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Dear Teachers and Parents,

We are delighted you are joining us for this Theatre for Youth version of the Tony Award-winning musical The Wiz, an adaptation with a modern and soulful twist of the timeless classic by L. Frank Baum. A tale about integrity, self-reliance, honesty, and courage, Dorothy and her friends must work together, face numerous obstacles, and never give up their dreams as they ease on down the yellow brick road.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing TOMAS AND THE LIBRARY LADY with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,
Julia Magnasco
Education Director

First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.
The story begins in a small, ramshackle farmhouse in Kansas. Dorothy, remote in hand, is sitting surfing the television. Aunt Em and Uncle Henry enter, disappointedly looking at the unfolded pile of laundry. Aunt Em and Uncle Henry attempt to tell him that she needs to start helping out around the house. As Aunt Em folds the clothes, Dorothy helps her. She gives Dorothy two or three years until she must leave the house and make her own life out in the world. Uncle Henry suddenly rushes in with news of a tornado. Em and Henry make their way to the storm cellar as Dorothy runs to grab Toto. Dorothy and Toto make way to the cellar but the wind is just too strong. She desperately holds Toto as they rush inside the house. The house is picked up, spinning and flying through the air. Evvamene, the Wicked Witch of the East is seen tumbling through the sky.

When the storm clears, Dorothy and Toto are far, far away from Kansas. The house has come to rest in a strange field of gigantic sunflowers. Dorothy calls for Aunt Em but hears echoes of her answers coming from hidden Munchkins. Toto appears, only now in human form. As they are trying to take in Toto’s new self, the munchkins quietly appear and stare at them. They draw back in fear from these strange people. After the Munchkins welcome the two to Oz, the group notices two feet sticking out from under the house— it is Evvamene. Dorothy is very apologetic while the Munchkins seem to be unphased by the tragedy. Addaperle, the Good Witch of the North, appears through the cloud of smoke and is swarmed by the Munchkins, who are the fans to her celebrity. The Munchkins reveal that Evvamene is dead, Dorothy “done gone and set her house down” on her sister. Once again she apologizes and is surprised by Addaperle’s indifference. Addaperle explains that there are only 3 witches left in Oz, including Evillene. The Munchkins shiver at the name as they trash talk her. Down the road, the friends find themselves surrounded by garbage cans and hobos. With a big “ROAR!” the Cowardly Lion appears, falsely courageous, trying to scare everyone. Tinman and Scarecrow are frightened. Lion dance comes to a halt when Dorothy sucker punches Lion and he drops to the floor crying like a baby. The Lion cowers as Dorothy scolds him for scaring people. Lion proceeds to tell his story— his Daddy left when he was a lion cub and Evillene took his Momma away from him. He had no one, was left to fend for himself, so he became a sissy. After a group discussion, Dorothy invites Lion to join them to see The Great Wiz.

It is getting darker and the group finds themselves lost somewhere in a funky part of the Urban Jungle. The Kalidah leap onstage intent on destroying Dorothy and her friends. The Lion faints. Luckily, the friends trick the Kalidahs into falling down a chasm.

The two approach a cornfield, with a Scarecrow perched high on a pole. The Scarecrow starts to move and speak, starting them. He asks for some spare change—he’s saving up to buy brains so that he won’t have to sit up on a pole any longer. When the Scarecrow notices the silver slippers, he knows she’s the girl that killed Evvamene, and he believes it is the beginning of change in Oz. Dorothy releases Scarecrow from the pole and he reveals the story of how Evvamene and Evillene stuck him up there as a warning to all the Munchkins who slack off on their work. Dorothy invites Scarecrow to join their group and travel to Emerald City to see the miracle working Wiz.

As the group is heading down the road they hear groans all around. They notice that they are now in a large, dirty, smelly junkyard. Searching all over for the source of the groans, Dorothy and Scarecrow discover a Tinman. He pleads with them for more oil. Dorothy grabs the oil can and Scarecrow gives Tinman the once over before she continues. As she oils him all over, he becomes looser and looser. The Tinman explains that he used to be a real woodchopper and he built all of the Munchkins houses. One day, Evillene put a spell on his axe and he ended up cutting off different parts of his body, resulting in his all tin self. He also reveals that is without a heart and Dorothy calls a meeting of her group. Scarecrow is hesitant to bring Tinman along with them, yet Dorothy invites him to join the group anyway.

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Back on the road, Lion tries to prove that even though he is a scaredy cat, he could help save the group with his defensive maneuvers, which is met with hysterical laughter from Scarecrow and Tinman. In the distance they spot the Emerald City and are certain they are almost there. Meanwhile the beautiful and tempting Poppies surround the group leaving them euphoric—especially the Lion who is most engaged in this tempting dance. Dorothy, Tinman, and Scarecrow run off. Suddenly, a siren is heard and the Poppies scatter. The Lion is left alone; he collapses as Ozland Security prods him. They place the Lion under arrest until Scarecrow and the others come to his rescue.

Finally, the group reaches the Gates of the Emerald City and it is clearly a wondrous site. The royal gatekeeper will not let them enter. He explains that The Wiz does not see anyone. The friends are disappointed. They try to barter with the gatekeeper—until he sees Dorothy’s silver slippers which grant them an instant pass in. He gives them green glasses that they must wear and they finally see the Emerald City in all its glory. The citizens of Emerald City are apprehensive about the group’s arrival until they see Dorothy’s silver slippers, then the mood changes. They know that the Wicked Witch of the East is dead and grateful for Dorothy’s actions.

Inside The Wiz’s throne room, Dorothy introduces her group. Everyone in the group asks The Wiz for what they want; Dorothy wants to go back home, Tinman wants a heart, Scarecrow a brain, and Lion wants courage. The Wiz quickly and powerfully yells, “QUIET!” The Wiz feels no need to help anyone until he spots the silver slippers on Dorothy. After much consideration, The Wiz agrees to grant all of their wishes if she kills the Wicked Witch of the West, Evillene. The group is reluctant to comply and try to convince The Wiz to alter the deal but he will not budge.

Meanwhile, in the dreadful palace of the Wicked Witch of the West, the slave like Winkies are being beaten by the Lord High Underling and his toadies as they carry the Royal Porta-Potty in for Evillene. She appears and orders the Winkies to quiet their moaning. Evillene questions Lord High Underling about Dorothy and the constant rain. He explains that they should have news about the friends soon. She erupts into song and is interrupted by a messenger. He states that Dorothy and her friends are still on their way and they couldn’t get the slippers away from Dorothy. Evillene erupts into laughter and the Winkies join in. She stops them with a stare when she realizes the messenger is serious. She places a pox on his house and orders him to be executed as he exits. Evillene summons the Winged Monkeys and orders them to take care of Dorothy and her friends. Soon after, Dorothy and her friends are walking in the forest leading to Evillene’s palace when the Winged Monkeys attack them.

A week later, the friends are now prisoners of Evillene. Scarecrow and Tinman carry buckets of water along with the miserable Winkies. Dorothy and Lion are reunited and share stories of the evilness and smelliness that is Evillene. They also discuss Evillene’s distaste
for water. Scarecrow and Tinman find Lion and Dorothy and they embrace. Evillene arrives and yells at the group. Frightened, the others pick up their buckets and continue their work. Dorothy is obviously hatching a plan as she engages the Witch in a conversation. When the subject of his mama comes up, Lion gets angry and addresses her as “your Fatness.” Enraged, the Witch grabs his arm as Dorothy picks up a bucket and throws the water on Evillene. She dissolves into vapors as Dorothy stands there shocked. Fearfully, she apologizes to the Winkies. She stops herself and notices that they are all cleaning themselves and coming alive through a glorious dance. Dorothy and the friends join them.

The group joyously arrives at the gates of the Emerald City and is greeted by the Royal Gatekeeper who again turns them away. They pretend to sneak away and the Gatekeeper sneaks out the gate. The Lion and Scarecrow grab him. He ushers Dorothy and the others through the gate.

In the computer control room, the friends happily enter to claim their rewards. The Wiz claims to be busy which upsets the group immensely. Dorothy approaches a mirror ball, where a man appears to be standing, evading their glances. They catch up with him and ask him about The Wiz. He pleads indifference and begins to exit until Scarecrow stops him. They discover that this man is actually The Wiz. They glare in shock. He explains that back in his old life in Omaha, he dreamed of power, prestige, and money. When he came to Oz, he discovered the dark, dirty chaos that was everywhere. He wanted to bring them the miracle that they needed—green glasses! Dorothy states that his miracle is a fake, just like him. Dorothy is upset because The Wiz will not be able to come through on his promises. The dejected friends start to leave. The Wiz feels connected to these friends and attempts to fulfill their wishes as best he can, an All Access Ozland Security Card for Scarecrow, a CD of Love Songs for Tinman, an Oz Bling Medal for Lion, and for Dorothy— the gift of herself. The Emerald Citizens gather and The Wiz calls for them to go back and give back. The citizens and the friends rejoice in this brand new look on their lives. The Wiz gets into the hot air balloon and Dorothy kisses her friends goodbye. The balloon rises, Toto barks frantically, for he and Dorothy are still on the ground. Dorothy calls after The Wiz, but it is too late. The balloon disappears and a distraught Dorothy is surrounded by her friends.

Addaperle appears, confused. Dorothy pleads for her help so Addaperle successfully summons her sister, Glinda. Glinda tells Dorothy that in order to go home she must believe in herself and then click her heels three times. The Good Witches leave. The friends share one last group hug and cry. Dorothy promises to try to come back and visit. She clicks her heels three times…

Back in Kansas, Toto is now a real dog that jumps into Dorothy’s arms. Aunt Em with laundry and Uncle Henry pushing a wheelbarrow appear and Dorothy excitedly embraces them. She is finally home.
Words from William F. Brown…

“The turning point came in 1961, when I decided to quit my full-time job in an advertising agency and see if I could make it as a free-lance writer. That first year, 1962, I wrote everything I could … a book, night club acts, television, magazine articles, cabaret, the works. And the works worked. Year two I began writing my first play, The Girl in the Freudian Slip, and after many rejections and many rewrites, it found a producer (Wally Perner and Mike Ellis) and eventually, after a successful tour, found its way to Broadway. Nothing will ever be such a kick as that first opening night in the Big Apple, not even the success, eight years later, of The Wiz. (Although itsure makes a big difference whether a show runs four performances or four years). But no matter what it is, theatre, television industrial shows, writingis a joy. Mostly, I feel lucky I’m doing what I want to do and am fairly successful at it. I have a wonderful wife who also writes, Tina Tippit; twogreat children; and if I could ask for more, it would be a little extra timeoff to get my golf game in shape.”

Plays, Published
The Girl in the Freudian Slip, 1967
A Single Thing in Common, 1978
The Wiz, 1979 (with Charlie Smalls)

Television Shows
Silents Please, 1960;
Max Lieberman Specials (1960-61)
The Jackie Gleason Show, 1962
That Was the Week That Was, 1964-65;
The David Frost Revue, 1968
World War II: G.I. Diary, 1980

Books
Tiger Tiger, 1950
Beat Beat Beat, 1959
The Girl in the Freudian Slip, 1959
The Abominable Showmen, 1960
The World Is My Yo-Yo, 1963
Charlie Smalls

Charlie Smalls (October 25, 1943– August 27, 1987) was an African-American composer and songwriter, best known for writing the music for the 1975 Broadway musical The Wiz.

A musical prodigy, Smalls attended Juilliard at age eleven in 1954, staying until 1961. After graduating from the High School of Performing Arts, Smalls toured as a member of the New York Jazz Repertory Company before beginning work on The Wiz. He won the 1975 Tony Award for Best Score for his work on The Wiz, which was later adapted into a feature film, starring Diana Ross and Michael Jackson, by Motown Productions and Universal Pictures in 1978.

Smalls died at age forty-three in Belgium, during emergency surgery to repair a burst appendix.

The Wiz: Background Information

The Wiz is a musical with music and lyrics by Charlie Smalls and book by William F. Brown. It is a retelling of L. Frank Baum's The Wonderful Wizard of Oz in the context of African American culture.

The original 1975 Broadway production won seven Tony Awards, including Best Musical. The musical was an early example of Broadway's mainstream acceptance of works with an all-black cast. The musical has had revivals in New York, London, San Diego and the Netherlands, and an off-Broadway Encores! concert version was staged in June 2009. A film adaptation was released in 1978.

The Wiz originally opened at the Majestic Theatre and later moved to The Broadway Theatre. It closed on January 28, 1979, after four years and 1,672 performances. The most popular song from the production was “Ease on Down the Road”, sung by the characters as they dance down the Yellow Brick Road.

Along with other musicals like Purlie (1971) and Raisin (1974), The Wiz was a breakthrough for Broadway, a large-scale big-budget musical featuring an all-black cast. It laid the foundation for later African-American hits like Bubbling Brown Sugar, Dreamgirls and Duke Ellington’s Sophisticated Ladies.
Oz books by L. Frank Baum:

- The Wonderful Wizard of Oz
- The Marvelous Land of Oz
- Ozma of Oz
- Dorothy and the Wizard in Oz
- The Road to Oz
- The Emerald City of Oz
- The Patchwork Girl of Oz
- Tik-Tok of Oz
- The Scarecrow of Oz
- Rinkitink in Oz
- The Lost Princess Of Oz
- The Tin Woodman Of Oz
- The Magic of Oz
- Glinda Of Oz

Other books to check out:

- The Wizard of Oz (BF Film Classics) by Salman Rushdie, Melvyn Bragg, and Richard Maltby
- The Real Wizard of Oz: The Life and Times of L. Frank Baum by Rebecca Loncraine
- Who Stole the Wizard of Oz? by Avi
- A Tree Grows in Brooklyn by Betty Smith
- Little Women by Louisa May Alcott
- The Black Stallion by Walter Farley
- Where the Red Fern Grows by Wilson Rawls
- Hatchet by Gary Paulsen
- Fahrenheit 451 by Kristi Hiner

Check out the following website for the complete text of all of Baum’s 14 novels about the world of Oz:
http://www.literature.org/authors/baum-l-frank/

Pre-Show Questions

1. Dorothy gets caught up by a tornado, which lands her in Oz? If you heard about a big storm coming, what would you do? Does your family have any drills or procedures to prepare for a tornado? What about at school?

2. Since the moment Dorothy arrives in Oz, all she wants to do is get back home. She has to go on a long journey and she confronts many challenges along the way, but Dorothy stays positive and never stops pursuing her goal. What is a goal you have for yourself, either a short-term or long-term goal? What are the steps you plan to take to achieve your goal, and how will you handle the challenges posed along the way?

3. The Cowardly Lion believes he has no courage—he is afraid of everything! What does being courageous mean to you? Have you ever had to be courageous in a tough situation? What happened in that situation, and how did you feel after performing this courageous act?

4. Dorothy meets the Scarecrow, Tinman, and Lion along her journey to the Emerald City. Although they are all very different, these four become best friends. They learn a lot from one another, and it is their differences that end up helping each other. How are you and your close friends different from one another? What have you learned from your friends, and how have they supported you through tough situations?
L. Frank Baum (1856 - 1919)

Lyman Frank Baum was born in Chittenango, New York. Baum grew up with his seven brothers and sisters on a large estate just north of Syracuse.

Until the age of twelve, Baum was privately tutored at home. In 1873 Baum became a reporter on the New York World. Two years later he founded the New Era Weekly in Pennsylvania. Baum's father owned a string of theatres, and Baum left journalism to become an actor. He owned an opera house in 1882-83 and toured with his own repertory company. In 1882 he married Maud Gage; they had four sons.

Baum made his debut as a novelist with Mother Goose in Prose (1897), a book based on stories he told to his own children. Its last chapter introduced the farm-girl Dorothy. In the preface of the book Baum wrote that he wanted to create modern fairy tales and not scare children like the Brothers Grimm did. “Modern education includes morality; therefore the modern child seeks only entertainment in its wonder tales and gladly dispenses with all disagreeable incident.”

Over the next 19 years Baum produced 62 books, most of them for children. In 1899 Father Goose: His Book appeared, which quickly became a best-seller. Baum's next work was The Wonderful Wizard of Oz, a story of little Dorothy from Kansas who is transported with her dog Toto by a “twister” to a magical realm. The book, which was illustrated and decorated by W.W. Denslow, was published at Baum's own expense. The book sold 90,000 copies in the first two years.

Other novels in the Oz series include The Marvelous Land of Oz (1904), Ozma of Oz (1907), Dorothy and the Wizard of Oz (1908), The Road to Oz (1909), The Emerald City of Oz (1910), The Patchwork Girl of Oz (1913), Tik-Tok of Oz (1914), The Scarecrow of Oz (1915), The Lost Princess of Oz (1917), The Tin Woodman of Oz (1918), The Magic of Oz (1919), Glinda of Oz (1920), and The Visitors from Oz.

Since its appearance, the story has been filmed many times. The Patchwork Girl of Oz was made in 1914, and Baum himself participated in the project. In 1914-15 Baum was the founding director of Oz Film Manufacturing Company (later Dramatic Features Company) in Los Angeles. It was a well-equipped seven-acre studio on Santa Monica Boulevard. The venture failed and produced only two more Oz stories, His Majesty the Scarecrow of Oz, and The Magic of Cloak of Oz. The most famous film version from 1939, directed by Victor Fleming, starred the sixteen-year-old Judy Garland. It received an Academy Award nomination for Best Picture and was selected to the National Film Registry at the Library of Congress.

The story The Wonderful Wizard of Oz can be interpreted in many ways. Baum wanted children to see that the traditional American values of integrity, self-reliance, candor, and courage would make them succeed despite any obstacles they might face.

Born with a congenitally weak heart, Baum was ill through much of his life. He died on May 6, 1919, in Hollywood, where he had moved to a house he called ‘Ozcoot.’ The Oz series did not stop. Ruth Plumly Thompson was commissioned by Baum's publisher to write twenty-one titles. Other writers include Baum's great-grand son Roger Baum. The Laughing Dragon of Oz (1934) was composed by Frank Joslyn Baum, the author's son, but he did not have a legal right to publish the book. Salman Rushdie's The Wizard of Oz (1992) deals with the classic film adaptation against the background of universal symbols and myths.
Timeline of Oz Through the Years

1900
The Wonderful Wizard of Oz by L. Frank Baum is published. It is dubbed the first “American Fairy Tale.”

1903
A musical version of The Wizard of Oz opens on Broadway and tours for seven years.

1904
The sequel to The Wonderful Wizard of Oz, entitled The Marvelous Land of Oz, is published.

1910
The Wizard of Oz makes it to the silver screen as a silent film.

1914
L. Frank Baum films some adventures in Oz through his own production company, featuring favorite characters such as the Scarecrow and the Cowardly Lion.

1919
L. Frank Baum dies, but Oz stories continue to be written by others.

1925
Baum’s eldest son helps The Wizard of Oz become a full-length silent film.

1939
The Wizard of Oz is turned into a major motion picture directed by Victor Fleming. It is nominated for five Academy Awards and wins two of them.

1956
The Wizard of Oz is played on television. It is the first major movie to be shown on network TV.

1975
The Wiz opens on Broadway. It puts a fresh, urbanized spin on the classic tale. This successful show wins seven Tony awards and runs for four years.

1978
The Wiz becomes a major motion picture with stars such as Diana Ross and Michael Jackson.

1995
Wicked becomes a best-seller. Ever wonder what the Wicked Witch of the West’s story is? So did Gregory Maguire, the author. He tells her side of Baum’s classic story in this tale of his own.

2003
The musical adaptation of Wicked opens on Broadway, winning three Tonys.
Tornadoes

Science Classroom Information

AUNT EM: Henry, look! Come hug our girl!
HENRY: Got no time, Em! If we don’t watch out we could all get caught up in that twister!

The National Weather Service defines a tornado as “a violently rotating column of air pendant from a thunderstorm cloud and touching the ground.” Each year, about 100,000 thunderstorms form over the United States. In an average year, between 600 and 1,000 of those thunderstorms generate tornadoes.

Although most U.S. tornadoes occur in only a handful of states, tornadoes can -- and do -- occur in every state.

Did you know…

- Tornadoes are the most destructive of all weather-related events.
- On average, a tornado’s path is 4 miles long and 400 yards wide but can be as long as 100 miles and as much as a mile wide.
- Tornadoes can reach heights of 60,000 feet.
- The average tornado travels at a speed of 25 to 40 mph., but tornadoes can reach speeds up to 70 mph.
- Winds inside a tornado can swirl at close to 300 mph.
- Tornadoes stay on the ground for an average of four to five minutes; however, a tornado can touch down several times.
- Building damage during a tornado happens when high winds cause a buildup of pressure on building surfaces. This pressure is related to wind velocity squared.
- Tornadoes occur throughout the world; however, the greatest number of tornadoes and most intense tornadoes occur in the United States.
- Half of all tornadoes occur during the spring months of April, May, and June.
- Tornadoes can form in any state but they occur most frequently in Alabama, Arkansas, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, Oklahoma, South Dakota, and Texas.
- On average, 100 people are killed by tornadoes each year.
Tornado in a Bottle

Materials
Two empty plastic soda bottles
Water
Tape

Activity
1. Fill one bottle 3/4 full with water.
2. Tape the other bottle on top of the one with water in it. Make sure the spouts are lined up.
3. Turn the bottles over so that the one with water is on top. See how the water has a hard time going down.
4. To make the water go down into the other bottle, swirl the bottles in a circular motion really fast. Don’t shake it up and down or it won’t work. The water should swirl into the bottom bottle.

This is why it works: When you swirl the bottle, the water starts to move in a circle. When the water moves fast enough, it pushes out against the bottle and leaves a hole in the middle. There’s no water in the hole, only air. The hole allows the air from the bottom bottle to come up to the top bottle. When the air moves, there’s then space in the bottom bottle, which makes room for the water from the top to flow into the bottom.

This sort of water movement, with the special hole in the middle, is usually called a whirlpool. A tornado happens in air and a whirlpool happens in water. So, it is really a “Whirlpool in a Bottle.”

Design a Tornado-Safe House

Encourage older students to read Effects of High Winds at:
Afterwards, have them work in pairs to design a house that could withstand a tornado.
I'm Melting! Dissolving Substances in Water

Science Classroom Activity
Taken directly from: http://curriculalessons.suite101.com/article.cfm/chromatography_lesson_plan

DOROTHY: What's that old witch got you doin'?
LION: Carrying all the water outa this place. She's got the Scarecrow and the Tinman doin' it too.
DOROTHY: I heard about Evillene and water.
LION: Child, you know that lady is so afraid of water, she don't even take a bath?

Materials
6 clear beakers
6 teaspoons
Cold water
Hot / warm water
3 different substances (e.g.: instant coffee, sugar, hot chocolate, jello, etc)
Measuring jug
Paper and pencils for recording
Paper towel for any spillages

Activity
1. Introduce the lesson by talking about the process of dissolving. Ask the students if they know what this means.
   a. Provide a simple definition by giving an example, for instance, when we add sugar to a cup of tea. Explain that both water and substances (for example, sugar) are made up of tiny shapes called molecules and that when added to each other the sugar dissolves. The students may see this as disappearing.
   b. When something dissolves in water this is called a solution. When it doesn’t dissolve it is called a suspension.
2. Have each station ready with all the equipment laid out and ready to use. First have the students in each group predict whether they think that any of the powders will dissolve in cold water.
   a. Have them write down their predictions.
3. The students then measure and pour 150ml (5fl oz) cold water into each of three of the beakers (label these #1, #2 and #3).
4. Next have them measure 1 level tsp of coffee powder and sprinkle it into beaker #1 - be careful not to stir!
   a. The students should make careful observations about what they see in their beaker and record what has happened on their chart.
5. Repeat this process with the other two powders.
6. Now ask the students to predict what the results will be if they use hot/warm water instead of the cold water.
7. Repeat the experiment using warmer water this time labeling the beakers #4, #5 and #6.
   a. Make sure that each step is observed and recorded.
8. Have each group discuss the findings that they recorded with each other and compare their results.
   a. Did they all end up with the same results? If not, why? Were their predictions correct? Do they think the results would be different if they used water at different temperatures or different amount of the powders?

Extension
- Try this investigation with different powders.
- Investigate whether or not all substances need hot water to dissolve.
- To help define and illustrate suspension try filtering the solution through filter paper. Corn flour is a good one for this
Exploring Courage

Social Studies Classroom Activity
Adapted from: http://college.usc.edu/vhi/creatingcharacter/docs/LP_Courage_CC_001.pdf

Activity

1. Distribute the Student Handout: Web of Courage to each student. Ask students to individually think about the idea of courage and to complete as much of the web as possible.
   a. Allow a few minutes for students to record their responses.

2. Divide the class into pairs. Students should compare their responses and assist one another in completing their individual webs.

3. Conduct a large class discussion using some or all of the following questions as a guide:
   a. In what ways do people demonstrate courage in the stories you have heard or read?
   b. In what ways do people you know demonstrate courage?
   c. In what ways are these demonstrations of courage similar or different?
   d. How have you demonstrated courage in the past?
   e. How do these examples compare to examples of courage in stories discussed above?

4. Ask for each student to choose one person s/he believes exemplifies courage. This person may be someone they know personally or someone they are familiar with but do not directly know, someone from history, or someone fictional from a book or other piece of literature.
   a. Students may choose a person they listed on their Web of Courage worksheet, or select a new person who exemplifies courage.
   b. These chosen models of courage will be put on display on the Classroom Wall of Courage.

5. Students must create a plaque honoring a person s/he believes exemplifies courage. Information on the plaque should include, but would not be limited to, the following:
   a. Picture or photo of the individual.
   b. Summary of the individual’s accomplishments.
   c. Explanation as to why this person exemplifies courage.

6. When completed, have students share their Person of Courage Plaque with the class, describing why they chose this person and how they demonstrate courage. Then, post all the plaques on the Wall of Courage for students to examine in more detail, and to serve as a reminder that we all have the power to make courageous choices and display acts of courage.
# Exploring Courage

**Web of Courage Student Worksheet**

*Adapted from: [http://college.usc.edu/vhi/creatingcharacter/docs/LP_Courage_CC_001.pdf](http://college.usc.edu/vhi/creatingcharacter/docs/LP_Courage_CC_001.pdf)*

<table>
<thead>
<tr>
<th>A story or book about courage:</th>
<th>Fictional characters who display courage:</th>
<th>Real people who display courage:</th>
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<tr>
<th>Synonyms for courage:</th>
<th>Define courage:</th>
<th>Antonyms for courage:</th>
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<tbody>
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<tr>
<th>A time that I had courage was…</th>
<th>A time that I had courage was…</th>
<th>A time when I wish I had more courage was…</th>
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I Like Being Me: Building Self-Esteem

Health Classroom Activity
Taken directly from: http://school.discoveryeducation.com/lessonplans/programs/selfesteem/

Activity

1. Ask students to define the term self-esteem. Write their ideas on the board. Help students understand that self-esteem refers to how we understand and value ourselves.
   a. People with high self-esteem are realistic about their strengths and weaknesses and are able to set goals and work toward them with optimism and humor. They also feel competent in areas they consider important and do not take other people’s negative impressions of them too seriously.
   b. People with low self-esteem have a hard time honestly evaluating their strengths and weaknesses and often have an unrealistic, overall negative impression of themselves. They take other people’s opinions of their strengths and weaknesses more seriously than they should. Also, they do not feel competent in areas they consider important. People with low self-esteem tend to be pessimistic.

2. Tell students that an important first step in building self-esteem is taking a realistic look at their strengths and weaknesses and likes and dislikes. This helps them know what goals are realistic to pursue, what aspects of their personality and lifestyle to seek to improve, and how to identify their weaknesses without worrying about how others perceive them. Tell students that self-knowledge helps lay the foundation for high self-esteem.

3. Then tell students they are going to complete a personal inventory during this lesson to help them achieve better self-understanding. Pass out the Personal Inventory worksheet and have students complete the handout.
   a. Give students ample time (it should not take more than 10 or 15 minutes) in class to complete the inventory.

4. Once students are finished, have students take the information they learned about themselves and create a drawing, collage, or short essay that illustrates who they are.
   a. Make available paper, art supplies, and magazines to cut up. Give students about 20 minutes to complete their projects.

5. During the next class period, ask for student volunteers to share their artwork or essays, and their personal reflections, with the class.

6. Hold a discussion with students, asking them what they learned about themselves by going through this activity. Continue the dialogue with the following:
   a. How can you apply this information to your lives? How does it affect the goals you set for yourself?
   b. Tell them that understanding their own strengths, weaknesses, and preferences is essential in boosting their self-esteem.

7. Conclude the lesson by asking students what role they think self-esteem plays in leading a healthful life. If students feel good about themselves, do they think they will make good decisions about friends, diet, exercise, and overall work habits? Why do they think this is so? Help students understand that if they feel good about themselves, they will want to take care of themselves.
I Like Being Me: Building Self-Esteem

Personal Inventory Student Worksheet
Taken directly from: http://school.discoveryeducation.com/lessonplans/programs/selfesteem/

Personal Inventory

School Subjects
I like ______________________________________________________________________________________________________.
I do not like ________________________________________________________________________________________________.
I am good at _______________________________________________________________________________________________.
I am not good at ____________________________________________________________________________________________.
I am good at this subject, but I do not like it: _____________________________________________________________________.
I am not good at this subject, but I like it: ________________________________________________________________________.

Activities
I like ______________________________________________________________________________________________________.
I do not like ________________________________________________________________________________________________.
I am good at _______________________________________________________________________________________________.
I am not good at ____________________________________________________________________________________________.
I am good at this activity, but I do not like it: ______________________________________________________________________.
I am not good at this activity, but I like it: _________________________________________________________________________.
I prefer being involved in individual activities _____ or group activities ____. (Check one.)

Relationships with Friends and Adults (Check the statements that apply to you.)
I am generally well liked: ☐
I am generally not well liked: ☐
I have a group of friends: ☐
I prefer having one or two friends: ☐
I am a leader: ☐
I am a follower: ☐
I prefer people who like the same things I like: ☐
I prefer people who like different things: ☐
I have the support of significant adults in my life: ☐
I have the support of a group of peers: ☐

Food Preferences
I like to eat ________________________________________________________________________________________________.
I do not like to eat ___________________________________________________________________________________________.
I do ____ do not _____ eat a balanced diet. (Check one.)

Relaxing
I relax by ___________________________________________________________________________________________________.
I like relaxing alone _____ or with other people ____. (Check one.)
After this activity, I always feel calm and peaceful: ______________________________________________________________.
How to set goals

1. Define the goal.
2. Outline the steps needed to achieve it.
3. Consider possible blocks and ways of dealing with them.
4. Set deadlines.

In order for something to be a goal:
- It has to be important to you, personally.
- It has to be within your power to make it happen through your own actions.
- It has to be something you have a reasonable chance of achieving.
- It must be clearly defined and have a specific plan of action.

Practice Goal Setting

In each hypothetical case have the class go through the four step goal-setting process given at the top of this lesson.
Goal #1: Help a new kid in school feel included.
Goal #2: Get a good summer job.
Goal #3: Stop violence on the school grounds.
Goal #4: Earn enough money to buy a new bicycle.
Goal #5: Raise money to buy a new computer for the school library.

Achieve a Group Goal

Have the class set some group goals. For instance, they could decide they want to achieve a certain average score on an exam. To accomplish this they might set up study groups so they can create structured study time and help each other. Or, perhaps, they will set goals for personal interaction that include standards of respectful behavior and rules for dealing with conflicts. Decide on a reward for achieving these goals, such as a picnic or some other fun payoff.

Making Personal Goals Happen

Have everybody in the class declare two short-term goals that can be accomplished during the semester. Have them present their goals to the class, including their plans, their deadlines, and why these goals are important to them. Then, have them track their progress giving periodic progress reports to the whole class. Set up some kind of a reward for people who achieve their goals.
IT WOULD SURE BE NICE TO BE BACK HOME
WHERE THERE'S LOVE AND AFFECTION
- Dorothy

Activity

1. Divide the class into small groups of 4 or 5 students and give each group a piece of oversized paper or a poster board, a collection of magazines, scissors, and glue sticks.

2. Instruct the students to make a collage of pictures that represent items that can be found in their homes.
   a. Provide students with some examples to get them started such as tangibles like furniture, family members or pets, as well as non-tangibles such as fun, laughter, and love.

3. After students have had time to create their collages, bring the class back together as a whole and have groups present their collage, pointing out key elements/ideas from their work.

4. Next, have students remain in their small groups, and provide each group with a piece of paper and a marker/pen.

5. Have groups delegate a recorder, responsible for keeping written tabs on their ideas, and a reporter, responsible for sharing the ideas later with the class as a whole.

6. Instruct recorders to divide their sheet in two by drawing a line down the middle—one side with the title ‘House’, the other with ‘Home’.

7. Ask students to brainstorm the characteristics of both ‘house’ and ‘home,’ highlighting what distinguishes one from the other.
   a. For example, a ‘house’ is a physical structure with a roof, walls, furniture, etc. A ‘home’ involves family, love, holidays, etc.

8. After students have had time to create their lists, bring the class back together to share their lists.
   a. One by one, ask the reporters to present the group’s list.
   b. Teachers should create a list on the board that compiles the various answers from the class.

9. Following these two group activities outlined above, pose the question to the class “How would your life be different if you did not have a home?”

10. Continue the class discussion by asking students to brainstorm ways students can help other people in their community ‘build a home’.
    a. From gathering food for the food bank, to participating in clothing drives, to actually helping build houses.
    b. Write these ideas on the board.

11. As a class, choose one of these ideas they feel they can actually carry out, and help students fully research and develop their ‘building a home’ idea, and put it into action.
Song Dance and Lyrical Poetry

Language Arts Classroom Activity
Adapted from: http://www.lessonplanspage.com/LALyricalPoetry912.htm

BELIEVE THAT YOU CAN GO HOME
BELIEVE YOU CAN FLOAT ON AIR
THEN CLICK YOUR HEELS THREE TIMES
IF YOU BELIEVE, YOU’LL BE THERE

- Glinda

Activity

1. Begin by asking students brainstorm their favorite song.

2. Have them write down on a sheet of paper what they believe the song is about and what makes it their favorite song. Teacher check to make sure all songs are school appropriate.

3. Next, go over and define if needed the five poetic devices, and give examples of each of the terms stated:
   a. Rhyming (sound alike endings of words)
   b. Metaphors (a comparison of two unlike things WITHOUT using like or as) and Similes (a comparison of two unlike things using like or as)
   c. Alliteration (at the beginning of words, a repetition of consonants)
   d. Imagery (the use of vivid or figurative language to represent objects, actions, or ideas)
   e. Personification (an inanimate object is given human like characteristics)

4. For homework, have students listen to their chosen favorite song and determine what poetic elements their song contains, and write down these specific examples.

5. The next day in class, place students into small groups, and have them share their poetic findings in their song with the group.

6. After students have shown their proficiency with the poetic terms, assign students to write their own set of lyrics, either to an already set melody, a melody they create, or completely without a melody.
   a. The lyric should include one verse and one chorus, and have three examples of poetic techniques in it.
1. Along Dorothy’s journey, she meets the Scarecrow, the Tin Man, and the Cowardly Lion. How do her friends help her defeat the Wicked Witch? When have you worked together with your friends to accomplish a difficult task?

2. What do you think Dorothy has learned at the end? What does she have to say to get back home, and why do you think those words bring her back? If you landed in Oz, what would you miss about home?

3. The Cowardly Lion wants to ask the Wiz for Courage, the Scarecrow wants brains, and the Tinman wants a heart. But do you think the Lion shows bravery, the Scarecrow shows brains, and the Tinman shows heart before they get to the Wiz? How?

4. Have you seen the movie or another theatrical production of The Wizard of Oz? If so, in what ways is The Wiz different from the original version of The Wizard of Oz, and in what ways is it similar?

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**Math Student Worksheet**


1. The tornado is moving at 30 miles per hour. It is headed toward Milwaukee, which is 15 miles away. How long will it take for the tornado to hit Milwaukee?

2. The city hall building has a large basement and many people have sought shelter from the tornado in the basement. The people in the basement are: 15 staff members from city hall, the mayor and his secretary, 2 from the coffee shop across the street, 4 from the diner next door, 4 members of the Smith family, 3 members of the Gordon family and one policeman. How many people are in the basement?

3. The policeman leaves to help others outside. Two people walking by, a delivery man and three members of the Lee family have now come to the basement. Now how many are there?

4. The tornado hit and luckily no one was injured, but it caused some damage to buildings. This was the damage: $2,346 to the Gordon family house; $11,490 to the diner; $3,421 to the coffee shop and $874 to City Hall. How much total damage was there?

5. There was also damage to the mayor’s car, of $973. Now how much damage was there?
1. The tornado is moving at 30 miles per hour. It is headed toward Milwaukee, which is 15 miles away. How long will it take for the tornado to hit Milwaukee?
   Answer: 120 minutes, or 2 hours

2. The city hall building has a large basement and many people have sought shelter from the tornado in the basement. The people in the basement are: 15 staff members from city hall, the mayor and his secretary, 2 from the coffee shop across the street, 4 from the diner next door, 4 members of the Smith family, 3 members of the Gordon family and one policeman. How many people are in the basement?
   Answer: 31 people

3. The policeman leaves to help others outside. Two people walking by, a delivery man and three members of the Lee family have now come to the basement. Now how many are there?
   Answer: 36 people

4. The tornado hit and luckily no one was injured, but it caused some damage to buildings. This was the damage: $2,346 to the Gordon family house; $11,490 to the diner; $3,421 to the coffee shop and $874 to City Hall. How much total damage was there?
   Answer: $18,131

5. There was also damage to the mayor’s car, of $973. Now how much damage was there?
   Answer: $19,104
1. Now we’re fixin’ for a twister an’ you’re playin’ games with that dog. And in your Sunday dress, too. Serve you right if you both blew away!

2. Oh, I don’t think so. That comes under the headin’ of transportin’ a minor across state lines. Maybe you better go to the Emerald City and see the Wiz!

3. But I don’t know what I’m supposed to do.


5. Well, I wasn’t always made outta tin, you know. No I used to be a real flesh and blood woodchopper, till one day a wicked witch put a spell on my axe!

6. Well, they say he can do most anything for anybody! An’ he’s got three or four miracles left, so why don’t you grab one while the grabbin’is good?

7. But Momma… Momma was such a strong lady… “Do this… don’t do that… you call them paws clean? Lick behind your ears, child, or you don’t get no antelope.” That’s how it went down.

8. You must be mad! The Wiz never sees anyone. Anywhere. At any time. But on the other hand, if you care to make it worth my while. . . .

9. You know, I can understand a child like you wanting to go to Brazil… Mozambique… Harlem… but Kansas? Did I hear you correctly? Get back to Kansas?

10. You may do whatever you want. Besides, what is home but a place we all leave anyway… full of faded memories, hand-me-down clothes, and shattered dreams… why not forget it?

11. But we’re not askin’ for so much! Why do we have to go ‘round killin’ somebody?

12. When I get my hands on Dorothy’s silver slippers… all of Oz will kiss my feet!

13. Child, you know that lady is so afraid of water, she don’t even take a bath!

14. Look what you’ve done! You’ve ruined me! Water, the only thing I’m powerless against! The only thing that could ever destroy me!

15. Yeah! You! You sound just like him too, you phony! Who do you think you are?

16. Look, y’all, all I ever wanted were the simple things in life… power… prestige… money. And back in Omaha, I tried everything, but nothing ever worked!

17. Don’t quibble! Just go back and make miracles there. Nebraska could use some.

18. Dorothy! Dorothy! Baby! How come you joined the circus, child?

19. Why, honey, you got your silver slippers. They’ll take you home in no time. Don’t you ever talk to your feet?

20. You mean that’s all there ever was to it? Just clickin’ my heels three times, and I’m home?
Who Said It? (Answers)

1. Now we’re fixin’ for a twister an’ you’re playin’ games with that dog. And in your Sunday dress, too. Serve you right if you both blew away! AUNT EM

2. Oh, I don’t think so. That comes under the headin’ of transportin’ a minor across state lines. Maybe you better go to the Emerald City and see the Wiz! ADDAPERLE

3. But I don’t know what I’m supposed to do. DOROTHY


5. Well, I wasn’t always made outta tin, you know. No I used to be a real flesh and blood woodchopper, till one day a wicked witch put a spell on my axe! TINMAN

6. Well, they say he can do most anything for anybody! An’ he’s got three or four miracles left, so why don’t you grab one while the grabbin’s good? DOROTHY

7. But Momma… Momma was such a strong lady… “Do this . . . don’t do that . . . you call them paws clean? Lick behind your ears, child, or you don’t get no antelope.” That’s how it went down. LION

8. You must be mad! The Wiz never sees anyone. Anywhere. At any time. But on the other hand, if you care to make it worth my while. . . . GATEKEEPER

9. You know, I can understand a child like you wanting to go to Brazil… Mozambique… Harlem… but Kansas? Did I hear you correctly? Get back to Kansas? WIZ

10. You may do whatever you want. Besides, what is home but a place we all leave anyway . . . full of faded memories, hand me down clothes, and shattered dreams . . . why not forget it? WIZ

11. But we’re not askin’ for so much! Why do we have to go ‘round killin’ somebody? DOROTHY

12. When I get my hands on Dorothy’s silver slippers . . . all of Oz will kiss my feet! EVILLene

13. Child, you know that lady is so afraid of water, she don’t even take a bath? LION

14. Look what you’ve done! You’ve ruined me! Water, the only thing I’m powerless against! The only thing that could ever destroy me! EVILLene

15. Yeah! You! You sound just like him too, you phony! Who do you think you are? DOROTHY

16. Look, y’all, all I ever wanted were the simple things in life . . . power . . . prestige . . . money. And back in Omaha, I tried everything, but nothing ever worked! WIZ

17. Don’t quibble! Just go back and make miracles there. Nebraska could use some. SCARECROW

18. Dorothy! Dorothy! Baby! How come you joined the circus, child? ADDAPERLE

19. Why, honey, you got your silver slippers. They’ll take you home in no time. Don’t you ever talk to your feet? GLINDA

20. You mean that’s all there ever was to it? Just clickin’ my heels three times, and I’m home? DOROTHY