

Bits 'N Pieces Puppet Theatre
presents

The Wizard of Oz



The Wizard of Oz has questions for you: Courage comes from where? What makes love strong? How do you think smart? Can you find your way back home? Bits 'N Pieces Puppet Theatre presents their glove puppets in this rollicking good-time puppet production. There's laughter and merriment on both sides of the rainbow in Bits 'N Pieces' "Wizard of Oz"!



Study Guide



Bits 'N Pieces programs are presented with the assistance of the Hillsborough County Parks, Recreation and Conservation Department; Arts Council of Hillsborough County, Hillsborough County Board of County Commissioners, Florida Division of Cultural Affairs, Florida Arts Council, National Endowment for the Arts and YOU. Thanks! Call 813-659-0659 for more information.

The Wizard of Oz

Presented by Bits 'N Pieces Puppet Theatre
Original Story by L. Frank Baum
Performed by Jerry Bickel

About Bits 'N Pieces Theatre

Founded in 1976 by Executive Director Jerry Bickel, Bits 'N Pieces is dedicated to influencing the world of tomorrow by enchanting the children of today. Through the theatrical retelling of classic children's stories, each with its own unique life lesson and moral, Bits 'N Pieces brings to life the magical wonderment of children's fantasy and reinforces the core values long told and emphasized by our great storytellers. Bits 'N Pieces has received the Atlanta Cultural Olympiad's Award for Excellence and Innovation in the Arts as well as the Arts Council of Hillsborough County's Award for Excellence in Arts Education.

About Our Production of *The Wizard of Oz*

*The Wizard of Oz has questions for you:
Courage comes from where? What makes love strong?
How do you think smart? Can you go back home?*

Bits 'N Pieces Puppet Theatre, internationally known for its giant puppet musicals, goes pint-sized for this rollicking good-time glove puppet production performed by artist/puppeteer Jerry Bickel at our own PuppetWorld Playhouse. Every child in the audience performs as a Munchkin one minute and a flying monkey the next. Combining performance and workshop, every student sees the show and makes a puppet to take home.

Characters

(In Order of Appearance)

Dorothy
Scarecrow
Tin Man
Cowardly Lion
Wicked Witch
Wizard of Oz
Glinda the Good Witch

This production guide includes classroom activities and children's activity pages keyed to the Florida Dept. of Education Sunshine State Standards (included).

See the puppets and print a souvenir photo at www.puppetworld.com

This program is made possible with the support of the Hillsborough District Schools, Florida Department of State, Division of Cultural Affairs, the Florida Arts Council, the Arts Council of Hillsborough County, Hillsborough County Board of County Commissioners, and the National Endowment for the Arts.

Poetic Synopsis of *The Wizard of Oz*

From Kansas little Dorothy to Oz was blown away;
Where first she met the Scarecrow, a man all stuffed with hay.
Next Tin Man in a shower of rain got rust in every joint,
So he must carry an oil can, his elbows to anoint.
Then came Lion cowardly, as timid as a bird,
Yet if some danger threatened Dot his mighty roar was heard.

To the City Emerald they walked in spite of Witch and blizzard;
This funny crew tramped miles and miles to see the mighty Wizard.
The Lion wished that he were brave; the scarecrow wanted brains.
The Tin Man craved a loving heart with all its joys and pains.
And little Dorothy at the end asked for home, and Auntie Em.
The Wizard promised all would be true if they'd slay the Witch for him.

So off they went and slew the Witch and took her broom with pleasure.
Then to Oz returned to see the Wizard and ask him for their treasure.
'Twas thus the four all got their dreams, Tin Man's heart goes ticky-tock.
The Scarecrow got quite smartened up and Lion won a Boxing Cup.
And lastly Dorothy dear returned to Kansas Town I think
Through the Good Witch Glinda's magic of three clicks and a blink.

From a poem by W.W. Denslow, illustrator of the original L. Frank Baum book,
and revised for PuppetWorld's production by Jerry Bickel



***The Wizard of Oz* -- A "Modern" American Fairy Tale**

In *The Wizard of Oz*, L. Frank Baum sought to create "a modernized fairy tale, in which the wonderment and joy are retained and the heartaches and nightmares of the classic European stories are left out." And so he did.

Dorothy is an ordinary little girl living on a farm with her aunt and uncle in Kansas. When she finds herself in the fantastic land of Oz, her typically "American" qualities -- common sense, friendliness, self-reliance, helping others, and resourcefulness -- see her and her companions through the dangers and obstacles they face along their way to the Emerald City. All hope the mysterious, powerful Wizard will bestow what each desires most. Dorothy easily melts the wicked Witch away. With support and encouragement from Dorothy and each other, the Scarecrow, Lion and Tin Man come to realize that the qualities they think they lack have been inside them all the time. And, on her adventurous journey through the fabulous land of Oz, Dorothy learns how much she values what she had most taken for granted -- her ordinary, everyday life with her family on the farm in Kansas.

Since its first publication as *The Wonderful Wizard of Oz* in 1900, this twentieth century American classic has become a truly worldwide children's favorite. Millions of volumes of "*The Wizard...*" and its sequels have been printed in hundreds of versions and dozens of foreign languages. Dorothy, her companions, and the other inhabitants of Oz have been given life in numerous other media as well. From films to cartoons, from theatrical productions to ice skating shows, this timeless story, originally told by L. Frank Baum in nightly installments to his four sons and their friends, has continued to enthrall children for more than a hundred years.

L. Frank Baum: the First "Wizard" of the Modern Fairy Tale

L. Frank Baum, born in Chittenango, N.Y. in 1856, is perhaps the most well-known American author of children's books in the world. He worked in many different areas -- acting, his family's oil business, journalism, storekeeping, traveling sales -- before he realized that what he loved doing most, and did most successfully, was right inside him all the time.

He was forty-four years old and working as an editor of a magazine in Chicago when his first book, *Mother Goose in Prose* was published in 1897. He quickly became an immensely prolific writer of fantasy works for children. *Father Goose: His Book*, a compilation of nonsense verse, followed two years later. Then, in 1900, came what could be called the "Harry Potter" phenomenon of the twentieth century. Immediately, *The Wonderful Wizard of Oz* was hugely popular. Within two years Baum's adaptation of "*The Wizard...*" for musical theater was a lavish production first staged in Chicago. In 1903 it was a great hit on Broadway, and the production subsequently toured for nearly a decade. He received a "blizzard of Oz" mail from youngsters clamoring for more.

After moving to California he wrote thirteen more Oz books as well as numerous books and stories for children, teenagers, and adults under various pseudonyms. In 1914 he and friends founded The Oz Film Manufacturing Company in Hollywood, producing three features of his fantasies in a few months. He continued to write, to contribute to and act in amateur productions, and was a prize-winning horticulturist until his death in 1919. But his greatest joys came from meeting and answering the letters from the second generation of children for whose amusement he had created the magical world of Oz.

Preparation

Prepare your students to make the most of their field trip experience. Read the poetic synopsis (p. 2) and “The Wizard of Oz -- a Modern American Fairy Tale” (p. 3) to your class. Then read excerpts from L. Frank Baum’s book. Explain that our play is a musical adaptation of a piece of literature, and that what they will see at the theater will not be just like the book. Discuss the following topic so they have an understanding of fantasy writing.

Sunshine State Standards (see attached list): PreK-2: LA.E.1.1.1

Fantasy

Fantasy is marked by unrestrained imagination or whim rather than reason and logic. The reader must believe highly unlikely or impossible things are real. On the farm at home in Kansas, a scarecrow is some old clothes stuffed with straw set in a field to frighten hungry birds away. But in the magical land of Oz, the Scarecrow Dorothy befriends is a good-natured bumpkin who walks and talks and laments that his head is stuffed with straw rather than smart thoughts.

Have the class compile a list of other characters from the story. Discuss what is ordinary and what is fantastical about each.

PreK-2: LA.E.1.1.1

Classroom Activities

Dictionary Play

The vocabulary words below are simple to spell, but most have two or three meanings. The meaning of the words used in this show’s lyrics is not always the first listed in the dictionary, but the second or third. Several words in the list are good examples of this. For instance, *home* means “dwelling”, but to Dorothy it means the place where she lives her life with her family. The Tin Man wants a *heart* -- not “an organ which circulates blood through his body”, but the ability to feel love. Have the children look up nerve, home, road, etc. in the dictionary. How far down in the list is the meaning pertinent to this show? Which word is not in the dictionary?

LA.A.1.1.3

Vocabulary Words

emerald	courage	brain	cowardly
road	smart	heart	bumpkin
ruby	home	nerve	Munchkin

Rhyme

List the characters for the class. Ask the children to choose a specific character or event and to list rhyming words which match it. Ask the children to make a sentence using those words. For example: *tin*: pin, bin -- The man made of tin found a pin in the bin.; or *wizard*: blizzard, lizard -- The wizard saw an emerald lizard run for cover from the blizzard. Point out that rhyming words do not always have similar spellings.

PreK-2: LA.D.2.1.2

After the Play

Vocabulary Revisited

Review the characters and events of our production. Review the vocabulary words after the performance. Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence about the play using all the words in each word group.

(*Scarecrow* - smart, brain, bumpkin; *Lion* - courage, nerve, cowardly; *Tin Man* - heart; *Dorothy* - home, ruby (slippers); the Wizard - emerald (city);

PreK-2: LA.A.1.1.3; LA.A.1.1.4

Show Plot Development in a Classroom Mural

Ask children to choose a favorite scene and draw three pictures which show the beginning situation in a scene, what happens during the scene, and how the situation has changed by the end of the scene. Display the pictures so they make a storytelling mural from beginning to end. (See Student Activity Sheet # 3; correct sequence: 3, 6, 4, 1, 5, 2, 7)

PreK-2: LA.E.1.1.2 ; VA.A.1.1.1

Creative Dramatics

Using the skills they learned and the puppets they made in the workshop, have the children act out the story or particular scenes of their choice. Include sound effects when appropriate.

PreK-2: TH.B.1.1.1

Ask children to pretend to be a favorite character and explain some of the important things they did in the play. Ask why they chose that character.

PreK-2: LA.C.3.1.1; LA.C.3.1.4; TH.A.1.1.1

Creative Writing Exercises (for groups or individuals)

Write an "I was there" story about witnessing an event in the play such as Dorothy's first meeting with the Tin Man. Begin your story with the phrase "I was there when ...".

Ask the children to pretend to be a favorite character. Write a letter to a friend about the play's events from that character's point of view.

PreK-2: LA.B.1.1.2 ; LA.B.1.1.3

Bibliography and Resources

Baum, L. Frank. *The Wonderful Wizard of Oz*.

Engler, Larry & Fijan, Carol. *Making Puppets Come Alive: A Method of Learning and Teaching Hand Puppetry*. New York: Taplinger Publishing Co., Inc., 1973.

Fricke, John. *100 Years of Oz*. New York, NY: 1999.

Siks, Geraldine Brain. *Creative Dramatics: An Art for Children*. New York: Harper & Row, 1958.

Tichenor, Tom. *Tom Tichenor's Puppets*. Nashville, TN: Abington Press, 1971.

_____. *The Art of FCAT*. Tampa, Florida: The Arts Council of Hillsborough County, 2001.

Bits 'N Pieces Puppet Theatre. www.puppetworld.com. (Download 6 one-minute movies, print a poster, make a sock puppet and tour our virtual gallery.)

Florida Department of Education

Sunshine State Standards

PreK-2

Language Arts

LA.A.1.1. Reading: The student uses the reading process effectively.

3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

LA.A.1.1. Reading: The student uses the reading process effectively.

4. increases comprehension by rereading, retelling, and discussion.

LA.A.2.1. Reading: The student constructs meaning from a wide range of texts.

1. predicts what a passage is about based on its title and illustrations.

LA.B.1.1. Writing: The student uses writing processes effectively.

2. drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.

3. produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I", and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.

LA.C.3.1. Listening, viewing, and speaking: The student uses speaking strategies effectively.

1. speaks clearly and at a volume audible in large- or small-group settings.

4. uses eye contact and simple gestures to enhance delivery.

L.A.D.2.1. Language: The student understands the power of language.

2. identifies and uses repetition, rhyme, and rhythm in oral and written text.

LA.E.1.1. Literature: The student understands the common features of a variety of literary forms.

1. knows the basic characteristics of fables, stories, and legends.

2. identifies the story elements of setting, plot, character, problem, and solution/resolution.

The Arts / Dance

DA.B.1.1. Creation and Communication. The student understands dance is a way to create meaning.

1. understands how gestures and movement communicate meaning.

The Arts / Theatre

TH.A.1.1. Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).

2. creates, individually and in groups, animate and inanimate objects through the movement of the human body, (e. g., pantomimes, living and nonliving objects such as rocks, trees and celestial objects).

TH.B.1.1. Creation and Communication: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. creates simple scenes that have a setting, dialogue, and plot.

The Arts / Visual Arts

VA.A.1.1. Skills and Techniques: The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

The Poster

1.) What is the name of the show?

2.) Who will present the show?

3.) On what days will the show be presented?

4.) Who wrote the story?

5.) What do you think the play will be about?

6.) Do you already know the story? How?



The Wizard of Oz
by L. Frank Baum
Presented by
Bits 'N Pieces Puppet Theatre
Shows are Weekdays
& Saturdays

Name _____

The Program

_____ means
a person who operates puppets.

_____ means
a person who performs in plays,
movies, or TV stories.

_____ means
the person who makes the puppets.

_____ means
people or company who get a show,
movie or play ready to be seen.

_____ means the person who designs the
scenery and builds it.

_____ means the person who plans the
lighting for the show.

_____ means the person who tells the actors
what to do in a movie or play.



The Wizard of Oz

Performed by
Jerry Bickel, Actor and
Puppeteer
Producer, Bits 'N Pieces Theatre
Director, Jerry Bickel
Puppet Builder, Holli Rubin
Set Designer, Rick Sharkey
Lighting Designer, Mark Bulb

The Wizard of Oz

Put the Play in Order!



Number each step to tell the order of what happened in Bits 'N Pieces' *The Wizard of Oz*.

- Dorothy found the statue was actually a Tin Man who had rusted in the rain.
- The wicked Witch melted when a bucket of water was thrown on her.
- He made lots of roaring noises, but the Lion was just a kitty cat who wanted to find his courage.
- Watch Out! A tornado picked up Dorothy and blew her all the way to Oz!
- Instead of giving Dorothy and her friends what they wanted, the Wizard asked them to get what he needed.
- Dorothy met a Scarecrow who didn't have an idea what to do because he didn't have his brain.
- The Scarecrow, Tin Man and Lion all got what they needed and Dorothy was sent back home.

Name _____

Activity #4

Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in *Wizard of Oz*?

2. Where does the story take place?

3. What is the problem?

4. What are three main things that tell what happened in the story?

5. How was the problem solved?

Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):

Name _____

Activity #5

Musical Charades. What did I say?

Lets play Charades! Our performance uses movement and gesture to tell the story. Students write scenes from the play on slips of paper. One student picks a slip and acts out the scene using movement and gesture to music. Try Ragtime music by Scott Joplin. The classmate who names the scene, wins! The winner draws the next slip and performs the scene. *A scene example:*

A rusty tinman
loosens up and
dances lively with
new friends.

A few other suggestions of pantomime scenes: a witch melts, a scarecrow dances, a hero gets his reward, looking for shelter before a tornado blows away a house. What else can movement show?

Bits 'N Pieces Puppet Theatre

Evaluation Form

Please ask the principal or field trip contact person to collect these forms and return them to: Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Road, Dover, FL 33527. Thank you.

Name of performance _____ Date _____

School _____ Teacher _____ Grade _____

A. PERFORMANCE (Artistic Merit):

The performance was a professional artistic production of high aesthetic merit and technical quality.

Strongly Agree Agree Disagree

What parts of the show worked especially well?

B. PERFORMANCE (Educational Merit):

The performance was a valuable educational tool which enhanced the students' learning experience.

Strongly Agree Agree Disagree

What aspects of the show were most valuable as a teaching/learning tool?

How did your students respond to the show?

C. TEACHERS' GUIDE AND ACTIVITY SHEETS:

1. The **teachers' guide** contained a array of background information useful for pre-show preparation.

Strongly Agree Agree Disagree

Which elements of the teachers' guide were particularly useful in your pre-show preparation?

Do you have any suggestions to improve the teachers' guide?

2. The **activity pages** were useful tools in helping children demonstrate evidence of learning specific Sunshine State Standards' benchmarks.

Strongly Agree Agree Disagree

Which elements of the activity sheets worked particularly well?

Do you have any suggestions to improve the activity sheets?

D. OVERALL EXPERIENCE

Circle the numbers from 1 to 4 (1 = "excellent"; 2 = "good"; 3 = "fair"; 4 = "needs improvement").

- | | | | | |
|---|---|---|---|---|
| 1. Artistic quality of program | 1 | 2 | 3 | 4 |
| 2. Technical quality of program | 1 | 2 | 3 | 4 |
| 3. Students' response to program | 1 | 2 | 3 | 4 |
| 4. Educational quality of program | 1 | 2 | 3 | 4 |
| 5. Quality of teachers' guide and activity sheets | 1 | 2 | 3 | 4 |

If you indicated something needs improvement, please specify.

E. PLEASE MAKE ADDITIONAL COMMENTS and/or suggestions on the back of this page.