

School Show Packet Welcome Letter:

Dear Educators,

One of my favorite field trips every year is going to a live-theater production with my students. It's seeing their delight in watching real people acting out their favorite stories. It's seeing their awe over sets, lighting, special effects, and costumes. It's hearing their reactions in gasps, sighs, and laughter. And most importantly, it's sensing their understanding that theater reflects our own life experience, and it has something to teach us about being good people. There's always a message to take away from the show.

Thank you for giving your students this special opportunity by participating in the Great River Educational Arts Theater School Show Season! The information enclosed in this packet will assist you in making the trip a successful venture. In addition, there are standards-based lessons that will enable students to use the content of the production as a spring-board for working on their required comprehension skills. I hope you will find them to be useful tools in your students' learning!

Best wishes for a successful school year, and may your GREAT field trip be a highlight for you and your class!

Ruth Johnson

Teacher-District 742

Using *The Wiz* for Grade Five Learning Activities

Activity 5-A

Standard:

5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Students will create a story web, writing a theme or message they can identify from the play in the center of the page. Next, they will describe how various characters, places, or events in the story assisted in communicating that message.

(Worksheet included)

Activity 5-B

Standard:

5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Students will compare and contrast two or three characters from the play by completing a Venn Diagram. (Worksheet included)

Activity 5-C

Standard:

5.1.6.6 Describe how a narrator's or speaker's point of view influences how events are described.

Students will retell a scene from the story from the perspective of two contrasting characters. (Worksheet included)

PRINCIPAL CHARACTERS FROM THE WIZ:

Dorothy

Scarecrow

Tin Man

The Lion

Addaperle

Evellene

Glinda

The Wizard

Activity 5-D

Standard:

5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Students will illustrate two consecutive scenes from the play. They will analyze why the playwright created these scenes together. (Worksheet included)

Activity 5-E

Standard:

5.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Students will write and support their opinion of viewing *The Wiz*. They could respond to any of the following questions: (Paper included)

Did you like or dislike the play? Why?

What was the best scene in the play? Why?

Which character was the most likable? Why?

Which character was the most evil? Why?

Would you tell someone else to go to this play? Why or why not?

What would you want to change in this play? Why?

Activity 5-F

Standard:

5.6.3.3 Write narratives **and other creative texts** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students can use the experience of seeing a play as a vehicle for their writing.

(Paper included)

Here are some possible topics:

Write about your own sensory experience in watching the play.

Retell the play from the perspective of one specific character.

Write what happens after the conclusion of this story to one or more of the characters.

Write the story again, but change some important event to create a new ending.

Activity 5-G

Standard:

5.1.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

4.1.3.3.2 Describe how theater communicates meaning.

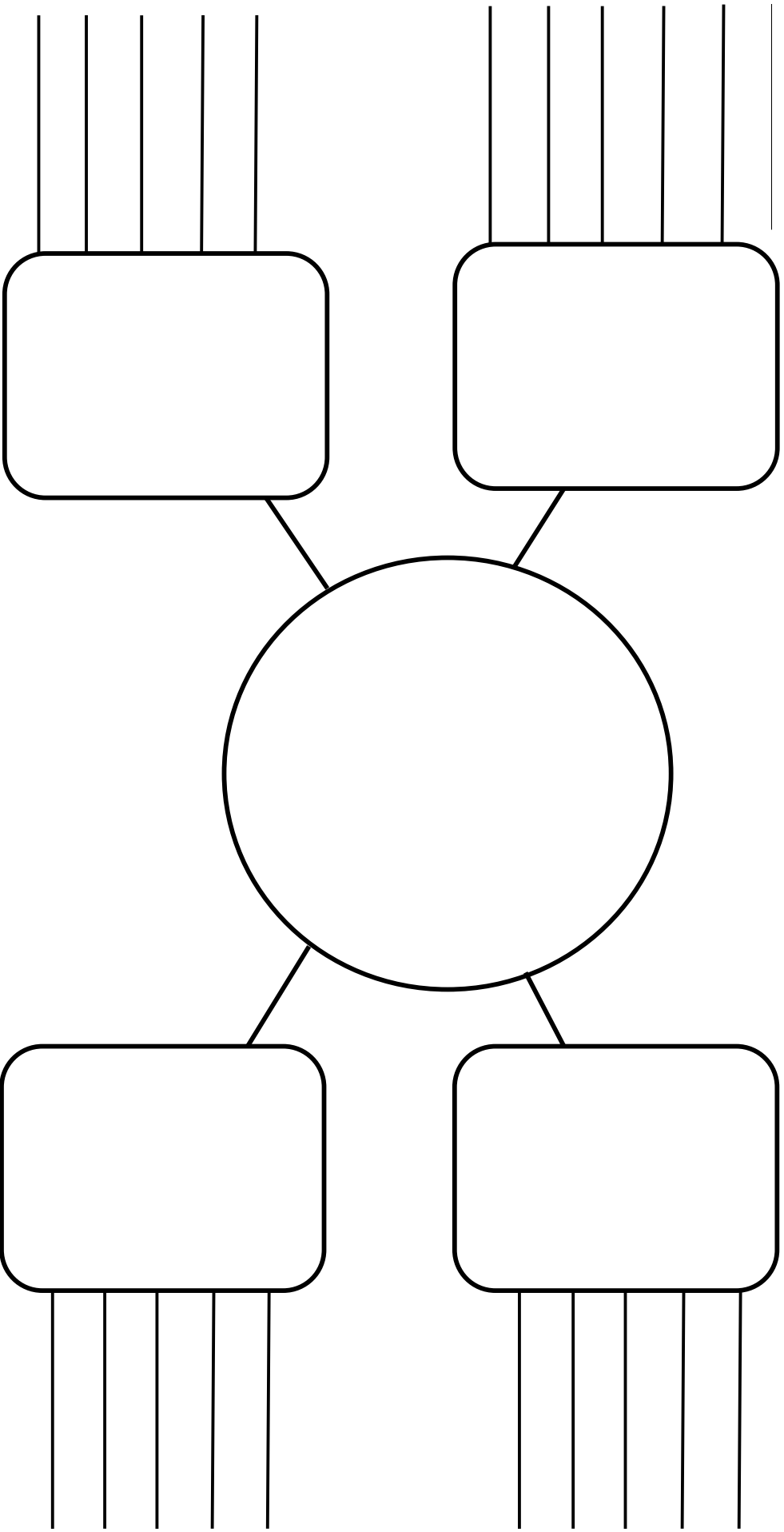
Students will analyze how the presentation of the play assisted in communicating a message to the audience. (Worksheet included)

Story Web

Activity 5-A

Name _____

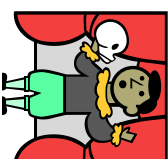
Play _____





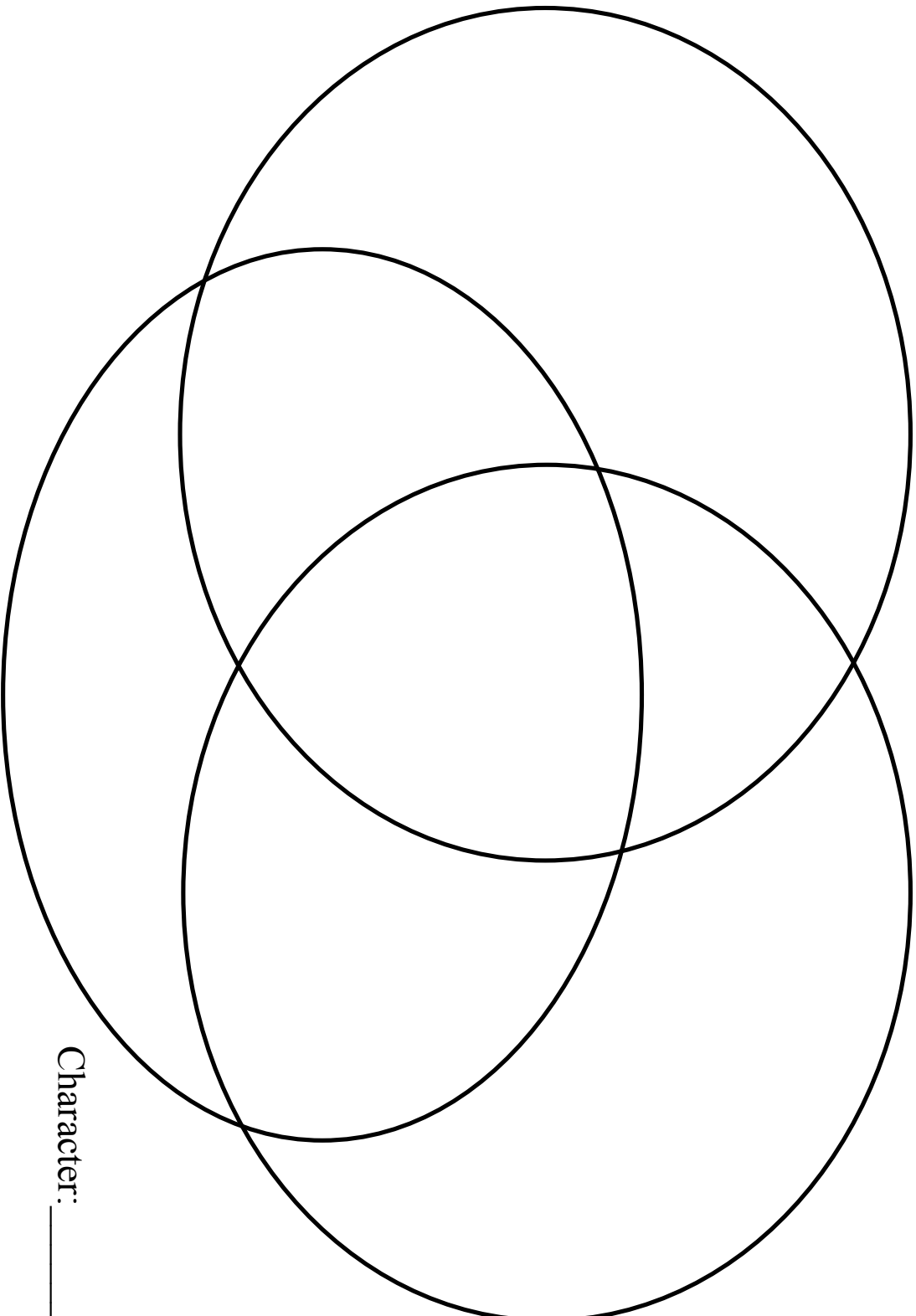
My Name: _____

Activity 5-B



Character: _____

Character: _____



Character: _____

My Name: _____

Character Comparison



Activity 5-C

Scene: _____

_____’s experience:

(Character 1)

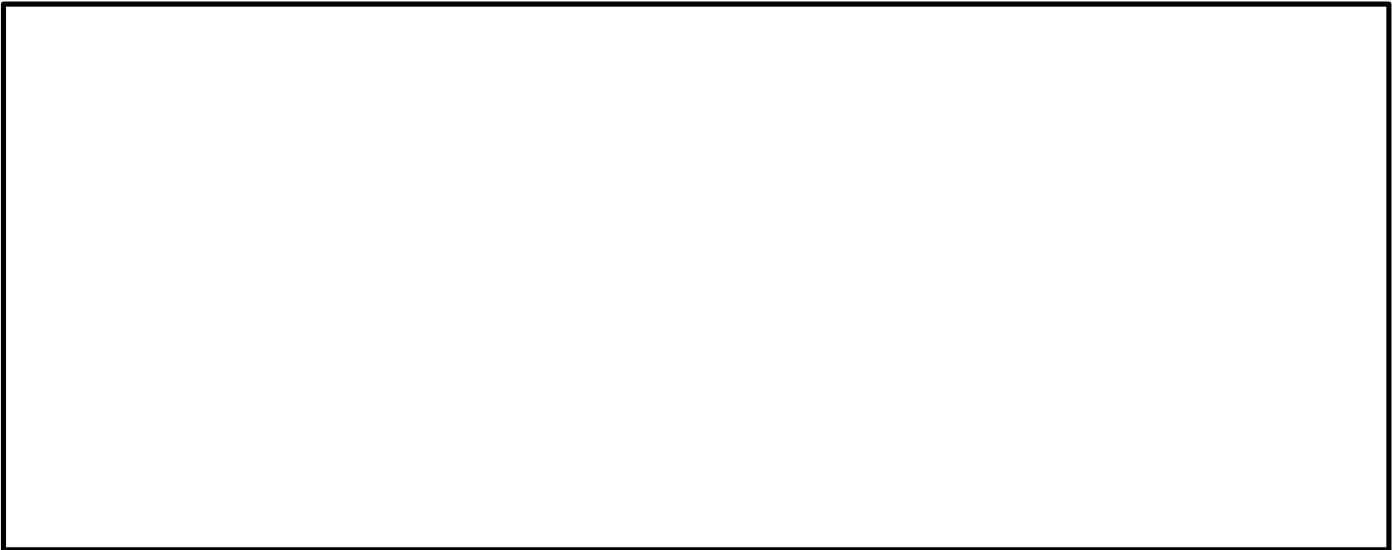
_____’s experience:

(Character 2)

Theater Scenes

Activity 5-D

Think of two scenes that were together in the play. Illustrate and tell what was happening in each one.





What do you think the playwright considered when choosing to put these scenes together?

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

Theater Report



Name _____

Theater Presentation: _____

The message I got from watching this play was: _____

_____.

Think about the presentation in terms of the stage, set, lighting, props, and acting. How did these elements help get the message out to you and the audience? _____

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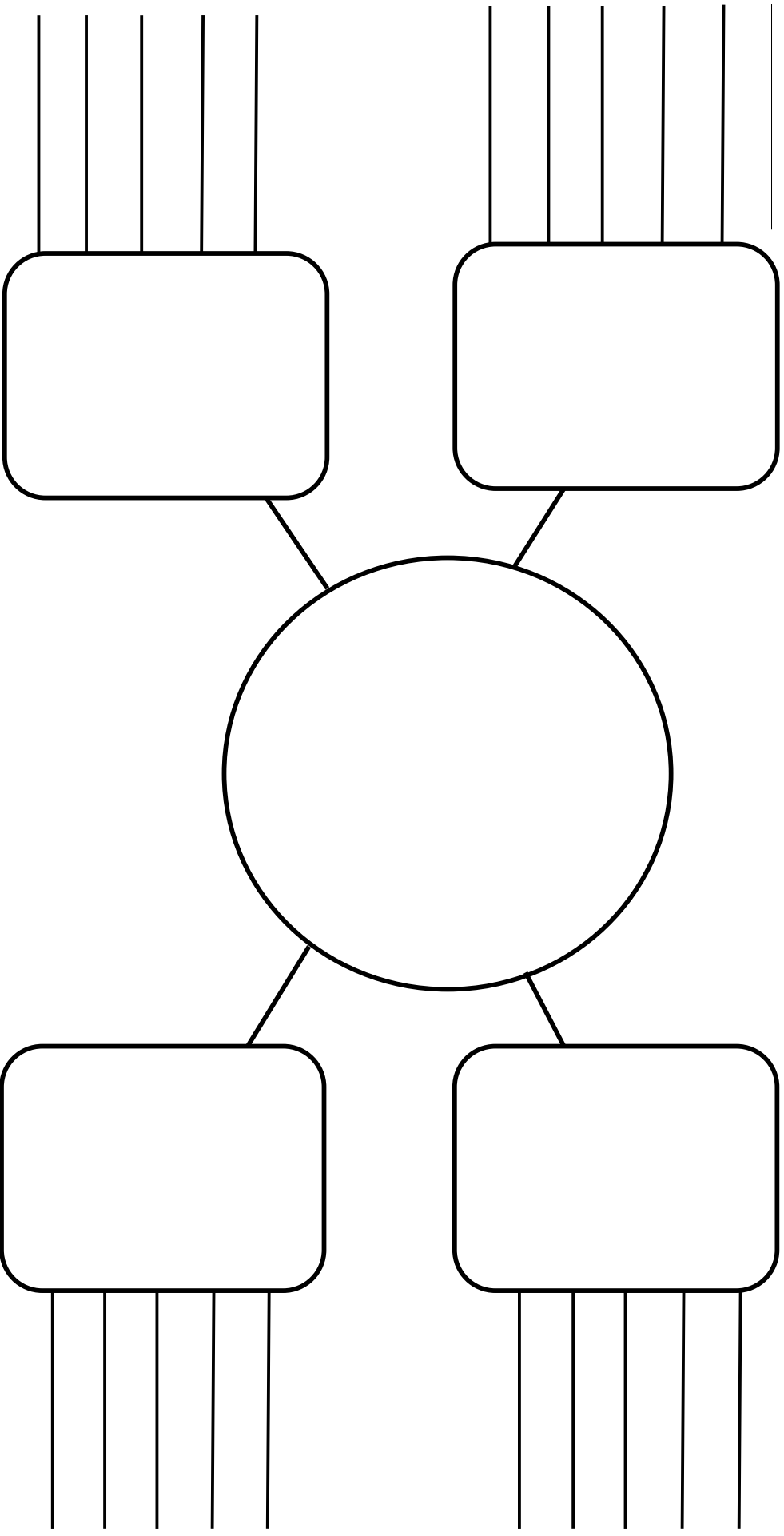
Teacher-District 742

Story Web

Activity 5-A

Name _____

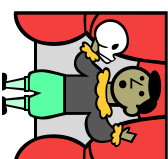
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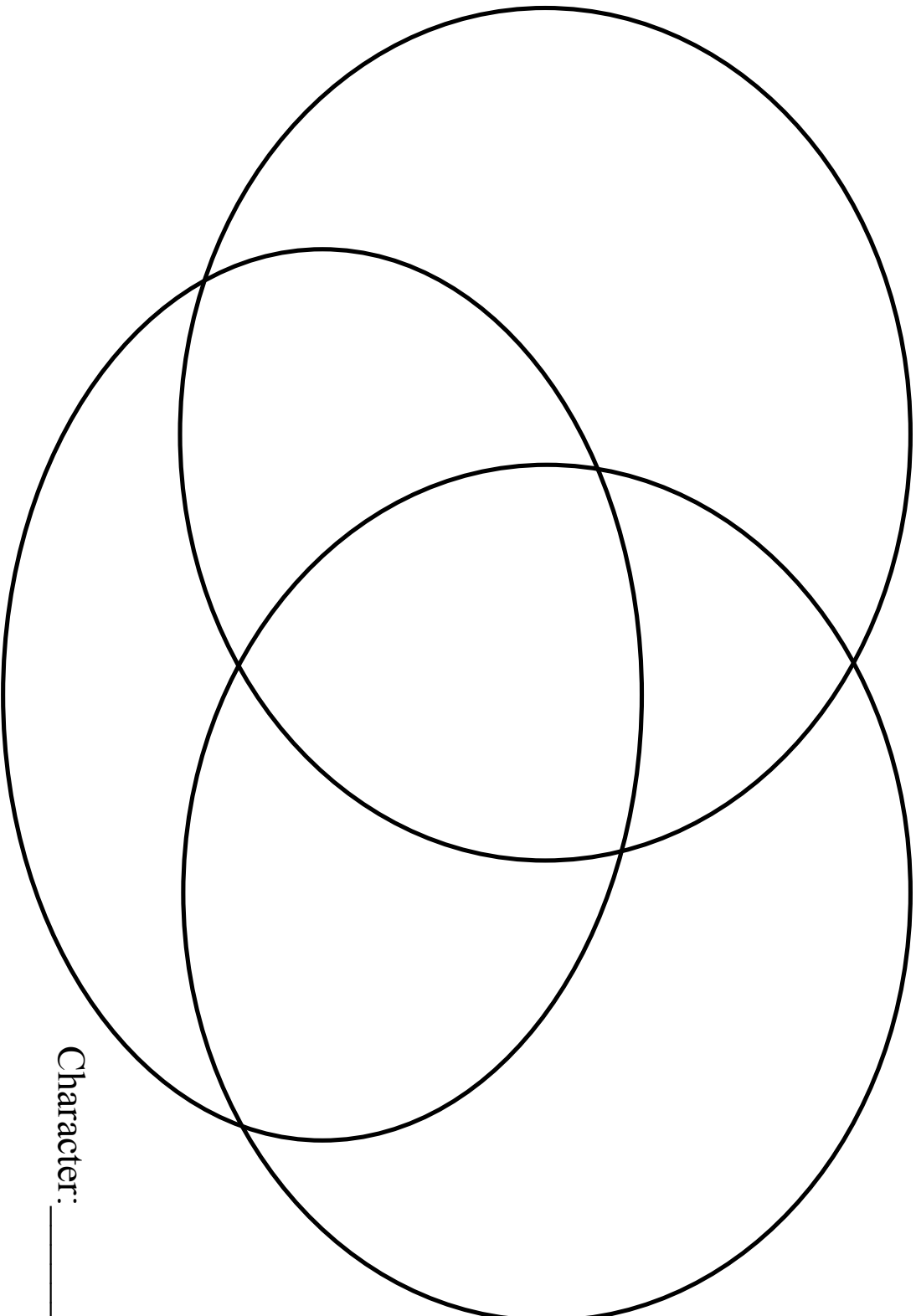
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Activity 5-B



Character: _____

Character: _____



Character: _____

My Name: _____

Character Comparison



Activity 5-C

Scene: _____

_____ 's experience:

(Character 1)

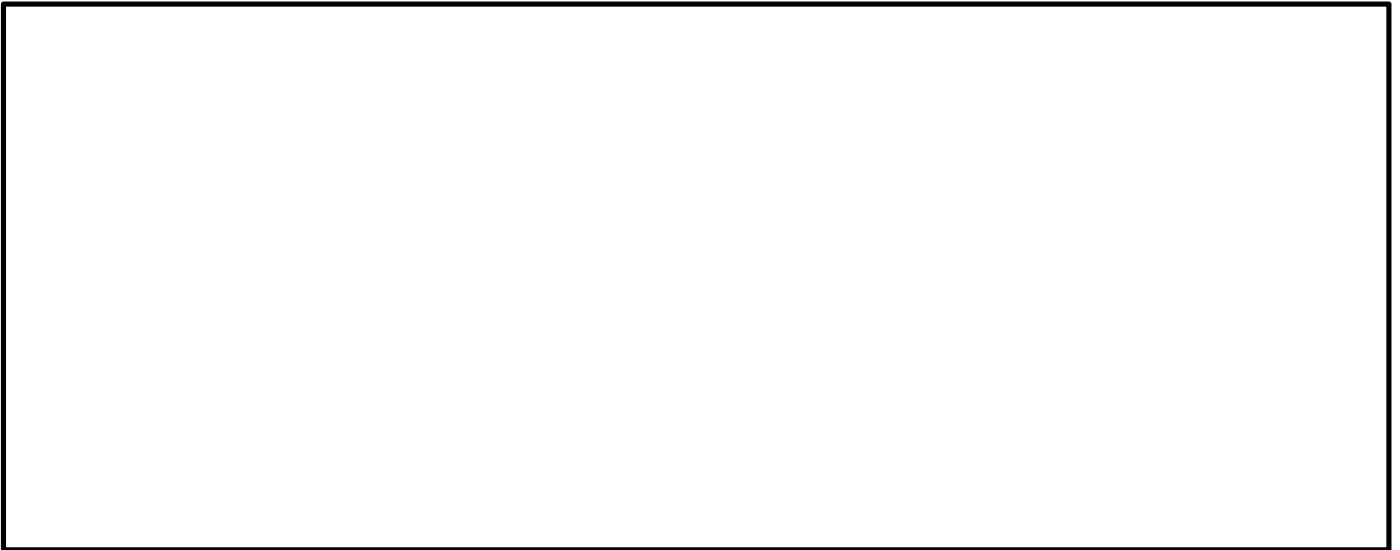
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(Character 2)

Theater Scenes

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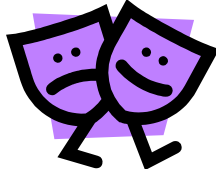




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My Name:

Activity 5-E, 5-1



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Activity 5-E, 5-1

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My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1

My Name:

Activity 5-E, 5-1
