

TEACHER'S GUIDE

OZ!

2018

Teacher's Guides are developed by members of the Nine O'Clock Players, an auxiliary of Assistance League of Los Angeles.

Committee Chairmen: Judy Jensen, Ellen Eubanks

Weekend Performances of OZ!

Sundays: November 4, 11, 18, 25, Dec. 2

All performances are at 2 p.m.

Ticket Donation: \$15

Group Sales, Birthday Parties and Theatre Rentals available

Box Office:

323-545-6153

E-mail: nop@assistanceleaguela.org

Website: www.nineoclockplayers.com

Notes to the teacher:

Guides are distributed to facilitate learning and discussion and to provide an enhanced theatre experience for our audience. These pages have been written

with young students in mind so that they will have a better understanding of the production they will be seeing.

Seat assignments are predetermined based on age levels of classes. Ushers will ask adults to sit toward the aisles.

THE STORY OF THE MAKING OF A PLAY

ACT I: GETTING STARTED

First, a Play is chosen, one that is appropriate for young audiences. The Production Chairman then selects the following individuals who will help to tell the play's story:

- The Director, who plans how to tell the story by using actors who learn dialogue, songs, and dances
- The Musical Director, who teaches the actors musical numbers and orchestrates the music throughout the entire play
- The Costume Designer, who creates costumes based on the characters in the play
- The Scenic Designer, who builds sets to make the different scenes in the play appear on stage
- The Prop Designer, who fills the stage with objects (such as tables and chairs) to help the actors tell their stories
- The Lighting Designer, who chooses colored lights to make the sets and stage look like real places
- The Sound Engineer, who teaches the actors how to use "mics" (microphones) they will wear during the play

- The Stage Manager and Technical Director, who help to make all the elements of the play come together

ACT II: THE PLAY COMES ALIVE

- Actors audition for the parts in the play. They sing a song, read lines from the script and are given a role to play.
- Beginning with rehearsals, the actors learn their lines, songs and dances, have costumes fitted, learn to use props and move scenery.

ACT III: ON WITH THE PLAY. . . .

The members of the audience arrive and are ushered into the theatre. They take their seats and see the piano and other musical instruments used by the musical director. An announcer says that the show is about to begin and asks the audience to practice theatre etiquette by remaining quiet while the actors are speaking and to enjoy the play by clapping for the parts they like.

After the play is over, audience members can talk to the actors and ask them about their characters or the play itself.

SYNOPSIS OF THE PLAY: OZ!

You have most likely heard about Dorothy and her little dog, Toto, and their friends, the Scarecrow, the Tin Woodsman, and the Cowardly Lion. In this production you will follow their adventures on the yellow brick road on their way to ask the Wizard of Oz to grant their wishes.

All Dorothy wants is to get back to Kansas and her Aunt Em. The Scarecrow is wishing for a brain, the Tin Woodsman for a heart, and the Cowardly Lion for

courage. Along comes Glinda the good witch who helps Dorothy and her friends battle the Wicked Witch of the West, the winged monkeys, and other obstacles in their path to reach the Wizard of Oz.

Will Dorothy, Toto, the Scarecrow, the Tin Woodsman, and the Cowardly Lion get to see the Wizard of Oz and have their wishes granted?

You'll find out when you see our play.

BEFORE ATTENDING THE PLAY: THEATRE ETIQUETTE

Students often need guidance in how to behave while watching live theatre. Some pointers you can share with your students are:

- How the audience acts is important—it helps to make the play fun for everyone. Students must not walk in the aisles while actors are present or try to touch the actor or the props. They can applaud when appropriate, but talking or clapping when actors are speaking is to be avoided. Audience members may not use any photographic device (flash, digital, cell phone cameras) during the play.
- Please explain to the students the differences between watching live theatre, movies, and television.

BEFORE THE PLAY: DISCUSSION

- What are the responsibilities of the actors and the audience? (See Theatre Etiquette above.)
- What careers are involved in producing a play? (See “The Story of Making a Play” in this Teacher’s Guide.) Do you think you would be interested in any of those jobs?
- Here is a list of some of the characters in our play: Dorothy, the Scarecrow, the Tin Woodsman, the Cowardly Lion, the Wizard of Oz, the Wicked Witch of the

West, Glinda the good witch. Choose one that might be interesting to you. When you get to the theatre to see the play, notice how your character reacts to the other characters. Think about how you would describe your character to your classmates.

BEFORE THE PLAY: VOCABULARY

- Confidence: belief in yourself; a feeling of assurance, certainty; feeling good about yourself
- Courageous: brave; not fearful; not afraid to act
- Coward: someone regarded as fearful and uncourageous
- Cyclone: a violent rotating windstorm
- Humbug: someone who pretends to be something he or she is not; a fake
- Kansas: a Midwestern state in the United States
- Magic powers: special, mysterious qualities; hocus pocus
- Munchkins: friendly and helpful small people
- Oz: a city of magic; a magical land
- Wisdom: understanding; knowledge; common sense; good judgment
- Wizard: a magician or person who performs tricks with a wand or spells

BEFORE THE PLAY: MOVEMENT ACTIVITIES

Step One: Teacher tapes sheets of yellow construction paper on the floor to form a pathway. Teacher can start by saying, "In the play you will see various characters following Dorothy on the yellow brick road. On the floor in our

classroom you see our own yellow brick road." The teacher leads the children along the road encouraging them to move their arms, shoulders and head as they walk and follow the teacher.

Step Two: Children will lead classmates along the road. Various movements such as hopping and jumping may be added. (For safety, be sure that the sheets are taped securely to the floor). The pattern of the sheets of paper may be changed from straight to curved, etc. Music may be added.

BACK AT SCHOOL, AFTER THE PLAY: DISCUSSION, WRITING, SPEAKING

- Report to the class on the character that you followed during the play. Was the character smart or foolish, nice or mean, successful or unsuccessful, brave or cowardly? In what ways?
- The Cowardly Lion says that he is afraid of everything and wants to be courageous. Write a paragraph describing a time when you were either fearful or courageous.
- What is a cyclone? Research some of the most recent cyclones in the United States. Describe the damage that has been done by cyclones.
- Dorothy and her friends all wished for something that they did not have. If you had a chance to visit the Wizard of Oz, what would you wish for? Why?
- Write a conversation you might have via email or texting with the Wicked Witch. Start with something like, "Why are you so wicked?" and let the witch answer. Then you respond.
- Class project: Make a lion mask using a paper plate. Paint or color it brown and then cut lines from the outside edge to the inner circle of the plate to create flaps. Gently fold every other flap so that the flaps stand slightly upward. Then decorate the face using pipe cleaners for whiskers and cotton balls for cheeks and nose.

AFTER THE PLAY: MOVEMENT ACTIVITIES

Step One: Teacher can say, "During the play Dorothy met a scarecrow, a tin man, and a lion. Discuss how the Tin Woodsman was unable to move because his joints got rusted, and how he could begin to move when he was oiled.

Step Two: The teacher pretends to be the oil can and says, "I am going to oil your toes, ankles, knees, back, shoulders, elbows, neck, face, etc." Children respond in movement as each part is called until they are moving their entire bodies.