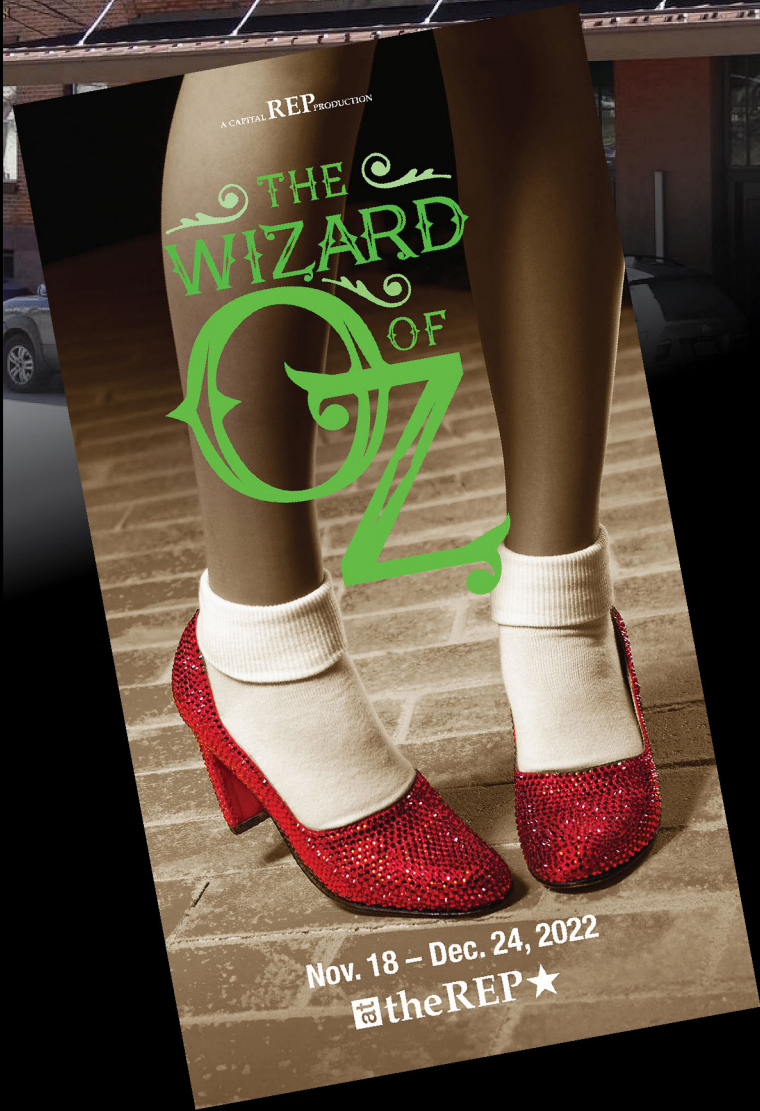


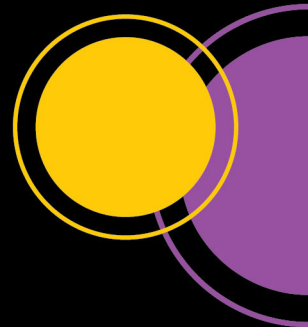
at theREP★

2022-2023 SEASON

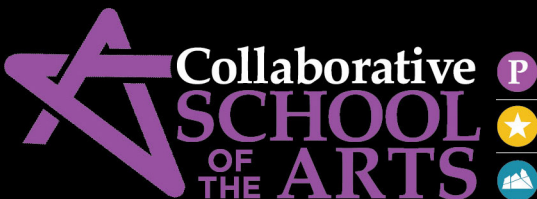


# STUDY GUIDE THE WIZARD OF OZ

BY L. FRANK BAUM  
WITH MUSIC & LYRICS BY  
HAROLD ARLEN & E.Y. HARBURY  
BACKGROUND MUSIC BY  
HERBERT STOTHART



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## 41<sup>ST</sup> MAINSTAGE SEASON CAPITAL REPERTORY THEATRE | 2022-2023

### ***Dracula: A Comedy of Terrors***

by Gordon Greenberg and Steve Rosen  
September 30-October 23, 2022

### ***The Wizard of Oz***

by L. Frank Baum with music and lyrics  
by Harold Arlen and E.Y. Harbury,  
Background music by Herbert Stothart  
November 18-December 24, 2022

### WORLD PREMIERE

***Secret Hour*** by Jenny Stafford  
January 27-February 19, 2023

### ***A Midsummer Night's Dream***

by William Shakespeare  
April 14-May 7, 2023

### ***Honky Tonk Angels*** by Patsy Cline

Book by Ted Swindley,  
Music by Country's Greatest Song Writers  
July 14-August 20, 2023

### ON-THE-GO! IN-SCHOOL TOURS

#### ***Pure Poe: Tales of the Macabre***

by Edgar Allan Poe,  
Adapted by Maggie Mancinelli-Cahill  
October 11-November 5, 2022

#### ***Harriet Tells It Like It Is!***

by Karen Jones Meadows  
February 27-March 25, 2023

### OTHER

#### ***Next Act! New Play Summit 12***

June 2023

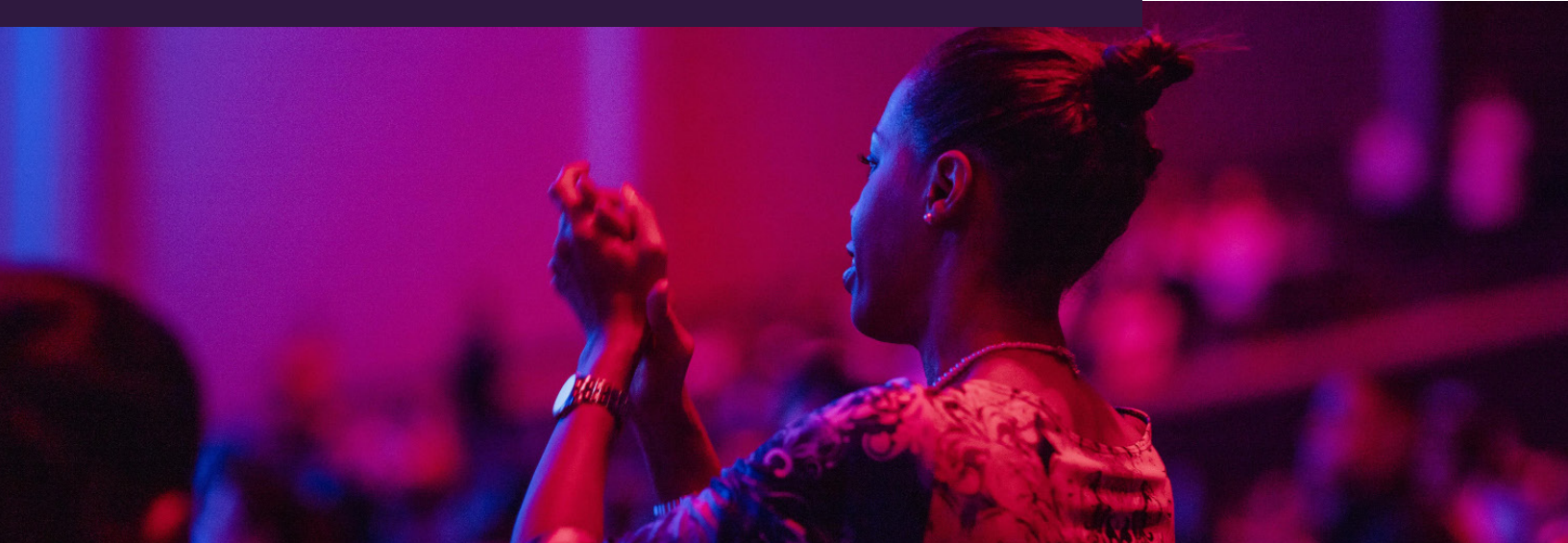
#### ***Summer Stage Young Acting Company Performances***

Summer 2023

*\*This study guide has been constructed for educational purposes only;  
theREP does not sell or make any money from the guide.*

*\*Parts of this guide were researched and written by Dramaturgy Intern, Josh Ulrich (summer 2022).*

# ATTENDING A PERFORMANCE



Being a member of an audience is an important job. Live theatre couldn't exist without you! That job carries with it some responsibilities. Follow these simple suggestions to have the best theatre experience possible!

## BRING WITH YOU

Ideas, imagination, an open mind, observation skills and a sense of wonder

## LEAVE BEHIND

Cell phones, pagers, pen lights, food and drink and anything else that might distract you, the performers or other members of the audience

## THINGS TO DO BEFORE A PERFORMANCE

Learn about the show you are going to see, arrive on time, find your seat and visit the restroom

## DURING A PERFORMANCE

### • PLEASE DO

Applaud, laugh, pay attention to big and little details, think about questions that arise for you and stay seated until intermission/end of the show

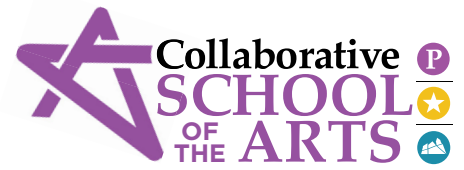
### • PLEASE DON'T

Talk, sleep, eat or drink, distract others, use a cell phone or exit the theatre during the performance unless it's an emergency



**FALL 2022**

**theREP**★



**Dear Educator:**

Welcome to Capital Repertory Theatre - and our brand-new home at 251 North Pearl St.!

We are thrilled that you are coming to see *The Wizard of Oz*, one of the student matinee performances in theREP's 2022-23 Season, and hope that you will find this guide to be a useful tool in your classroom!

You have permission to reproduce materials within this guide for use in your classroom. It is designed to introduce the cultural and historical context of the play as well as provide resources and ideas for incorporating the theatre experience into your curriculum. These productions by theREP are likely to generate questions, thoughts and opinions amongst your students.

The arts provide young imaginations with stimulation, points of reference, and intellectual resources for the mind and spirit. It is theREP's goal to make live theatre attendance possible for all students in the Capital Region. Tens of thousands of Capital Region students have attended student matinees and On-The-Go! performances throughout our history, and we hope to continue to grow and serve the needs of the Capital Region education community for decades to come.

Your success stories help us to keep the program funded, so please let us know how you are using theatre in the classroom. We love to receive copies of lesson plans, student work related to our productions and your letters. These are important testimonials of the value of the arts in education.

And finally, we hope you will fill out the **TEACHER EVALUATION** at the back of this guide. Completing the evaluation form will help us to continue to provide programs that serve the needs of Capital Region students.

We look forward to hearing from you!

With deepest gratitude,

A handwritten signature in black ink that reads "Margaret E. Hall".

**Margaret E. Hall**  
Associate Artistic Director  
mhall@capitalrep.org

A handwritten signature in black ink that reads "Shai Davenport".

**Shai Davenport**  
Education Programs Manager  
sdavenport@proctors.org

# ABOUT US

# theREP★

Capital Repertory Theatre (theREP) is a non-profit professional-producing theatre. In its decades-long history, theREP has produced more than 8,000 performances for the people of the Capital Region.



A member of LORT (League of Resident Theatres), theREP strives to bring quality work that explores the essence of the human condition through the stories of people, events and phenomena that shape our contemporary lives. Theatre, at its best, entertains, cajoles and inspires by engaging the heart and mind through its most powerful ally – the imagination.

There are two basic types of theatre companies: producing and presenting. theREP is a producing theatre. The theatre hires a director and designers for the set, costumes, lights and sound. The theatre's artistic director and the director select appropriate actors for all the roles in the play. Then, they all come to Albany, where the play is built and rehearsed. The resident staff of the theatre works with visiting artists to put the production together.

In addition to the main theatre space, theREP has a studio theatre that acts as a rehearsal hall and secondary venue for performances (such as Black Theatre Troupe of Upstate NY's productions of "Dead and Breathing" and "The Light" which took place in the fall and winter of 2021-2022), a costume shop where costumes are constructed and cared for, a prop shop where props are made, offices where the administrative staff works and housing facilities for out-of-town actors. theREP's sets are constructed in a scene shop that is also a part of the Proctors Collaborative.

In contrast to a producing theatre, presenting theatres (sometimes called "roadhouses") – like Proctors in Schenectady (also a part of the Proctors Collaborative) – host shows that have been designed, built and rehearsed elsewhere. Productions that tour are booked into presenting theatres. Shows that are booked into presenting houses will tour regionally, nationally or even internationally over an extended period of time. What you will see at theREP or with our On-The-Go! tours are unique to theREP where it was built. No one from anywhere else will see this production just as you see it!



**STUDENT MATINEES** | Performance at theREP @10:30am

**PRICE** | \$12 per student

**CHAPERONES** | For every 15 students, one complimentary adult ticket is provided

**LOCATION** | 251 North Pearl Street, Albany, NY 12207

**RESERVATIONS** | Contact Group Sales at 518.382.3884 x 139 |

groupsales@proctors.org

**SCHOLARSHIPS** | Visit [www.capitalrep.org](http://www.capitalrep.org) for more information and applications

**ON-THE-GO!** | For more information and to book a tour contact [onthego@proctors.org](mailto:onthego@proctors.org) | [school.proctors.org](mailto:school.proctors.org)

*Capital Repertory Theatre is one of the organizations within the Proctors Collaborative, which also includes: Proctors, Universal Preservation Hall (UPH), the Collaborative School of the Arts and the Collaborative Scene Shop.*

# LITERARY CONTEXT

## ABOUT THE AUTHOR: L. FRANK BAUM



Born on May 15, 1856, Lyman Frank Baum was an American writer best known for his series of books for children about the imaginary land of Oz. More commonly known as Frank (or L. Frank), Baum disliked his first name, Lyman, which was the name of his father's brother, preferring to be known by his middle name, Frank.

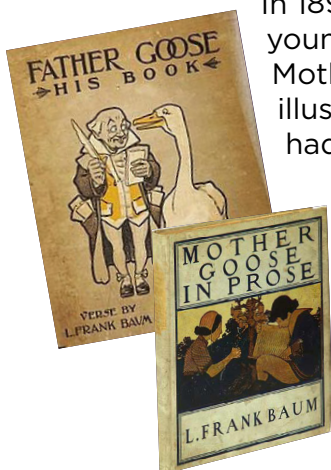
He was raised in Upstate New York, where he enjoyed a comfortable upbringing as the son of a barrel factory owner, who also had some success in the oil business. They were a devout Methodist family, where he was the seventh of nine children born to Cynthia Ann (née Stanton) and Benjamin Ward Baum. Frank Baum was one of only five of their children who survived into adulthood.

While his education began with tutors at home in his early years, he eventually went off to Peekskill Military Academy at the age of 12. Unfortunately, 2 years later, after suffering a heart condition, Baum left school never to return. Without a high school diploma in hand, he spent his early adulthood venturing into the world of acting and writing for the stage.



In 1888, he married Maud Gage, daughter of famed suffragist Matilda Joslyn Gage, an activist supporting woman's right to vote. Together they moved to Aberdeen, South Dakota, where he began his career as a journalist before moving his family to Chicago, Illinois, and continued his journalism career before taking his hand to writing children's books. In fact, he didn't go on to write for children until he was in his forties, after discovering his knack for storytelling as a father. His talent shone while telling nursery rhymes and tales to his four sons as they grew.

In 1897, Baum wrote and published his first collection for young readers, "Mother Goose in Prose," a collection of Mother Goose rhymes written as prose stories, which was illustrated by Maxfield Parish. Then in 1899, Baum, who had partnered with illustrator W.W. Denslow, had his first best-selling children's book with "Father Goose, His Book," a collection of nonsense poetry. The book was a tremendous success, becoming the best-selling children's book of the year.



”  
*There is a word sweeter than mother, home or heaven. That word is liberty.*

- Matilda Joslyn Gage

### FUN FACT:

Did you know the original title was *The Wonderful World of Oz*?

*Pictured From Top to Bottom:  
1) L. Frank Baum, 2) Matilda Joslyn Gage,  
3) Mother Goose and Father Goose Books*

# LITERARY CONTEXT

## ABOUT THE AUTHOR: L. FRANK BAUM

In 1900, Baum introduced readers to the fantastical land of Oz, filled with witches, munchkins, a Cowardly Lion, a Tin Man, a talking Scarecrow and a girl named Dorothy, along with her dog Toto from Kansas. Working with illustrator Denslow again, “The Wonderful Wizard of Oz” was published, and Baum received much critical acclaim and financial success. The book was the best-selling children’s book for two years after its first publication. Baum created 13 more books based around the characters and locations within the Land of Oz.

With the success of “The Wizard of Oz” , Baum and Denslow hoped for further success and published “Dot and Tot of Merryland” in 1901. However, that book became one of Baum’s weakest and most forgettable books. The book’s failure put a strain on his relationship with Denslow.

In 1902, Baum transformed his fairy tale into a successful Broadway musical – teaming up with composer, Paul Tietjens, and director Julian Mitchell, while reimagining a popular cultural figure with his book “The Life and Adventures of Santa Claus.” Then, in 1904, Baum returned to Oz with the first sequel to his beloved book, “The Marvelous Land of Oz.”

Baum eventually died on May 6, 1919, after suffering from a stroke the previous day at the age of 62 in Los Angeles, California. “Glinda of Oz” was the last title he wrote for the Oz series. Several authors, including Ruth Plumly Thompson, were hired to continue to create new Oz adventures.

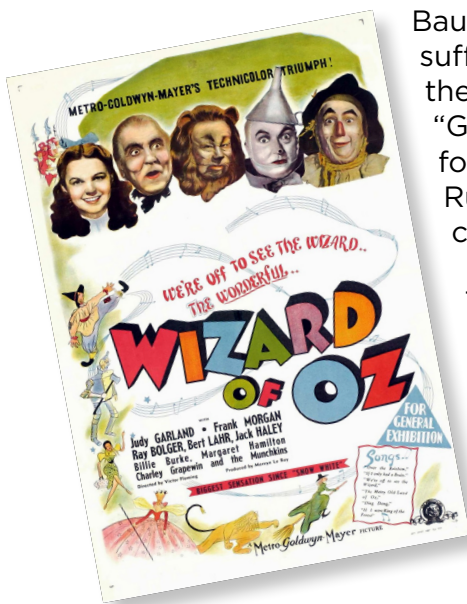
Twenty years after his death, a new film version of his classic tale appeared on the big screen – “The Wizard of Oz” starring Judy Garland, Bert Lahr, Jack Haley, Ray Bolger, and Frank Morgan. It has gone on to be one of the most-watched movies in cinematic history.



### FUN FACT:

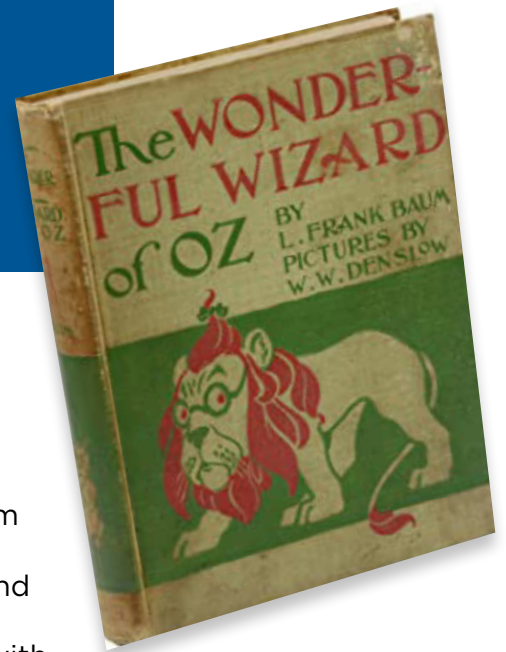
Using a variety of pseudonyms as well as his own name, Baum wrote some 60 books.

*Baum wrote his intentions for Oz in the book’s introduction: “The Wonderful Wizard of Oz was written solely to pleasure children today. “It aspires to being a modernized fairy tale, in which the wonderment and joy are retained and the heartaches and nightmares are left out.”*



# THE WONDERFUL WIZARD OF OZ

## A BRIEF SYNOPSIS



The beloved children's classic stars Dorothy, a young farm girl living with her Aunt Em and Uncle Henry on the prairie in Kansas. Their one-room home has a storm shelter underground, and Dorothy's bed in the corner. When a tornado strikes, Aunt Em and Uncle Henry get to the storm shelter, but Dorothy, who goes for her beloved friend Toto, a dog who has hidden under the bed, winds up getting sucked into the tornado with the house. The entire house is carried for miles by the cyclone. Somehow, Dorothy falls asleep during this frightening ordeal. When she awakens, she finds herself in a beautiful but foreign place, ultimately finding out that she's in the Munchkin Territory of the Land of Oz. A group of three very short men approach her and thank her for killing the Wicked Witch of the East, who had been an evil ruler of the Munchkins. For her house had landed right on the witch, only her legs and silver-shoed feet can be seen sticking out from under the house.



### FUN FACT:

Did you know that the famous ruby slippers, as known from the 1939 movie, *were silver in the original book?! And that they were changed to ruby slippers for the film to add a fantastical pop of color when Dorothy landed in Oz?!*

The Good Witch of the North arrives and bestows Dorothy with the silver shoes. A very confused Dorothy is not quite sure what to do. She doesn't remember killing anyone and has never heard of a Good Witch before. The Good Witch explains to Dorothy that in the Land of Oz, the Witches of the North and South are good, while the Witches of the East and West are evil. Dorothy, somewhat reluctantly, accepts the shoes and asks how she might get home. The Munchkins and the Good Witch tell her of the Great Wizard of Oz, who will surely be able to help her. And all she needs to do is follow the yellow brick road to get to the Wizard.

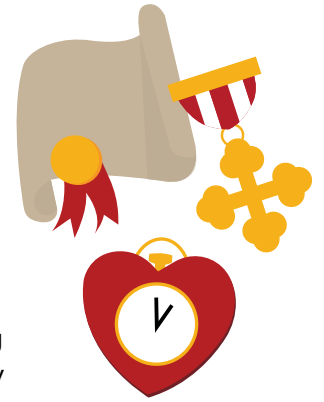
While following the yellow brick road, Dorothy encounters three individuals who ultimately become her friends and travel companions as they too have wishes they hope the Wizard will grant. First, she meets the Scarecrow, helps him off his pole in the field and finds out he would like a brain rather than a head full of straw. Next, she encounters a rusted Tin Woodman, whom she oils so that his joints will once again work and discovers that he would like a heart. Finally, as the trio and Toto venture deeper into the frightening wood, a large lion jumps out at Toto. Dorothy saves Toto and chastises the lion who apologies profusely, he reveals that he is a coward and roars at everyone to scare them to hide his cowardice. When he finds out they are all on their way to the Wizard, he too asks to join so that the Wizard might provide him with some courage so that he won't be (or be known as) the Cowardly Lion.

*Pictured: Wonderful Wizard of Oz Book Cover, Ruby Slippers from the movie.*



# THE WONDERFUL WIZARD OF OZ

## A BRIEF SYNOPSIS



### FUN FACT:

Did you know that the reason the Emerald City is emerald, in the book anyway, is because all who enter the city are required to wear green tinted glasses that lock onto their head?

The quartet, and Toto, make their way along the yellow brick road and onto Emerald City – not without encountering some trials and tribulations along the way, of course. When they reach the Emerald City and the Wizard himself, they plead their cases and are told that he will only grant their wishes if they kill the Wicked Witch of the West.

They encounter a number of situations that they must work their way through but find themselves captured or destroyed by the Wicked Witch of the West's winged monkeys; they capture the Lion; drop the Tin Woodman on sharp rocks and tear the Scarecrow apart, while capturing Dorothy and forcing her to work in the kitchens of the castle.

She wants the powerful silver shoes that Dorothy is wearing. At one point, however, the witch trips Dorothy who, angered, throws the bucket of water she was carrying onto the witch which causes her to melt away.

Dorothy reunites with her friends and heads back to the Wizard so that he will fulfill his end of the bargain. They discover, however, that he is nothing more than an old man using “smoke and mirrors” to make those in Oz believe he is a powerful wizard. Just the same, he gives the Scarecrow a brain, the Tin Woodman a heart and the Cowardly Lion a courage potion, and promises to take Dorothy with him back to Kansas via his hot air balloon – only the “Wizard” and his hot air balloon fly off before Dorothy and Toto can board.

It is at this moment that Glinda, the Good Witch of the South, arrives and tells Dorothy that the silver shoes she wears can take her anywhere she wants to go. All she needs to do is knock her heels together three times while wishing for where she wants to go – home. Magically, Dorothy is transported back to her home where she awakens in her bed, in her house, on the farm, with her family around her.

### WAS IT ALL A DREAM?



*Pictured: Glinda the Good Witch, Flying Monkey Illustration.*

# THE WONDERFUL WIZARD OF OZ

## ADAPTATIONS



**Adaptation (noun):** the action or process of adapting or being adapted which is to make something suitable for a new use or purpose; to change, alter, or modify.

“The Wonderful Wizard of Oz” (and Baum’s sequels in the Oz Series) has been adapted many times. Here are a few notable adaptations:

- The best-known adaptation is the **1939 MGM film starring Judy Garland as Dorothy**. “The Wizard of Oz” is known as the most culturally influential film of all time which brought us iconic songs such as “Somewhere Over the Rainbow” and “We’re Off to See the Wizard.”
- The **silent movie of “The Wonderful Wizard of Oz”** which came out in 1920.
- The **1925 silent film “The Wizard of Oz”** focuses more on the character of the Scarecrow than on Dorothy and her journey.
- The **1978 film “The Wiz”** reimagines the story as an urban fantasy adventure with a famously all-Black cast, including Diana Ross as Dorothy, Michael Jackson as the Scarecrow and Richard Pryor as the eponymous Wiz.
- The **2005 “The Muppets’ Wizard of Oz.”**
- The **Gregory Maguire book series called The Wicked Years** which also led to the **Broadway musical sensation “Wicked!”**, this re-imagining has Ozians grappling with social problems and racial tensions right along with much of Baum’s original storyline.



*Pictured: Multiple adaptations of Wizard of Oz in the entertainment industry.*

# HISTORICAL CONTEXT

## THE WONDERFUL WIZARD OF OZ

Baum's original story was written in 1900 and the iconic film was made in 1939. Here are a few national and international moments in history from in and around that time frame:



### PHILIPPINE-AMERICAN WAR | FILIPINO-AMERICAN WAR (1899-1902):

Previously known as the Philippine Insurrection or the Tagalog Insurgency by the United States, this was an armed conflict between the First Philippine Republic and the United States that lasted from February 4, 1899, to July 2, 1902. The conflict arose in 1898 when the United States, rather than acknowledge the Philippines' declaration of independence, annexed them under the Treaty of Paris at the conclusion of the Spanish-American War. The war can be seen as a continuation of the modern Philippine struggle for independence that began in 1896 with the Philippine Revolution against the Spanish and ended in 1946 with the United States ceding sovereignty.



### THE BOXER REBELLION (1899-1901):

The Chinese rebelled against their Qing government over the westernization of the country. Tired of being extorted by foreign powers and their government, the Boxer movement (so-called as martial arts was known as Chinese boxing at the time) fought back, beginning with attacks on missionaries and the destruction of foreign property. An Eight-Nation alliance was formed involving many of the world powers, storming Qing China, to try and suppress the rebels and protect their interests. This only angered the Qing government. In 1900, the Boxers declared war on the invading colonizing powers.



### WORLD WAR I:

Also known as the Great War, began in 1914 after the assassination of Archduke Franz Ferdinand of Austria. A war that lasted until 1918. During the conflict, Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire (known as the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Canada, Japan, and the United States (the Allied Powers). Due to new military technologies and the horrors of trench warfare, WWI saw unprecedented levels of carnage and destruction. By the time the war was over - and the Allied Powers claimed victory - over 16 million people, soldiers and civilians, were dead.



# HISTORICAL CONTEXT

## THE WONDERFUL WIZARD OF OZ

### THE ROARING TWENTIES:

A post-WWI surging economy created an era of mass consumerism. It was also known as the Jazz Age, a time when flappers flouted Prohibition laws, and the Harlem Renaissance redefined arts and culture.



### PROHIBITION:

The Prohibition Era began in 1920 when the 18th Amendment to the U.S. Constitution banned the manufacture, transportation and sale of intoxicating liquors. This went into effect with the passage of the Volstead Act. Prohibition proved difficult to enforce. There was an increase in the illegal production sale of liquor, which became known as “bootlegging,” and the rise of speakeasies (illegal drinking spots) cropped up. At the same time, there was a rise in gang violence and organized crime which led to waning support for Prohibition. In 1933, Congress adopted a resolution proposing a 21st Amendment to the Constitution that repealed the 18th Amendment. The 21st Amendment was ratified on December 5, 1933, officially ending Prohibition.



### THE DUST BOWL:

In the 1930s, the drought-stricken southern plains of the United States suffered severe dust storms. High winds and choking dust swept the region from Texas to Nebraska, killing people, livestock, and crops across the entire region. The Dust Bowl intensified the crushing economic impacts of the Great Depression and drove many farming families on a desperate search for work and better living conditions.

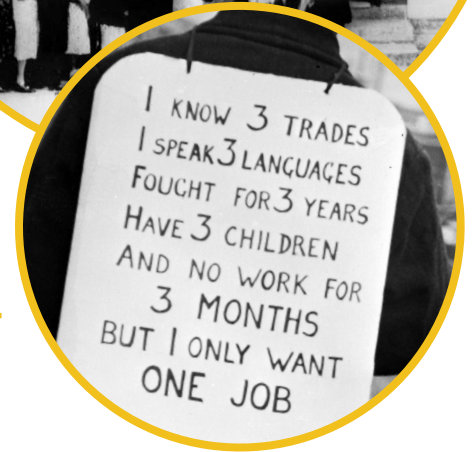


# HISTORICAL CONTEXT

## THE WONDERFUL WIZARD OF OZ

### THE GREAT DEPRESSION:

The worst economic downturn in the history of the industrialized world, lasting from 1929-1939. The Great Depression began after the stock market crashed in October 1929 which sent Wall Street into a panic and wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and employment, as failing companies laid workers off. By 1933, the Great Depression hit its lowest point, with about 15 million Americans out of work and nearly half the country's banks fallen.



### WORLD WAR II:

The instability created in Europe by the First World War set the stage for another international conflict that would break out two decades later and prove even more devastating than the Great War. Rising to power in an economically and politically unstable Germany, Adolf Hitler, leader of the Nazi Party, who'd already signed strategic treaties with Italy and Japan, invaded Poland in September of 1939, which drove Great Britain and France to declare war on Germany. Thus, marking the beginning of WWII. The U.S. would not officially enter the war until the 1941 bombing of Pearl Harbor. Among the 45-60 million people killed throughout the years of WWII, about 6 million Jews were murdered in Hitler's Nazi concentration camps. This mass genocide is known as the Holocaust.



# HISTORICAL CONTEXT

## THE WONDERFUL WIZARD OF OZ

A few other interesting moments in history between 1900 and 1940.



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### 1900

**September 8, 1900:** The Galveston, TX hurricane, with winds of 135mph, kills 8,000 people; and remains the deadliest natural disaster in American history. It was not named during that era and would have been a Category 4 storm on the Saffir-Simpson Scale.

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**May 3, 1901:** The Great Fire of 1901 begins, taking place in Jacksonville, Florida.

### 1901

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**May 20, 1902:** Cuba gains independence from the United States.

### 1902



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### 1903

**December 17, 1903:** The Wright Brothers take flight in the first powered craft (not a glider).

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**May 4, 1904:** The U.S. Army engineers begin work on the Panama Canal.

### 1904

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### 1905

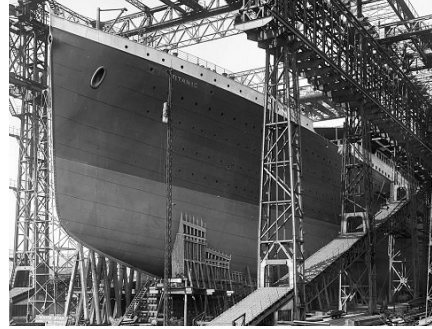
**April 6, 1905:** Lochner vs. New York - The Supreme Court of the United States invalidates NY's eight-hour day law.

# HISTORICAL CONTEXT

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**February 8, 1910:** W.D. Boyce incorporates the Boy Scouts of America.

**1910**



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**March 25, 1911:** The Triangle Shirtwaist Factory fire kills 146 workers.

**1911**

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**1912**

**April 14, 1912:** The HMS Titanic strikes an iceberg and sinks.



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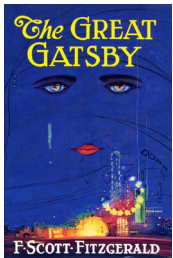
**May 7, 1915:** The RMS Lusitania is sunk while on a passage from New York to Britain, by a German U-boat, killing 1,198.

**1915**

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**1920**

The 19th Amendment to the Constitution is ratified, giving WOMEN the right to vote!



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**April 10, 1925:** F. Scott Fitzgerald publishes "The Great Gatsby."

**1925**



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**1930**

President Herbert Hoover signs the Smoot-Hawley Tariff bill.

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**1935**

Amelia Earhart flies solo across the Pacific Ocean.

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Hattie McDaniel becomes the first African American actor to win an Academy Award, for Best Supporting Actress.

**1940**

# IDEAS FOR CURRICULUM INTEGRATION



## THEATRE | VISUAL ARTS

- DESIGN/DRAW:** Students are asked to create a show poster for their school's production of "The Wizard of Oz". The poster should include imagery; script credit (who wrote the story, is it an adaptation, etc.); as well as the venue where the production will take place; the production dates; and where (fictional though it may be) one would go to purchase tickets to see the production.
- DESIGNING A SHOW:** Congratulations! You've been hired as one of the designers for the next production of "The Wizard of Oz." **After reading the script, the director gives you the following information:**
  - "The production will take place in the in the 2000s; on a three-quarter thrust stage (audience on three sides, just like theREP's mainstage). And I want the idea that this is all a dream to be very clear to the audience." ; or
  - "The production will take place in the 1950s, puppets will be used for Toto, the Munchkins and the Winged Monkeys; on a proscenium stage (just like Proctors)."; or
  - The teacher creates the scenario/concept for the students to work from.
  - SET DESIGNER:** It is your job to create a set that will transform the theatre into the appropriate time period and will represent all the locations within the script. How will the design highlight the director's concept?
  - SOUND DESIGNER:** It is your job to create the soundscape that supports the time period and locations in which the play takes place. What sound effects will you use? What music will you select - or will you compose new music specifically for this production? How will your soundscape help to highlight the concept for the show?
  - COSTUME DESIGNER:** It is your job to costume the actors. What time period is the play being set in? What events have taken place just before you see a character for the first time etc.? How will the real, everyday world Dorothy starts in differ from Oz?



# IDEAS FOR CURRICULUM INTEGRATION

- **LIGHTING DESIGNER:** It is your job to create the lighting that supports the production, keeping with the time period and location(s) the play takes place, as well as the different times of day each scene takes place in. Think about how the lighting will differ at the beginning and end of the play, when Dorothy is in Kansas, versus her time spent in the land of Oz.

Students are tasked with taking on one of the design roles for a production of “The Wizard of Oz.” They are to create a PowerPoint presentation with their design choices. Images and drawings should support the time period, location, and specific needs of the production.

3. **ACT IT OUT! Role Play:** Students are asked to discuss/role-play the following situations. The moment when Dorothy wakes up and finds herself in Oz, surrounded by the Munchkins and the Good Witch; or when Dorothy meets one of her companions – Scarecrow, Tin Woodsman or the Cowardly Lion, etc.
4. **DRAW/Illustrate/Write:** Pick a moment from within the play, for example, when Dorothy is flying in the house inside the tornado; or when Dorothy first encounters the Cowardly Lion, etc. and have students draw that picture; or Students are asked to create a 5-10 cell comic, like the ones by Mya Gosling creates as full illustrations of Shakespeare’s plays, to illustrate the full arc of “The Wizard of Oz.” This comic should contain images and words.

## CHARACTERS

### *THE WIZARD OF OZ* by L. Frank Baum

There are MANY characters in L. Frank Baum’s story. Here are the ones that will be in theREP’s production of “The Wizard of Oz.” Some of the characters, like Aunt Em, also play characters Dorothy encounters in Oz. Aunt Em is also Glinda the Good Witch.

- Dorothy Gale
- Toto [a real dog]
- Aunt Em (Emily Gale) | Glinda the Good Witch
- Uncle Henry (Henry Gale) | Emerald City Guard
- Zeke (Farmhand) | Cowardly Lion
- Hickory (Farmhand) | Tin Woodsman
- Hunk (Farmhand) | Scarecrow
- Miss Almira Gultch | Wicked Witch of the West
- Professor Chester Marvel | Wizard of Oz
- Nikko (Commander of the Winged Monkeys)
- Munchkins
- Crows
- Trees
- Poppies
- Snowmen
- Ozians
- Winkies
- Winkie General
- Jitterbugs



# IDEAS FOR CURRICULUM INTEGRATION

*Describe the differences between the 1939 movie, the play, and the original novel.*

## ENGLISH | WRITING

- WRITE! A Review:** Ask students to write a review of the REP's production of "The Wizard of Oz."  
**Things to consider when writing the review:**
  - What was the most compelling or intriguing aspect of the production?
  - How did the set, lights, costumes and props add (or take away) from the production?
  - What did you think of the music and stage movement?
  - What did you think of the direction of the piece?
  - What questions arose for you, about the production, was anything confusing?
  - Would you recommend this production to others?
  - Can you make any connections between this play and other plays that you have seen?
    - Can you make any connections from the play to your own life?
- RESEARCH and Read:** Read other books by L. Frank Baum, including ones written under his pseudonyms. (*Pseudonym - noun - a fictitious name, especially one used by an author.*)
- READ!:** Read L. Frank Baum's original novel. Hold a classroom discussion about the differences between the original novel to the 1939 movie and the REP's production of the stage adaptation.
- A CHARACTER'S FACEBOOK:** Students are to pick a character from the play and create a Facebook page for said character. They are to illustrate the play in its entirety, as seen through the eyes of the chosen character. This should be accomplished via Facebook status updates; photos from events the character attended (selfies, etc.); postings to other characters; postings other characters put on their timeline; etc. Be creative!

## SOCIAL STUDIES | HISTORY

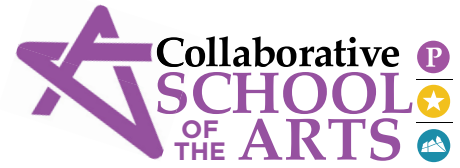
- RESEARCH & CREATE:** Students are asked to create a historical timeline of 1900-1940 - one that is fuller than the one found in this study guide.
- RESEARCH & REPORT:** Students are asked to research and report on L. Frank Baum.
- RESEARCH & REPORT:** Students are asked to research and report on any one of the major historical world events noted in the guide. The report could be in the form of a PowerPoint presentation, or an oral report relayed to the class.

### RESOURCES CONSULTED:

- <https://www.britannica.com/biography/L-Frank-Baum>
- <https://www.biography.com/writer/l-frank-baum>
- <https://www.inspiringquotes.us/author/8472-matilda-joslyn-gage>
- <https://www.supersummary.com/the-wonderful-wizard-of-oz/summary/>
- <https://www.merriam-webster.com/dictionary/adapt>
- <https://www.denofgeek.com/movies/important-wizard-of-oz-adaptations/>
- <https://blog.bookstellyouwhy.com/the-wonderful-adaptations-of-oz>
- [https://en.wikipedia.org/wiki/1900\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/1900_in_the_United_States)
- [https://en.wikipedia.org/wiki/Philippine%E2%80%93American\\_War](https://en.wikipedia.org/wiki/Philippine%E2%80%93American_War)
- <https://americasbesthistory.com/abhtimeline1900.html>
- <https://historycolored.com/articles/8683/1900s-7-historical-events-that-happened-in-1900-the-1900s-1900-1909/>
- <https://www.history.com/topics/world-war-i/world-war-i-history>
- <https://www.history.com/topics/great-depression/dust-bowl>
- <https://www.history.com/topics/great-depression/great-depression-history>
- <https://www.history.com/topics/roaring-twenties>
- <https://www.history.com/topics/roaring-twenties/prohibition>
- <https://www.history.com/topics/world-war-ii/world-war-ii-history>

# TEACHER EVALUATION:

## THE WIZARD OF OZ



Your feedback is vital to the growth and continued success of the REP's educational programming. It helps us to constantly improve and to attract additional underwriting. **Please take a moment to fill out this form.**

**We encourage you to make multiple copies so that all the teachers in your group may respond.**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

How you heard about the production: \_\_\_\_\_

\_\_\_\_\_

**How would you rate the quality of today's performance?**

Excellent

Good

Fair

Poor

**Did attending the performance assist you in addressing classroom curriculum?**

Very Much

Somewhat

Not At All

N/A

**Were the online study materials useful in preparing students and deepening their experience?**

Very Much

Somewhat

Not At All

N/A

**Please check all that apply:**

\_\_\_\_ Today's performance price was affordable for my school.

\_\_\_\_ My school required a subsidy to afford today's performance.

\_\_\_\_ My school would provide performances for more students, more often, if additional funds were available.

**Any additional information / comments welcome, please attach them to this evaluation.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The completed form may be submitted by email to:  
sdavenport@proctors.org or by mail to: Shai Davenport,  
Education Programs Manager, 432 State St., Schenectady, NY 12305

## *CREATING AN AUTHENTIC LINK TO THE COMMUNITY WE SERVE...*

**EDUCATION AND OUTREACH** are key components of theREP's mission, "to create an authentic link to the community we serve." Through a wide range of programs, theREP strives "to provide the Capital Region with theatre programming which inspires a greater understanding of the human condition" and helps "to develop future audiences by instilling the notion that theatre is a vital part of the cultural life of all vibrant cities."

### **PROGRAMS FOR STUDENTS**

**Student Matinees (Classics on Stage):** Performances of most of the theatre's professional productions are scheduled during the school day with dramatically discounted prices for area students to allow for greater accessibility. Each season, at least one play is designated as "Classics on Stage," for its direct connections with curriculum.

**On-The-Go! In-School Tour (OTG):** Specially adapted professional productions designed to play to students on-site in schools. theREP's OTG program reaches close to 10,000+ students every year.


**Young Playwright Contest:** Providing students, ages 13-19, with the opportunity to submit their work to be produced on theREP's stage. In addition, the winning playwrights are given a mentorship - prior to the production of the play - with a theatre professional playwright and/or director.

**Summer Stage Young Acting Company:** Providing young actors the opportunity to work together, with leading professionals in the field, on a production that will take place on theREP's stage. Company members hone their acting skills while rehearsing and then perform the Young Playwright Contest-winning plays.

**CAST (Cultivating Arts & Students Together):** Providing students with the opportunity to volunteer at the theatre and earn community service credits at the same time. Teens get an in-depth learning experience that satisfies their passion while fulfilling their needs.


**Artists in Residency Programs:** theREP works in conjunction with school educators to bring highly trained teaching artists to work in extended residency within the classroom. Opportunities to embed the theatrical experience into the curriculum are available for teachers and students for every work in our education season.

**Career Development:** theREP is dedicated to helping build the next generation of theatre professionals with programs like the Professional Apprenticeship Program which provides year-long or summer-long paid apprenticeships (as an assistant stage manager and or crew member), and the Internship Program that provides college students internships in many disciplines of theatre. These programs are specifically for young people beginning a career in the performing arts and arts education.

 Collaborative  
**SCHOOL**  
OF THE **ARTS**

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 DOUG LIEBIG

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