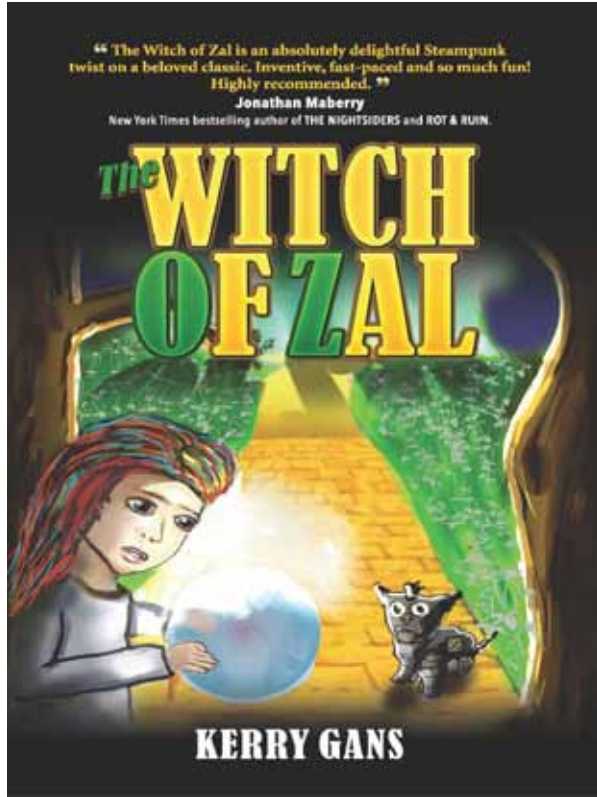


*A Common Core State Standards Aligned
Educator's Guide for*



*A reimagining
of
The Wizard of
Oz
for
middle grade
readers*

Written by Kerry Gans

Published by Evil Jester Press

*Educator's Guide
Created by
Debbie Gonzales*



Table of Contents

The Educator Guide Format and Reading Assignment Bookmarks Procedure.....	3
<i>Reading Assignment Bookmarks</i>	4
Discussion Questions - Chapters 1-14	5
Graphic Arts - Create a Movie Poster	7
Discussion Questions - Chapters 15-18.....	10
De'ja Vu?	11
<i>De'ja Vu? Template</i>	12
Discussion Questions - Chapters 29-42.....	13
Theme Search.....	14
<i>The Theme Search Template Overview</i>	15
<i>The Theme Search Template</i>	16
Discussion Questions - Chapters 43-56.....	17
Comparing Themes.....	18
<i>Comparing Themes Graphic Organizer</i>	19
References.....	20
Common Core State Standards Alignment	
<i>English Language Arts Standards » Reading: Literature</i>	21
<i>English Language Arts Standards » Reading: Writing</i>	22
<i>English Language Arts Standards » History/Social Studies</i>	22
Acknowledgements	23



The Educator Guide Format and Reading Assignment Bookmarks Procedures

To allow for a deep study of *The Witch of Zal*, the book has been divided into four sections. Each section is comprised of discussion questions followed by projects and activities

Reading Assignment Bookmarks are printed on the following page. Listed on these bookmarks are the four designated chapter groupings and a space allotted for chapter completion dates. A suggested format for a group or individual novel study is to assign weekly completion dates for students to finish reading prior to the weekly book discussion session.

Procedure:

- Print bookmarks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.

Give to student with the directions to:

- Write completion dates in designated space below assigned chapters to be read.
- Keep the bookmark in the book for reference through the course of the novel study.

***Note:** In addition to using the **Assignment Bookmarks** as a study structure tool, it would be beneficial for the students to watch the motion picture, *The Wizard of Oz*, as many of the lessons included in this guide focus on comparing the film and *The Witch of Zal*. The film can be purchased on-line for as little as \$1.00.*

*“But you see, child, thinking for yourself doesn’t need curing.
If anything, it needs encouraging.”*

~ Velmar (Chapter 7)



The Witch of Zal - Reading Assignment Bookmarks



reading assignment
completion dates

Chapters 1-14

Chapters 15-28

Chapters 29-42

Chapters 43-56



reading assignment
completion dates

Chapters 1-14

Chapters 15-28

Chapters 29-42

Chapters 43-56



reading assignment
completion dates

Chapters 1-14

Chapters 15-28

Chapters 29-42

Chapters 43-56



Discussion Questions - Chapters 1-14

The world had always been this way – but that didn't comfort Dorveday (chapter 1).

- Explain why a consistent, predictable world was not a comfort to Dorveday.
- Describe the Release.
- Define a Milestone.
- Examine her brothers' response to Dorveday's grief. Aza seemed aloof by stating, "Everyone goes through it, and we all survived." While Berknat questioned authority in saying "Still if someone stood up to the Enforcers, that would be epic" (Chapter 2). Tell what their varied reactions reveal about their characters.
- Describe your impression of Dorveday's family and home life; most especially explore her mother's character.

"Robo! You came back" (Chapter 4)!

- Tell how Dorveday's response to Robo's return serves as a defining moment for her character.
- Dorveday has a choice to make – whether to comply with the expectations of authority or to flee. Discuss how Dorveday's response to Robo's return reveals her character.
- Describe Dorveday's innermost desire. What does she want?
- Identify the road blocks that keep her from her desires.

Velmar laughed, a booming, free laugh. "That's what they tell you Topside! But The Depths aren't all bad. Fiends exist, of course. But most of us live down here because we refused to be drones like most of the people of Zal" (Chapter 7).

- Velmar lives in a world that is very different than Dorveday's. List the differences.
- Explain what Velmar meant when he referenced the term 'drones.'
- Velmar's laugh is described as being 'booming' and 'free.' Tell what this type of laugh reveals about his character.
- Would Velmar be likely to laugh in this way if he lived in Topside Zal? Explain your answer.
- Discuss your impression of Velmar. Can he be trusted? Explain your answer.

In a voice far too relaxed for the situation, North asked, "What about the silver shoes" (Chapter 11)?

- Describe the importance of the silver shoes.
- Compare this scene with the similar one depicted in the motion picture version of the Wizard of Oz. List ways that the two scenes are similar.
- Contrast the two scenes. Tell how they differ.
- West believes North put the shoes on Dorveday's feet. Do you agree? Or did Dorveday call them to herself? Or did the shoes decide all on their own? Explain your answer.



I cannot," replied the Scarecrow. "This is a child's toy pipe. The bubbles are magic – you think them into existence. They are thought bubbles" (Chapter 14).

- Irony is defined as humor, ridicule, and satire. Discuss the irony of the Scarecrow's magic pipe. Tell how thought bubbles serve as a contrast to his character.
- Consider Scarecrow's characterization. Are his responses reflective of a character with no brain? How so?
- Describe Dorveday and Scarecrow's relationship. Explore ways that they need or complete one another.



Graphic Arts - Create a Movie Poster

Objective: To analyze graphic representations of historic texts.

Materials:

- Cardstock
- Scissors
- Lamination (optional)
- Wizard of Oz Graphic Cards (Guide, pgs. 8-9)
- Art paper
- Markers
- Paper and pencil

Procedure:

- Print Wizard of Oz Graphic Cards on cardstock.
- Use scissors to trim around borders of Wizard of Oz Graphic Cards.
- Laminate Wizard of Oz Graphic Cards, if desired.
- Instruct students to observe Wizard of Oz Graphic Cards. Take note of the following topics:
 - ~Discuss the use of color in the poster or illustration. Predict why the particular color choices were used.
 - ~Notice the focal characters. Predict why the graphic artist chose to feature the particular images in a prominent way.
 - ~Explain the use of story details.
 - ~Describe the artistic style. Tell how the stylistic choices reflect the art of the day.
 - ~Tell the story behind the image.
 - ~Discuss how the historic image relates to *The Witch of Zal*, a contemporary interpretation of the same story.
- Use art paper and markers to create a graphic representation of *The Witch of Zal*. Consider the graphic elements discussed when creating a movie poster for Kerry Gans' modern interpretation of Frank Baum's historic text.
- Explain your artistic choices in an explanatory essay.
 - ~Discuss your choice of colors. Explain the influences that inspired your choices.
 - ~Describe your focal characters.
 - ~Explain your use of story details. Tell why you feel the details you featured are important to the story.
 - ~Did you employ unique stylistic choices? If so, explain why.
 - ~Tell the story behind your illustration.
 - ~Explain how the historic renditions affected your artistic choices.

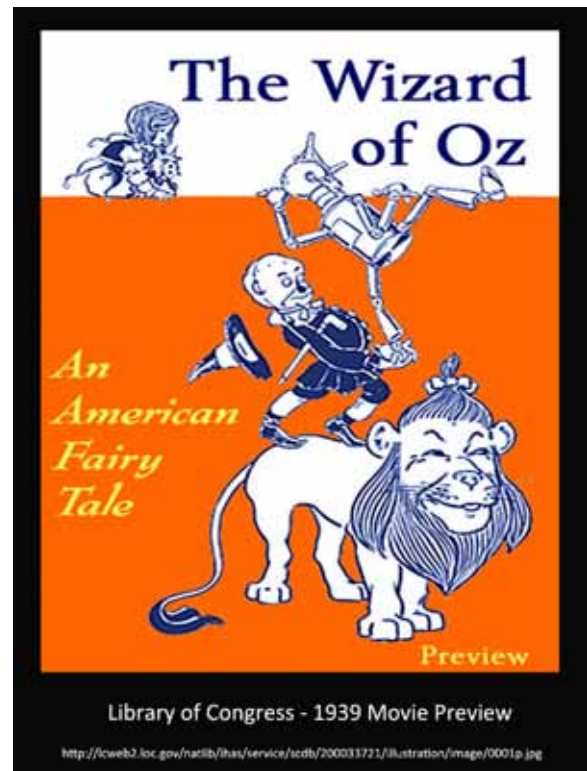


Graphic Arts - Create a Movie Poster



Library of Congress - 1904: Halftone reproduction of drawing by Denslow

<http://cdn.loc.gov/service/pnp/cph/3b10000/3b19000/3b19800/3b19845r.jpg>



Library of Congress - 1939 Movie Preview

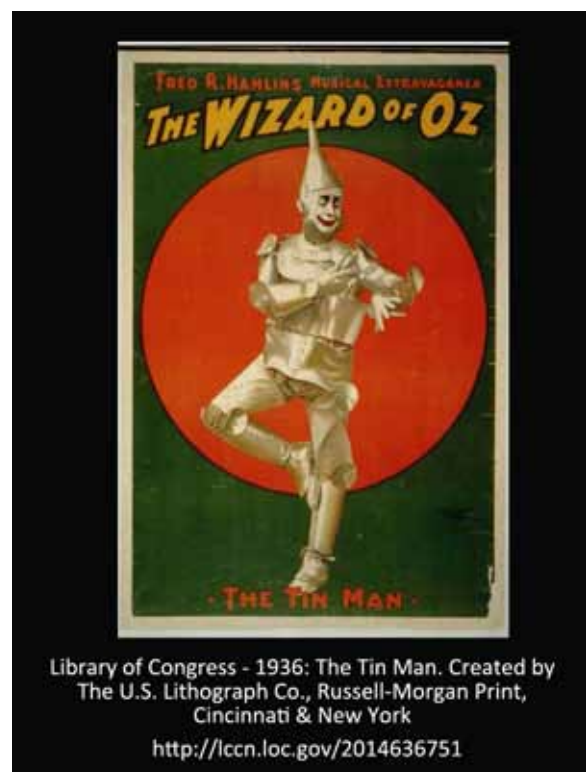
<http://lcweb2.loc.gov/natl/lib/has/service/scdb/700033721/illustration/image/0001p.jpg>



Library of Congress - April, 1900: The engravings were made by the Illinois Engraving Company, the paper was supplied by the Dwight Brothers Paper Company, and Messrs. A. R. Barnes & Company printed the book for the publishers.

<http://www.loc.gov/rr/children/oz/0001p.jpg>





Discussion Questions - Chapters 15-28

Dorveday knew a robot couldn't be human, even with a heart. He'd have to have a soul, had to be a person unto himself, to be human. But she didn't want to hurt his feelings by telling him that (Chapter 17).

- Define the word 'soul.'
- Explain what being a 'person unto himself' means.
- If Zal, Dorveday's homeland, is so restrictive and controlling, how is she aware of what 'having a soul' or how to be 'human' means?

In Zal, whenever she asked why all conversation stopped – as if its answer had a power everyone feared (Chapter 19).

- Explain how asking 'why' would halt conversations in Zal.
- Tell why being curious would be considered a threat to the Zalan way of life.
- Consider the connection between the act of asking 'why' and the desire to think independently.
- Explore Cian's character. Discuss how his presence offers both a challenge and a comfort to Dorveday.
- Explain why Scarecrow is skeptical of Cian.
- Describe your impression of Cian. Can he be trusted? Why or why not?

She'd never known the power of her own body (Chapter 25).

- Examine how Dorveday is discovering strengths while being defenseless in Oz, a strange and foreign land.
 - ~Consider how she is using her mind in fresh, new ways.
 - ~Explore ways that she is practicing kindness and consideration.
 - ~Note situations in which she must garner courage to face her trials.
 - ~Discuss how being vulnerable enough to trust someone helps to develop power and strength.
- Discuss how independent thinking empowers Dorveday.

Human relationships...much more difficult. People said one thing and did another. Or did things that left her asking why (Chapter 27).

- Discuss why relating to Cian is more difficult for Dorveday than with the Scarecrow, Tin Man, or the Lion.
- Explain how loyalty influences the relationships Dorveday has developed in Oz.
- Earlier, Dorveday mentioned that, in Zal, asking 'why' caused conversation to stop. Does being on Oz offer her more freedom to question the world around her? How so?



De'ja Vu?

Dorveday's reader softly lit the Scarecrow's face. Yes, the Scarecrow stumbled when he walked, fell down, and made innane comments, but Dorveday appreciated his companionship. As tall as her father, he looked out for her - kind of like Robo did - but he also made her think that she could take care of herself.

~Chapter 15

Objective: To compare texts in different forms in terms of their approaches to similar themes and topics.

Materials:

- *The Witch of Zal*
- *The Wizard of Oz*, the motion picture
- De'ja Vu? Template (Guide, pg. 11)
- Pencil

Procedure:

- Discuss the definition of the term 'de'ja vu', being to have a feeling of having already experienced the present situation. The focus of this this exercise is to explore that feeling of familiarity between characters, events, and theme in the two versions of a similar tale.
- Answer the questions presented in the **De'ja Vu? Template** – exploring the similarities of characters, events, and themes of *The Witch of Zal* and *The Wizard of Oz*, the motion picture. Be certain to justify the feeling of de'ja vu between topics.
- Present your impressions with the larger group.



De'ja Vu? Template

<p>The character</p> <p>_____</p> <p>reminds me of</p> <p>_____</p> <p>because:</p>	<p>The character</p> <p>_____</p> <p>reminds me of</p> <p>_____</p> <p>because:</p>
<p>The event</p> <p>_____</p> <p>reminds me of</p> <p>_____</p> <p>because:</p>	<p>The event</p> <p>_____</p> <p>reminds me of</p> <p>_____</p> <p>because:</p>
<p>The theme</p> <p>_____</p> <p>reminds me of</p> <p>_____</p> <p>because:</p>	



Discussion Questions - Chapters 29-42

On her way out, she stumbled upon some books that shocked her: Opposition to the Rise of Wizard and Muting the Magic: The People's Voices Speak. Oz allowed books of dissent to sit opening beside texts supportive of the government (Chapter 20)?

- The word 'dissent' is defined as disagreement, disapproval, and conflict. Explain Dorveday's shocked response to these 'books of dissent' being made available for the public to read at will.
- The word 'opposition' is defined as being a clash, hostility, and resistance. Consider how asking 'why' might create opposition to authority.
- Is it necessary to question blind obedience? Explain your answer.

"Reputation aside, I choose to await proof before I respect anyone" (Chapter 31).

- Define respect. Tell what the word means to you.
- With regards to the Wizard, explain what sort 'proof' Cian is waiting to witness.
- Examine Cian's skeptical nature. Identify reasons why he is withholding respect.
- Discuss what this lack of trust in the Wizard reveals about Cian's character.

"One of my gifts is that I can see how things are supposed to work. You are not supposed to be here. Your presence is shifting the magic balance. Power is attaching to you, rather than the native people of Oz" (Chapter 39).

- Explain why Cian feels that Dorveday's presence threatens the balance of magic.
- Is the source of power that Cian observed attaching to Dorveday due to her wearing the silver shoes? Or, is here something about her human-ness that is causing the attraction to happen? Explain your answer.
- Define ways that Dorveday shifts the balance of life in Zal, as well.
- Explain how asking 'why' can present a shift in balance.

She came from a place where she couldn't think for herself and someone always told her what to do. No matter what, she would not let her friends live under a demented witch who would enslave them (Chapter 42).

- Explain why the threat of her friends' enslavement – of being restrained and dominated – inspired Dorveday to action.
- Is freedom worth risking one's life for? Explain your answer.



Theme Search

"The thing you don't understand, Dorveday, is that all your friends here, including me, already have what we want - even if the others don't know it yet. None of us needs to face the Witch. We have too much to lose."

~Cian (Chapter 36)

Objective: To explore the theme in a literary text.

Materials:

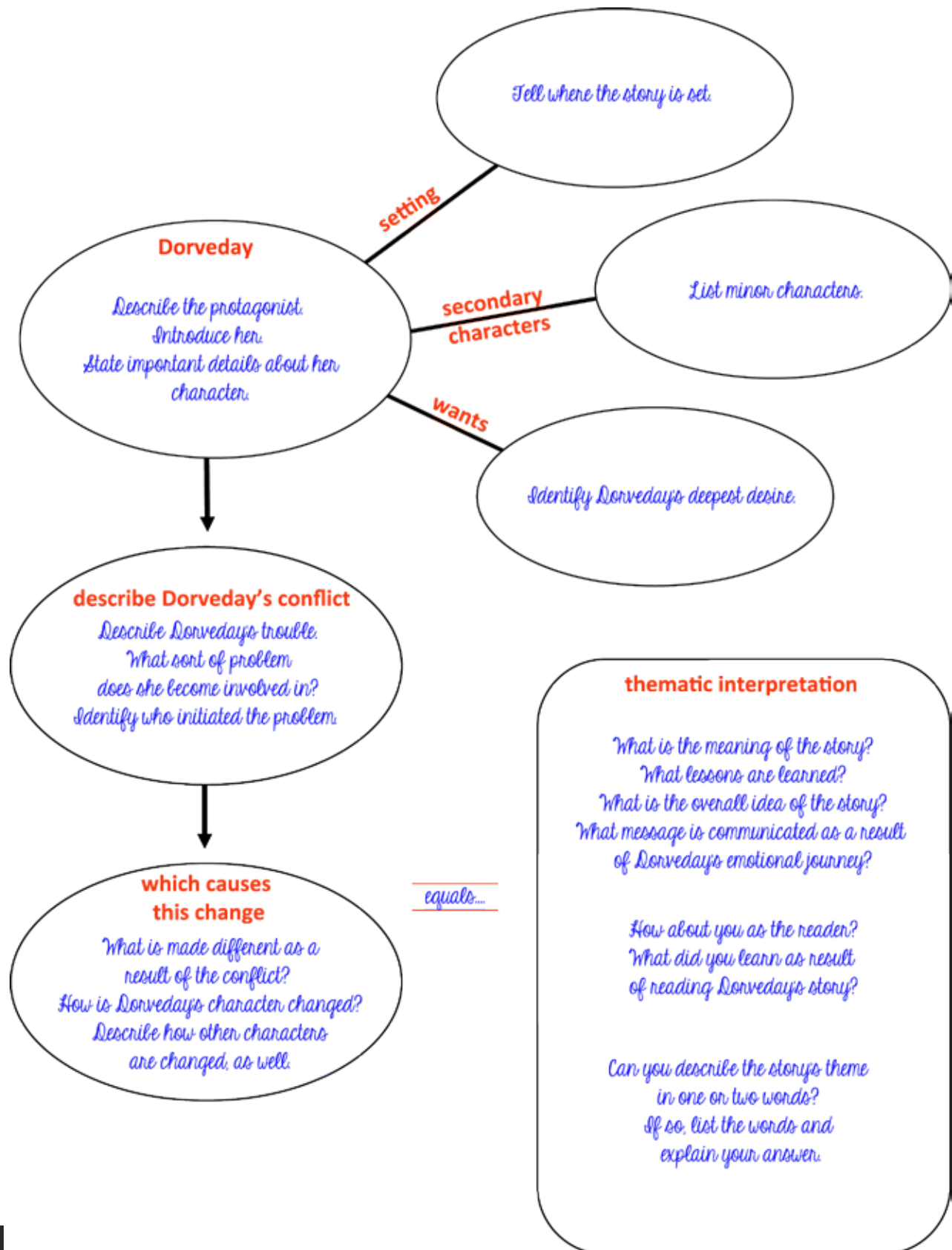
- The Witch of Zal
- The Theme Search Template Sample Overview (Guide, pg. 15)
- The Theme Search Template (Guide, pg. 16)

Procedure:

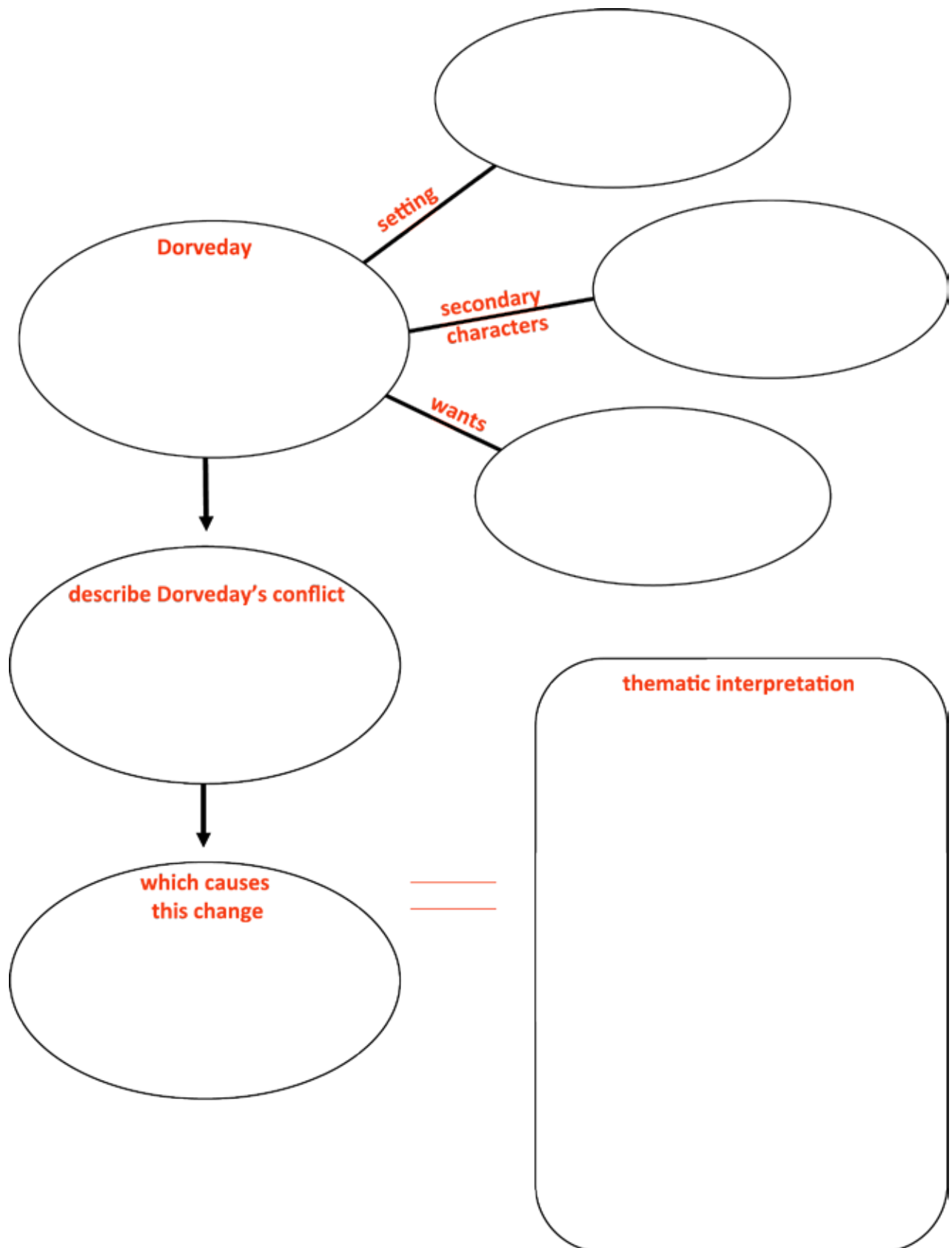
- Print out the **Theme Search Template Sample Overview** and **Theme Search Template**.
- Explain the definition of the theme of a story, that it is the over-arching message or idea of the book. State that the theme of a story is revealed by tracing and interpreting the protagonist's emotional journey.
- Use the **Theme Search Template Sample Overview** when discussing aspects of the lesson. Explore the various literary aspects of *The Witch of Zal* labeled in each oval shape printed on the template.
- Instruct students to fill out the **Theme Search Template** according to their perception of the characters and events.
- Once the specifics of the literary aspects identified in the oval shapes are completed, instruct students to analyze the details listed. Use analysis to interpret the overall theme of the story.
- Some suggested themes to explore might be:
 - ~Family
 - ~Change
 - ~Authenticity
 - ~Fear
 - ~Courage
 - ~Love
 - ~Hope
 - ~Friendship
 - ~Loyalty
 - ~Home
- The discoveries made while working on the **Theme Search Template** will be useful as a reference for the following **Comparing Themes** activity.



The Theme Search Template Sample Overview



The Theme Search Template



Discussion Questions - Chapters 43-56

Dorveday wished she too could celebrate, but she never felt emptier than now. She curled up against the Lion. Exhausted by near death, the excitement of being reunited with her friends, guilt over the Witch's death, and grief, she quickly slid into sleep (Chapter 43).

- Discuss how Dorveday's willingness to rest against Lion demonstrates a change in her character.
- Tell why Dorveday felt guilty.
- Explain why Dorveday was grieving.
- Define the word surrender. Examine how Dorveday's falling asleep is an expression of her surrender to all that has transpired.

A pale light touched the far horizon. Dorveday headed downstairs to get ready to return to Zal. But she still felt wind in her face, still heard the bold screech echoing in her soul (Chapter 47).

- Examine the symbolism represented in Dorveday's experience with the owl. Explain how becoming one with the owl empowered her to complete her quest in Oz.
- Tell why the pale light and the feeling of wind on her face are symbolically significant.
- The word 'soul' is defined as being energy, inspiration, and genius. Describe the connection of the bold screech and her soul.
- Consider how sharing the owl spirit can be considered a personal milestone.

Oz? Here on Zal? Impossible. And yet...the truth stared her in the face. Her hands tingled where they touched the book. This book, and others like it, held the keys to freedom. They held the knowledge the Ministry didn't want her to know – knowledge that would guide her to understand how to find freedom on Zal without hiding her life away in The Depths (Chapter 51).

- Consider the first sentence of the story – "The world has always been this way – but that didn't comfort Dorveday" (Chapter 1). Discuss how, from the beginning, Dorveday was being prepared to receive the truth about liberty and freedom.
- Discuss how, in Dorveday's incessant quest to discover truthful answers, she became the solution for truth.
- Observe how asking 'why' prepared Dorveday to identify truth.

Could she really be a person to lead a revolution? Sure, she had overthrown three rulers in Oz, but she hadn't planned to do that. She'd just been herself and done what she thought right at the time and it happened all by itself (Chapter 56).

- Explore Dorveday's natural ability to 'shift the balance' of leadership.
- Observe how power 'attaches' to her naturally, effortlessly.
- Predict the events that will happen once the final page of *The Witch of Zal* has been read. List the challenges, changes, and conquests Dorveday will face. Will she succeed?



Comparing Themes

"I am no longer a little girl, I have passed the Milestone. "Dorveday fought to keep her hair neutral brown. "You cannot take my mother. I ran away. I knew it was wrong. I did it anyway. I should have brought Robo to Mother right away when he came back. But I didn't. Mother did nothing wrong."

~Dorveday (Chapter 52)

Objective: To compare and contrast stories in the same genre, focusing on the development of similar themes and topics.

Materials:

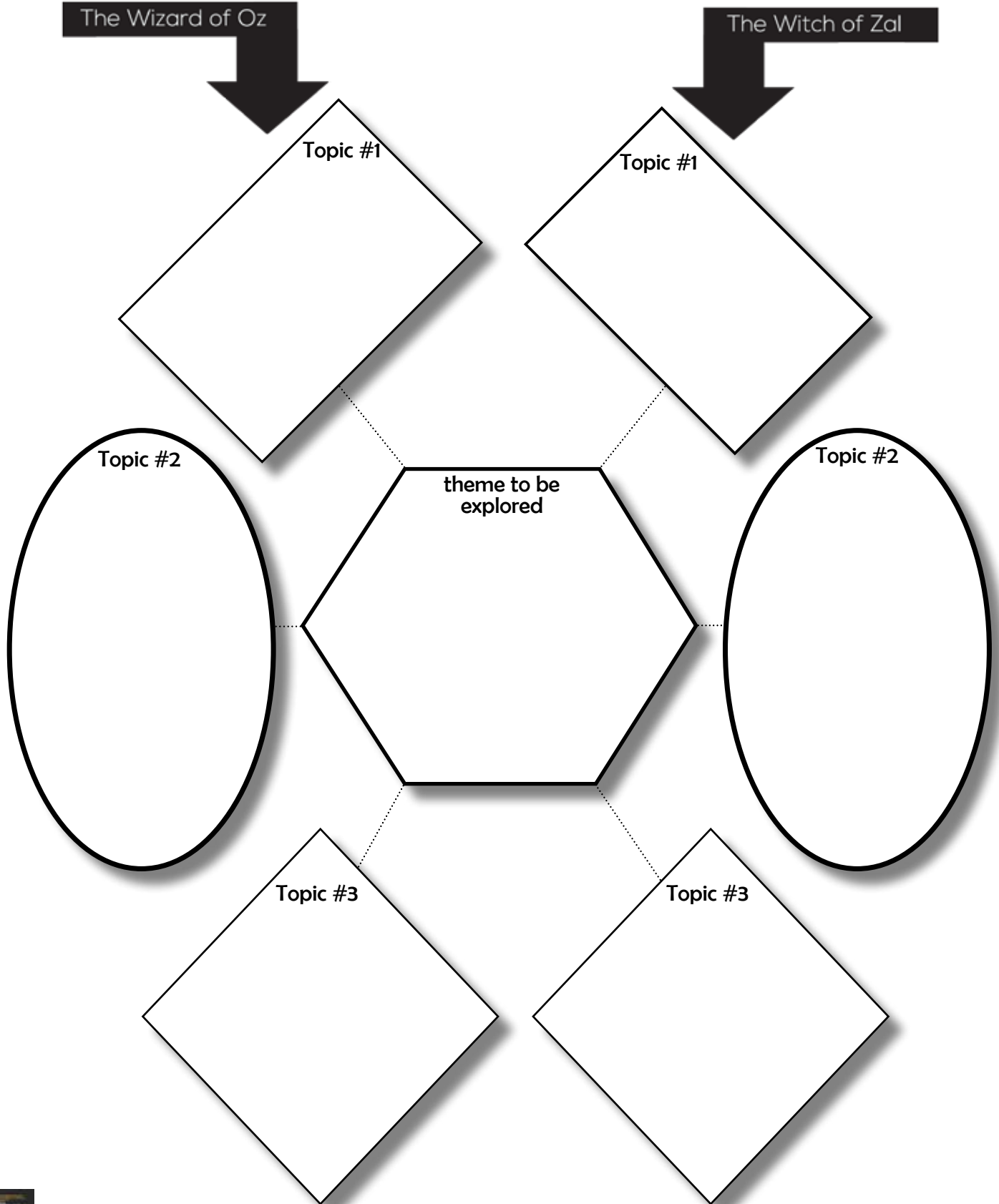
- Comparing Themes Graphic Organizer (Guide, pg. 18)
- The completed Theme Search Template (Guide, pg 16)
- *The Witch of Zal*
- *The Wizard of Oz* - the motion picture
- paper & pencil

Procedure:

- Review explorations discovered in the completed versions of **The Theme Search Template**.
- Discuss themes that were shared between *The Witch of Zal* and *The Wizard of Oz*, the movie.
- Consider ways that author Kerry Gans developed original themes based on the storyline of *The Wizard of Oz*. Talk about ways that she built upon basic themes such as:
 - ~Overcoming fear
 - ~Justice
 - ~Courage
 - ~Love
 - ~Hope
 - ~Friendship
 - ~Loyalty
 - ~Home
 - ~Leadership
- Chose a theme. Write it in the hexagon shape in the center of the **Comparing Themes Graphic Organizer**.
- Explore the thematic development in the various shapes featured on the **Comparing Themes Graphic Organizer**. Use the matching shapes as cues to develop similar aspects of theme, as represented in the text.
- Tell how a theme is developed differently between the two story telling formats. Give examples of how a particular theme appears in each text, yet is expressed in different ways.
- State how the selected theme is demonstrated through action, setting, and tone.
- Explore how minor characters helped to develop aspects of theme in original ways.
- Upon completion, write a short explanatory essay summarizing your discoveries.



Comparing Themes Graphic Organizer



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Common Core State Standards Alignment

English Language Arts Standards › Reading: Literature

		Discussion Questions	Graphic Arts	De'ja Vu	Theme Search	Comparing Themes
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓		✓	✓	✓
CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓			✓	✓
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓		✓	✓	✓
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.5.2	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.	✓			✓	✓
CCSS.ELA-Literacy.RL.5.3	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).	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.5.7	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).	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓		✓	✓	✓
CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		✓	✓	✓	✓



English Language Arts Standards › Writing

		Discussion Questions	Graphic Arts	De'ja Vu	Theme Search	Comparing Themes
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓		✓	✓
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		✓		✓	✓
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓		✓	✓
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓		✓	✓
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		✓		✓	✓
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		✓		✓	✓
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓		✓	✓
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		✓		✓	✓
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		✓		✓	✓

English Language Arts Standards › History/Social Studies

CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		✓			
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Acknowledgments



The Witch of Zal

Written by Kerry Gans
www.kerrygans.com

Published by Evil Jester Press
www.eviljesterpress.com

Guide Created by
Debbie Gonzales
www.debbiegonzales.com

