



## **Read, Write, Listen, and Speak as a historian with *The Wonderful Wizard of Oz***

by Tamara Babulski, 2023 CTI Fellow  
Independence High School

This curriculum unit is recommended for:  
Ninth Grade World History  
(*This may also be taught in Eleventh Grade American History*)

**Keywords:** *The Wizard of Oz*, Oz, Industrial Revolution, Emerald City, Toto, *The Wonderful Wizard of Oz*, *The Wiz*, Yellow brick road, Revolution, Industry, Multiple Perspectives

**Teaching Standards:** See Appendix 1 for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

**Synopsis:** When people think of history, they either think of it fondly as a string of stories from the past or they think of it as a collection of dusty tombs that are better left alone. I encourage my students to think of history as a life narrative that explains where we have been, where we are now, and where we are going. My goal with this curriculum unit is to accomplish three goals. First, I want to instill within my students an appreciation of history as a life narrative. Second, I want my students to see how narratives of history are all around them, such as allegories of the Industrial Revolution within L. Frank Baum's *The Wonderful Wizard of Oz*. Finally, I aim to increase my students' grasp of critical thinking using two strategies that I identify as R.A.T.E. and R.A.C.E. These are two strategies that I incorporate in my classes to aid my students in reading, writing, listening, and thinking like historians. Both strategies are used to aid understanding of text sets. In addition, my students will gain a deeper understanding of multiple perspectives by assuming the role of a dog that is observing the changing industrialized world around them. Just as Toto led Dorothy in the Land of Oz, my students will follow their own dog through the Industrial Era.

*I plan to teach this unit during the coming year to 200 students in Ninth Grade World History.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

Read, Write, Listen, and think like a historian with

*The Wonderful Wizard of Oz*

Tamara Babulski

## **Introduction**

### **Rational**

When people think of history, they either think of it fondly as a string of stories from the past or they think of it as a collection of dusty tombs that are better left alone. I encourage my students to think of history as a life narrative that explains where we have been, where we are now, and where we are going. I think of history as a story, a story that explains who we are as a people. My goal with this curriculum unit is to accomplish three goals. First, I want to instill within my students an appreciation of history as a life narrative. Second, I want my students to see how narratives of history are all around them, such as allegories of the Industrial Revolution within the L. Frank Baum's book *The Wonderful Wizard of Oz* and the MGM film *The Wizard of Oz*. Third, I aim to increase my students' grasp of critical thinking using two strategies that I identify as R.A.T.E. and R.A.C.E. These are two strategies that I incorporate in my classes to aid my students in reading, writing, listening, and thinking like historians. Both strategies are used to aid understanding of text sets. R.A.T.E. stands for Restate, Annotate, Trash, and Explain. With this strategy, students will decipher the correct answer on a multiple-choice question that contains a text set. With this strategy, students will restate the question in their own words, annotate the text set to find the main idea, trash incorrect answer choices, and explain the correct answer. R.A.C.E. stands for Restate, Annotate, Cite, and Explain. With this strategy, students will decipher the text to answer open-ended questions. Within this strategy, students will restate the question in their own words, annotate the text to find the main idea, cite a section of the text that addresses the question and explain what the correct answer is.

### **Demographics**

I am currently in my thirty-first year of teaching high school Social Studies. I have been at my current school, Independence High School, since 1999. Independence High School has 2,426 students, with a 90% graduation rate. The students' population splits almost evenly between males and females. The student population consists of 5% Asian, 27% Hispanic, 34% Black and 31% White, and 3% identified themselves as two or more races. 45% of the student population qualifies as free lunch, 3% qualify for reduced lunch. According to [ncreportcards.com](http://ncreportcards.com), Independence High scores an overall B and has exceeded growth on state standards. Teachers at Independence strive hard to create lessons that not only pique interest but connect academia to the "real world". The main goal of the lesson in this curriculum unit is to not only pique my

students' interests by using a story they are familiar with, but to also help my students understand and perfect their skills of reading, writing, thinking, and listening as historians.

## Objectives

In this curriculum unit, I plan on incorporating various activities that bring cohesiveness to the course. My plan is to use *The Wonderful Wizard of Oz* in two units that will bridge the units together. The first unit in World History focuses on history skills such as reading for bias, deciphering primary and secondary sources, and searching for evidence. The sixth unit in World History is centered around the 18<sup>th</sup> century; in particular, the Industrial and Agricultural Revolutions, Imperialism, and Colonialism. As stated in the North Carolina state standards description for World History:

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity<sup>1</sup>

The goals of Unit 1 are centered around historical skills. Reading and understanding a timeline, analyzing, and summarizing a text set, examining artifacts, understanding, and recognizing bias, and effectively arguing a point of view. My aim is to use text sets from L. Frank Baum's *The Wonderful Wizard of Oz* that have been perceived as allegories of the 18<sup>th</sup> century to help my students practice these skills. In addition, I aim to create R.A.T.E. and R.A.C.E. based questions from L. Frank Baum's book and the MGM film, *The Wizard of Oz* to give my students opportunities to read, write, think, and listen like historians. I am using these sources because most of my students are familiar with the story and the MGM movie. I am also pulling scenes from the movie, *The Wiz*, to help explain workers' lives during the Industrial Revolution and how they were able to join forces against factory managers to obtain worker rights.

## Content Research

Self-discovery is an integral part of Humanities. The Humanities encompasses literature, writing, and history and, as Baum's great-granddaughter, Gita Morena, states in her book, *The Wisdom of Oz*, "Baum's fairy tale is about looking within to discover what is already there."<sup>2</sup> Being able to look at something or someone from a different point of view is part of multiple perspectives; finding yourself in another person's situation. Multiple perspectives are a

---

<sup>1</sup> NC World History State Standards.

<sup>2</sup> Morena, Gita Dorothy *The Wisdom of Oz*. (Waterside Press). 164

challenging skill for high school students to master. It is challenging, but it is also necessary for students to fully comprehend what a society chooses to do at a particular time. Being able to discover what a society might have done through multiple perspectives also gives my students the opportunity to discover that no place is idyllic, and change is inevitable. As Morena notes, “We often dream we’ll wake up one day and we’ll be over the rainbow – our problems will be solved and our whole world will be trouble free. Too bad it doesn’t work that way. Just as Dorothy found out in the Land of Oz, there is no perfect place, and we must continue to concentrate on changing our current state to a more desired one.”<sup>3</sup> Understanding that the world societies is in a constant state of flux can be difficult for students to comprehend when their idea of the future is what they will do after school. When my students put themselves in the footsteps of someone from the past, they gain a better understanding of how and why societies change. Through this lesson on multiple perspectives, my students will walk away from this class with a deeper understanding of where societies have been, where they are now, and what they can do to influence their surroundings. This is an important skill not only for high school students, but also for democracy-minded citizens of the United States.

*The Wonderful Wizard of Oz* is perfect for studying revolutions of all kinds. As Suzanne Rahn notes in her essay, “Beneath the Surface of Ozma of Oz”, “Baum did not originally conceive of Oz as a Utopia – a place that systematically embodies an ideal of human happiness”<sup>4</sup> A revolution is change, and change is inevitable. Revolutions begin because people want to make society better. The Industrial Revolution was such a time where people invented machines to try to make life better. Just as there is a positive side to revolution, there is a darker side. Positive sides of the Industrial Revolution include innovation, invention, and progress. Darker sides of the Industrial Revolution include pollution, corruption, and inequalities. One may ask, ‘How does the Industrial Revolution fit into *The Wonderful Wizard of Oz*?’ For that matter, how can L. Frank. Baum’s story connect the Enlightenment, Imperialism, and Napoleon?

Let’s begin with The Age of Reason, also known as the Enlightenment. The Enlightenment was a revolution of thought and reason. *A History of Knowledge. Past, Present, and Future* gives a succinct description of the Enlightenment. “It, too, began in England, but it quickly spread to other countries, as did the Industrial Revolution.”<sup>5</sup> During the Enlightenment, great thinkers of the time, such as John Locke and Voltaire, used the ideas of reason and logic to study and attempt to improve society. Charles Van Doren, in his book *A History of Knowledge*, explains concepts of individual rights in this Age of Reason including: “a general notion of rights: to property, to government, and to revolution. The heart of the argument lay in the idea of a right to government, which clearly rested in the governed, not the governor.”<sup>6</sup> Ideas that sprang from the Enlightenment influenced revolutions in England, the Thirteen Colonies, the Caribbean, and France. *The Wonderful Wizard of Oz* parallels the Age of Reason. In the Age of Reason, people looked to find solutions to life’s idiosyncrasies. Philosophers such as Voltaire, John Locks, and Jean Jacques Rousseau sought to find solutions to societal issues. In a way, these philosophers were looking for their own yellow brick road of discovery. Gita Dorothy Morena speaks to this

---

<sup>3</sup> Morena, Gita Dorothy *The Wisdom of Oz. Reflections of a Jungian Sandplay Therapist..* (Waterside Press).

<sup>4</sup> Rahn, Suzanne “Beneath the Surface of Ozma of Oz.”. *The Baum Bugle*, Spring 2002. 25

<sup>5</sup> Van Doren, Charles. . “A History of Knowledge. Past, Present, and Future.” *John Locke and the Revolution of 1688.* (Random House Publications)..218.

<sup>6</sup> *Property, Government, and Revolution.* A History of Knowledge. Past, Present, and Future...221.

very idea with her book. “*The Wisdom of Oz* is not another self-help book, personal growth regime, or attempt to solve life’s difficulties. It is written to encourage Oz lovers to explore their own path of yellow bricks. Baum’s fairy tale is about looking within to discover what is already there.”<sup>7</sup> Voltaire, John Locke, and Jean Jacques Rousseau found some solutions to address societal needs, but there was, and still is, no one single answer to life’s journey. Being able to look at multiple angles of a situation and see possible outcomes is also multiple perspectives. As a dog, my students will ‘look around’ to see what is there in this changing industrialized landscape and interpret it using their own knowledge.

The Enlightenment ideas of rights of the governed influenced thoughts of people such as Thomas Jefferson and James Madison, among others. As stated in *A History of Knowledge* by Charles Van Doren: “based on principles of English law and history that were drawn from Locke. The colonists came to believe that the basic English right of revolution would have to be applied in their own case.”<sup>8</sup> In the revolutions in America and France, citizens revolted against an oppressive government to reclaim their individual rights. The revolutions in parts of Latin America, such as Haiti and Argentina are additional examples from the time of citizens revolting against an oppressive government. The revolutions in America and, in turn, France, transitioned into the Napoleonic Era.

*A History of Knowledge Past, Present, and Future* gives an excellent description of the Napoleonic Era where France found itself, after having thrust off absolute monarch, in the clutches of one of their own makings. Charles Van Doren explains that Napoleon Bonaparte “soon found himself speaking for the Nation, with an authority that emanated from it [...] He arranged for the pope to crown him, but at the last moment he took the crown into his own hands and thrust it upon his own head. The meaning of this symbolic gesture was not lost on anyone.”<sup>9</sup> In the MGM film, *The Wizard of Oz*, we see a moment when people rejoice at the downfall of an authoritarian ruler when the Winkie Guards celebrate the demise of the Wicked Witch of the West and thank Dorothy for destroying her. In the same vein as the Wicked Witch of the West tried to dominate Oz, Napoleon Bonaparte sought to dominate Europe, which led to the Napoleonic Wars. Charles Van Doren explains in his book, *A History of Knowledge Past, Present, and Future*: “Austria, Prussia, Spain, and the United Provinces of Britain formed the first coalition against France [...] In 1814, Napoleon was forced to abdicate; he briefly retook power in 1815 but was defeated by Prussian, British and Belgian forces at Waterloo.”<sup>10</sup> After the Napoleonic Wars, only one European country’s economy was left unscathed from Napoleon Bonaparte’s Continental System. That country was Britain. In the Continental System, Napoleon commanded that European countries could not legally trade with Britain. His idea was to destroy Britain’s economy. It destroyed everyone else’s economy, and Britain emerged stronger.

Britain emerged from the Napoleonic Wars with a strong government, economy, and a large labor force. These three elements made it possible for the Industrial Revolution to begin in Britain. As explained by Emma Harriet in *The History of the World in bite-sized chunks*: “During the eighteenth century, improved farming methods in Britain, along with large-scale

---

<sup>7</sup>Morena, Gita Dorothy.. *The Wisdom of Oz. Reflections of a Jungian Sandplay Therapist*. a. (Waterside Press). P. 161.

<sup>8</sup>Van Doren, Charles. . *A History of Knowledge. Past, Present, and Future*..( Random House Publications.) P. 224.

<sup>9</sup> Van Doren 232.

<sup>10</sup> Marriott, Emma “The French Revolution and Napoleonic Wars and Vienna Settlement.” *The History of the World in bite-sized chunks*. (MJF books.) 129-130.

enclosure of farmland, boosted agricultural output...all of which helped drive forward a major transition in Britain's manufacturing, known as the Industrial Revolution."<sup>11</sup> There has been connections made that L. Frank Baum was inspired by the White City of the 1893 Chicago World Fair. Suzanne Rahn explains in her article, "Beneath the Surface of Ozma of Oz" that "In 1900, when Baum had expected *The Wonderful Wizarads of Oz* to stand alone, the Emerald City was, in a sense, a merely temporary structure, like the White City of the Chicago Expedition that had inspired it."<sup>12</sup> As the Industrial Revolutionary ideas of Britain made their way around the world through trade, the early late 19<sup>th</sup> century and early 20<sup>th</sup> century witnessed the Industrial Revolution expand from Britain to Europe and America. The White City of the Chicago World's Fair contained opportunities for people to witness and experience new discoveries and inventions of the Industrial Revolution. "In America, the end of the nineteenth century was a time when new industries – steel, oil, railroads, meatpacking department stores – were becoming monopolies."<sup>13</sup> The late 1800s in the United States is known as the Gilded Age. This was an age of Robber Barons, Mega Millionaires and Philanthropists. Chicago, being one of the largest industrial cities in the United States, was one of the major cities of the American Industrial Revolution. Gretchen Ritter explains this further in "Silver Slippers and a Golden Cap": "Chicago was a boom town in the 1890s. It had an expanding commercial and manufacturing economy and was the site of competing political movements as well as numerous artistic and literary endeavors."<sup>14</sup> The White City of the Chicago World's Fair gave people opportunities to see technological advancements. The Industrial Revolution was a time of change not only in factories and factory owners, but in the workers themselves. As Industry grew, workers began to unite to demand their rights as employees. In the 1970s adaptation of *The Wiz*, there is a scene where the workers in the factory gained their freedom from the evil witch Evlene. In the labor movement of the Industrial Revolution, workers gained their rights and children became more than cheap labor. The labor rights movement being led by unions such as the AFL-CIO (American Federation of Labor and Congress of Industrial Workers) helped pave the way for minimum wage policies and the abolishment of children laborers in factories. Hana Field explains this further in her article *Triumph and Tragedy on the Yellow Brick Road: Censorship of The Wizard of Oz*: "At the time Baum wrote this book, children were beginning to be considered as important individuals and not just as farm and factory laborers."<sup>15</sup>

Is L. Frank Baum's *The Wonderful Wizard of Oz* an allegory for the Industrial Age? Simply, no it is not. As Kevin Tanner notes in his essay "The Wonderful Wizard of Oz: Religious Populism and Spiritual Capitalism": "Much of the debate has revolved around whether *The Wonderful Wizard of Oz* is a populist allegory [...] or a subversive text that advocates consumer capitalism and tries to appease peoples' anxieties concerning the modern city. Neither explanation fits with Baum's explanation for writing *The Wonderful Wizard of Oz*."<sup>16</sup> So, if L. Frank Baum's *The Wonderful Wizard of Oz* and the MGM film *The Wizard of Oz* are not allegories of the Industrial

<sup>11</sup> Marriott, Emma. *The History of the World in bite-sized chunks...* MJF books.2012.130.

<sup>12</sup> Rahn, Suzanne "Beneath the Surface of Ozma of Oz." *The Baum Bugle*. Spring 2002.26.

<sup>13</sup> Rahn. 29.

<sup>14</sup> Ritter, Gretchen.. "Silver Slippers and a Golden Cap: L. Frank Baum's The Wonderful Wizard of Oz and Historical Memory in American Politics." *Journal of American Studies*, Vol. 31, No. 2 (Aug., 1997), 171

<sup>15</sup> . Field, Hana S. "Triumph and Tragedy on the Yellow Brick Road: Censorship of The Wizard of Oz in America." *The Baum Bugle*. Spring 2002. 22.

<sup>16</sup> Kevin K. Durand and Mary K. Leigh , editors.. Tanner, Kevin "The Wonderful Wizard of Oz. Religious Populism and Spiritual Capitalism." Tanner, Kevin. *The Universe of Oz. Essays on Baum's Series and Its Progeny*. 2010.205.

Age, then why are they pertinent to this curriculum unit? Students are familiar with the MGM movie *The Wizard of Oz*, if not the book *The Wonderful Wizard of Oz*. In this story we see adventure, rural life, industrial life, and personal growth. This story is perfect for the study of multiple perspectives, especially through the eyes of a tiny dog, Toto. In the book, *The Wonderful Wizard of Oz*, Toto is mentioned or referred to 127 times. In fact, Toto is at the heart of every action within the book. Interactions with characters such as the Scarecrow, Tin Man, Lion, are all initiated by an action of Toto. In addition, by assuming the role of a dog, I can avoid anyone assuming a powerful, or powerless, role within the Industrial Revolution. To add a personal touch to this, students can use a picture of their own dog, or create a dog of their own by drawing one.

### **Instructional Implementation**

The Industrial Revolution began in England around 1760 and is a turning point in history. As The Executive Director of National History Day, Cathy Gorn, explains the significance of a historical turning point in her 2024 Historical Narrative essay: “A turning point in history is an idea, event, or action that directly, or sometimes indirectly, causes change.”<sup>17</sup> The Industrial Revolution changed global society permanently. Peoples’ daily lives would never be the same. This is what I want my students to understand. The Industrial Revolution, an event from over 250 years ago, is still influencing their lives. To help them understand this, I intend to put them into 18th century England by practicing a skill all students struggle with, multiple perspectives. I am not going to have them imagine what it’s like to be a worker, or manager. They are going to be dogs. Yes, a dog. A dog prevents them from being classist, or elitist in their study of the Industrial Revolution. I want my students to be able to craft a story of what it was like to be alive during the Industrial Revolution. I want my students to think like Papa Toto: “I was there.”<sup>18</sup> The idea of putting my students directly into another situation is multiple perspectives at its core. Putting my students into an academic situation where they must think like someone they are studying, in this case, a person from the Industrial Revolution. This lesson is part of my unit 4. Unit 4 encompasses (in order) the Enlightenment, the Atlantic Revolutions, Nationalism and Napoleon, the first and second Industrial Revolutions, and non-industrial societies. The lessons and activities described here in this curriculum unit are all geared towards the Industrial Revolutions, but to also act as a bridge to the other topics in the unit. The standards that align with this lesson are found in Appendix I. In addition to academic goals, this curriculum unit my students will explore multiple perspectives through the eyes of a dog living during the Industrial Revolution.

### **Teaching strategies**

This lesson is part of my unit 4. Unit 4 encompasses (in order) the Enlightenment, the Atlantic Revolutions, Nationalism and Napoleon, the first and second Industrial Revolutions, and non-industrial societies. The lessons and activities described here are all geared towards the Industrial Revolutions, but to also act as a bridge to the other topics in the unit. The standards

---

<sup>17</sup> O’Hara, Lynne M, editor. National History Day e-publication.

<sup>18</sup> Morpurgo, Michael *Toto, The Wizard of Oz as told by the dog*.13`

that align with this lesson are found in Appendix I. The lessons listed below are for 90-minute blocks that meet every day. Each day's lessons are broken down into approximate time segments.

Day One: The Bridge Begins. The purpose of this lesson is to introduce the importance of the Industrial Revolution and its connection to today. This lesson begins with a video clip of Barbie driving down the pink road. An image of this clip is in the Materials List section of this curriculum unit.

1. Warm-up (15 minutes)
  - a. Barbie clip of her on the pink road. While students watch the clip, they write down as many examples of technology that they can. [Use this clip](#).
2. Direct Instruction (20 minutes)
  - a. Show students [this Power Point](#) containing images from the Industrial Revolution. Note: this can be done as a gallery walk. Students record their answers in their notebooks what they notice about the pictures – have them answer the 5 basic questions: WHO, WHAT, WHEN, WHY, WHERE
3. Think-Pair-Share (20 minutes) Students share with each other what they noticed about what pictures have to say about the Industrial Revolution. In addition, students connect the images with Enlightenment ideas.
4. Individual assignment (20 minutes)
  - a. Students complete this handout (found in Teacher Resources) on the effects of the Industrial Revolution. [This is an annotation](#) where students read about a conversation between two teenagers and decide what is better – the factory or the farm?
5. Exit ticket (15 minutes)
  - a. Students create a T-Chart that explains the positives and negatives of the Industrial Revolution based on what they have explored. An example of this T Chart is located in Teacher Materials.

Day Two: The Industrial Revolution begins. Innovations in technology skyrocket and the landscape is forever changed. L. Frank Baum was witness to this change as the Industrial Revolution made its way to the United States. Laura Barrett explains L. Frank Baum's fascination with new inventions of the Industrial Revolution in her essay "From Wonderland to Wasteland": "Baum was enchanted by technology, considering it akin to magic, and in 1901 he illustrated that connection in *The Master Key*, a fairy tale about electricity[...] the citizens' control of their environment no doubt stimulates their felicity and affluence."<sup>19</sup> Just as L. Frank Baum observed changes in the Chicago skyline, our students are witnessing impressive innovations and discoveries that are forever changing our lives.

1. Warm-up (15 minutes)
  - a. Students write down as many items of technology that they can name that have been invented since they've been born.

---

<sup>19</sup> Barrett, Laura. "From Wonderland to Wasteland: The Wonderful Wizard of Oz, The Great Gatsby, and the New American Fairy Tale." *Papers on Language & Literature* (Vol. 42, Issue 2) 7,8



- b. Next, students are to analyze how Charlotte, NC (Where they live) has changed over time by using [this website](#).
2. Cooperative assignment (35 minutes)
  - a. With a partner students complete an annotation titled “Factory or Farm”. This annotation in [linked here](#) and is located in Teacher Materials.
3. Whole class discussion (20 minutes)
  - a. As a class, discuss the differences between being on a farm and being in a factory. Which was worse? As an extension, a debate could be held on the topic.
4. Exit ticket (15 minutes) Students create a T chart to compare farm and factory.

Day Three: A Dog’s View of the World (part 1) Students are going to dive into the Industrial Revolution through the eyes of a dog. The dog they create will guide them through the positive and negative aspects of the industrialized world. Kay Sidebottom explains in her essay “From reflection to Diffraction”: “Toto is a driving force, taking himself and Dorothy from striated spaces [...] to the smooth [...] It is Toto’s running away that sparks Dorothy’s initial journey [...] it is, in fact, the mundane actions of a small Terrier that prompt key turning points; in this way, he is perhaps more of a “dog ex machina” than an incidental character.”<sup>20</sup> From countryside to urban city, my students’ dogs will witness the evolution of the Industrial Revolution.

1. Warm-up (15 minutes)
  - a. Students will create their personalized dog and create a story of where this dog lives and what its surroundings are like.
2. Individual project – the Industrial Revolution through the eyes of a dog (focus on the country) (60 minutes)- Through the Urban Game, students will watch their dogs’ homes transition from rustic countryside to polluted and crowded city streets. The link to Urban Game is in Teacher Resources.
3. Exit ticket (15 minutes)
  - a. Students reflect on how their dogs’ world changed as the Industrial Revolution progressed. They will also create a before and after comparison of their dogs to summarize how the Industrial Revolution changed their dogs’ surroundings and daily life.

Day Four: A Dog’s View of the World (part 2) In Day Three, students – through the eyes of their dogs - began the journey towards industrialization. In Day Four, students are going to explore the industrialized cities through their dogs. “Nevertheless, Toto acts as a constant reminder of the

---

<sup>20</sup> Sidebottom, Kay. “From Reflection to Diffraction: What Toto Teaches Us About ‘Thinking-With’ Multispecies.” [Posthumanism: A Desire for a New Humanity \(Part 2\), Vol. 14 No. No.2 \(2023\):](#) /14

tangibility of this crafted world of liberation. He stays immune to the obscurities of the dangers in the perils of the journey home.”<sup>21</sup> My students’ dogs become their anchors as they observe all the changes, good and bad, that occurred during the Industrial Revolution.

1. Warm-up (15 minutes)
  - a. Students will analyze a political cartoon. This cartoon is [linked here](#) and is found in Teacher Materials. As an extension, you can have students create their own political cartoon based on what they have observed about the Industrial Revolution.
2. Individual project, part 2 – the Industrial Revolution through the eyes of a dog (focus on the city) (60 minutes) Students will write a letter to the governor, on behalf of the people they have been following. A copy of the letter directions is located in Teacher Materials and is [linked here](#).
3. Exit ticket (15 minutes)
  - a. Students write a summary analysis comparing the political cartoon from the warmup with what they wrote in their letter to the governor.

Day Five: The Bridge Connects to Today As Veronica Riva notes in “The Wonderful Wizard of Oz: A Journey of Self-Discovery Through Partnership”: “The story shows how it is possible to build a new society through awareness, creativity, and mutual care. It is symbolic of how Dorothy’s solidarity, shared by her travel companions, can undermine Oz’s institutions, and change its community structure forever. In this sense, the paradigm of Eisler’s Partnership becomes the means of change and the expression of a balanced and egalitarian lifestyle.”<sup>22</sup>

1. Warm-up (15 minutes) Students write a journal entry as their dog and explain what daily life is like for a typical teenager.
2. Direct instruction (20 minutes) Students discuss the positives and negatives of modern-day technology. Students are also introduced to carbon footprints and how pollution from the Industrial Revolution is still in the Ozone layer.
3. Cooperative assignment – Google form escape room (30 minutes) In teams of 3, students cooperatively work together to complete a google form escape room and through this find solutions to environmental issues affecting the world today.
4. Whole group discussion (15 minutes) Students use their knowledge from the escape room with what they wrote in their warm-up to discuss how the Industrial Revolution is still

---

<sup>21</sup>Neha Mahanta. *The dichotomy of Fantasy and the material world in The Wonderful Wizard of Oz*. 219

<sup>22</sup>Riva, Veronica “The Wonderful Wizard of Oz: A Journey of Self-Discovery through Partnership”. *Blue Gum*, No. 9, 2022.. 65

influencing the world around them. Depending on the class, this can be held as a debate on the positives and negatives of technological advancements and their influences on the environment.

5. Exit ticket (10 minutes) Students use their previous knowledge, and information gained today to create a mind map that connects the Enlightenment, the Scientific Revolution, the Industrial Revolution and Nationalism. Depending on the level of the class, this mind-map can add a component that connects these topics to issues today.

Day Six: Does the Bridge End?

Project based assessment - Students create a digital picture book with detailed descriptions of a dog living through the changes of the Industrial Revolution. At the end of the book, students connect the 19<sup>th</sup> century Industrial Revolution with the technological revolutions occurring today. Does the bridge end? My students will decide.

## **Appendix 1 Teaching Standards**

North Carolina World History Standards aligned with this curriculum unit:<sup>23</sup>

### Unit 1:

W.H.B. 2.2 - Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.

W.H. C&G 1.1 - Compare ways in which individuals, groups, and governments have gained and maintained power.

W.H. E. 1.1 - Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past.

W.H. G. 1.2 - Distinguish the relationship between movement, technology, and innovation in terms of cultural diffusion on societies around the world, now and in the past.

W.H. H. 1.1 - Distinguish key turning points in world history in terms of multiple causes and outcomes.

### Unit 6:

WH.B.1.2 - Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past.

WH.G.1.1 - Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past.

WH.G 1.2 - Distinguish the relationship between movement, technology, and innovation in terms of cultural diffusion on societies around the world, now and in the past.

WH.G.2.2 - Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences, now and in the past.

WH.H.1.2 - Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues.

World History strands associated with this curriculum unit:

Inquiry – Apply the inquiry models to analyze and evaluate Social Studies topics and issues in order to communicate and take informed actions.

Behavioral Sciences – Analyze how artistic, literary, philosophical, and scientific ideas have developed and shaped society and institutions.

---

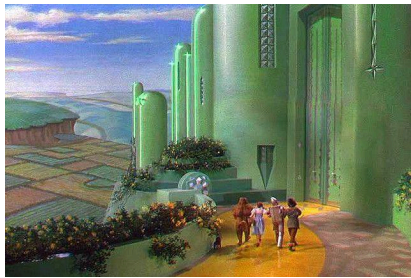
<sup>23</sup> <https://www.dpi.nc.gov/world-history-standards-fall-2021-implementation/open>

History – Analyze historical events and issues in World History from a variety of perspectives.

## Appendix 2 Materials for the classroom



24



25



26



27

---

<sup>24</sup> <https://ozmuseum.com/blogs/news/visiting-the-emerald-city-part-one>

<sup>25</sup> <https://www.pinterest.com/pin/60728294945006739/>

<sup>26</sup> <https://www.smithsonianmag.com/arts-culture/frank-baum-the-man-behind-the-curtain-32476330/>

<sup>27</sup> <https://www.ifccenter.com/films/the-wizard-of-oz-dog-nyc/>

The White City at the World Fair in Chicago<sup>28</sup>



Barbie movie clip<sup>29</sup>



---

<sup>28</sup> [https://www.census.gov/history/www/homepage\\_archive/2018/may\\_2018.html](https://www.census.gov/history/www/homepage_archive/2018/may_2018.html)

<https://oldnorthwestterritory.northwestquarterly.com/2013/01/29/the-1893-columbian-exposition-remembering-chicagos-white-city/>

<sup>29</sup> <https://www.nytimes.com/2023/07/18/movies/barbie-movie-review.html>





30

Video clips from The Wiz



31



32

---

<sup>30</sup> <https://www.insider.com/barbie-photos-references-other-movies-nods-homage-2023-7>

<sup>31</sup>

<https://www.washingtonpost.com/news/arts-and-entertainment/wp/2015/12/03/in-break-with-tradition-no-one-is-hating-on-the-wiz-live-yet-maybe-theyll-actually-like-it/>

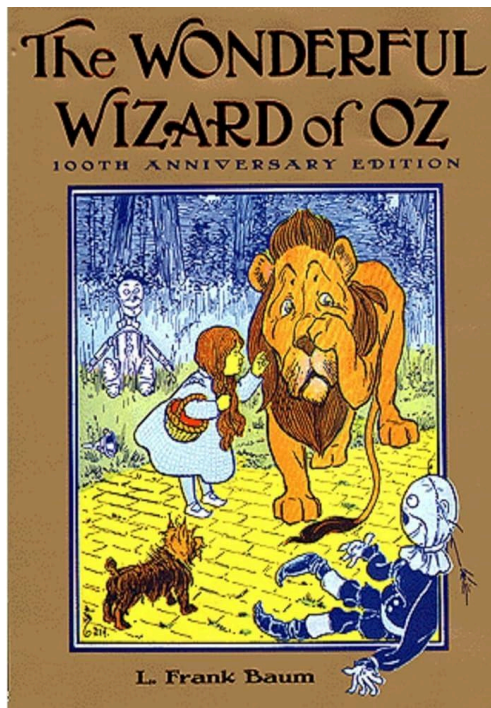
<sup>32</sup> <https://www.rachelmannino.com/musings/a-wicked-wicked-witch>





33

The Wonderful Wizard of Oz by Frank L. Baum



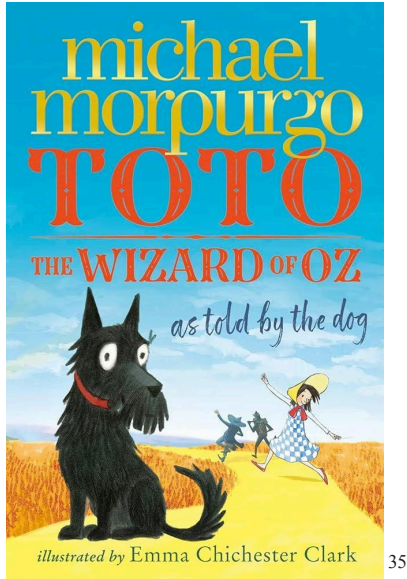
34

*Toto. The Wizard of Oz as told by the dog* by Michael Morpurgo

---

<sup>33</sup> <https://www.elle.com/culture/movies-tv/a25240852/the-wiz-movie-musical/>

<sup>34</sup> <https://www.amazon.com/Wonderful-Wizard-Oz-Frank-Baum/dp/1495421864>



Video clip from the Barbie movie with the pink brick road

“Barbie ‘Barbie Drives in Barbie Land’ (2023).” YouTube, June 21, 2023.  
<https://youtu.be/BPCWWFom8ZM?si=jhh8UbCMxSX7DNiZ>.

Bradley, Tobin. Time Machine - Mecklenburg County GIS. Accessed November 21, 2023.  
<https://timemachine.mcmap.org/#-80.7274/35.1577/18/-1009843200000>.

(created by the Charlotte Observer when they did a special on gentrification). Students can see how any place in the Charlotte area has changed since 1900.

---

<sup>35</sup> <https://www.amazon.com/Toto-Wizard-Oz-told-dog/dp/0008548323>

## Appendix 3 Resources

### *Student Resources*

Michael Morpurgo's book: *The Wizard of Oz as told by the dog* gives students the opportunity to relive L. Frank Baum's *The Wonderful Wizard of Oz* through the eyes of Toto.

<https://timemachine.mcmap.org/#-80.7274/35.1577/18/-1009843200000> (created by the Charlotte Observer when they did an expose on gentrification of uptown Charlotte).

### *Teacher Resources*

These are thumbnails of the PowerPoint that is part of the Individual assignment on Day One of the Unit.<sup>36</sup>





Below is the political cartoon for the Warmup on Day Four<sup>37</sup>



### ***Impacts of the Industrial Revolution***

*Complete the following chart with as much detail as possible on the impacts of the Industrial Revolution using the readings and documents provided in the hyperlinks.*

To gain a full perspective of all things Oz, I highly recommend that you read *The Wonderful Wizard of Oz* by L. Frank Baum, watch the MGM film, *The Wizard of Oz*, and watch

<sup>37</sup><https://pin.it/7oyrt1v> Accessed 11/9/2023

the 1978 musical adaptation of *The Wiz*. The 2023 Barbie movie also has interesting parallels to *The Wonderful Wizard of Oz*.

One of my favorite ways to introduce the Industrial Revolution is to have my students look at the website created by the Charlotte Observer on gentrification.

<https://timemachine.mcmap.org/#-80.7274/35.1577/18/-1009843200000> . Any address in the Charlotte region will work for this search engine. I like the ability to show side-by-side comparisons between the years to show how the landscape has changed as the area became urbanized.

An annotation titled “Factory or Farm” gives students practice with multiple perspectives.<sup>38</sup>

## **Farm or Factory?**

**Name:**

**Date:**

**Block:**

### **Directions:**

- READ the introduction and the story.
- ANNOTATE while you read the introduction AND the story (circle unknown words, underline important phrases, “talk back” by writing your thoughts)
- ANSWER the questions at the end of the reading.

Before the Industrial Revolution, people made goods by hand and with hand-powered machines at home. This was called the domestic system. Then the work shifted to factories with machines. Small farmers moved to the cities to work in these factories when wealthy landowners fenced in large farms they bought during the enclosure movement. The poor farmers were forced off the land and became the workforce for growing industries such as textiles. No special skills were necessary to work in those early factories. The workers repeated the same operations over and over, thousands of times each day.

Factory workers in cities often lived in filthy rooms in overcrowded slums. They worked in dark, airless factory rooms, where they were in constant danger from the unguarded machinery. They worked as long as there was light. Often, they could barely see what they were doing. The pay was low, but it was more than they could earn on the farm. Many of the workers in these factories (and in the mines) were women and children.

In this story a young girl of 14 returns to her family home on an English farm. Ask yourself whether she should stay on the farm. Did she make the right decision? What would her life have been like if she had stayed on the farm?

100 girls squeezed into a space where 15 would be a crowd! What happens when you try to talk to another girl? And suppose they did let you talk. Could you even hear anyone over the clatter of those machines?"

"Wait a minute," interrupted Susan. "I never said that the factory was paradise. Sure, it's hard work, and there are dangers. But we work on 60 hours a week. Life in the factory is much easier now. They hardly ever beat us. There's more light in the factory than you think. Anyways, we usually stop work when the sun goes down. Yes, some girls do get hurt, but don't accidents happen on the farm? I'll never get hurt if I'm careful. And don't forget, I get two free meals a day!"

"What do they give you to eat?" snorted Joyce. "Garbage, that's what, and not too much! How much time do you get to eat? 10 Minutes? Every extra minute spent eating means less cloth made by your beautiful factory. The bosses aren't going to lose profits so that you can eat your food in peace and quiet. Free meals? You know as well as I do that those meals come out of your pay."

"You still miss the point," continued Susan, refusing to give in. "Things are getting better every day. Besides, I'm away from home. I can earn money and I can save some. I'm on my own."

"What are you earning? Is it one or two pennies an hour? How much can you save from all of that? You are living in a world of make believe. You'll never have any money. Do you think you'll get a husband? What will you look like in a few years? What man will have you with or without money? I can get a good night's sleep after being out in the fresh air all day. I may not meet too many people, but the ones I do meet will be honest and trustworthy. I know that I won't be robbed walking down some dark, crooked alley in a filthy city."

The factory system revolutionized the production of goods. It brought new machines and procedures under one roof. Newly introduced farming methods, such as the seed drill invented by Jethro Tull, also greatly increased production. New varieties of crops were introduced. A problem in the past had been how to feed farm animals in the winter. This was solved by



### **Letter to Your Government**

#### Dealing w/ the Effects of the Industrial Revolution

**Directions:** You have observed the changes that occurred during the Industrial Revolution. Now, as your dog, you will speak for a person of the 19th century living in an industrialized city. Using the information from your notes and graphic organizer, you will write a persuasive letter to your government telling them how the Industrial Revolution has negatively affected you. You will also suggest how this problem can be fixed.

**Grading rubric** -- Your letter **must** include...

- ☐ ... a brief summary of the problem (choose one of the effects below), **15 pts.**
  - *Pollution*
  - *Crime*
  - *Spread of disease*
  - *Unsafe tenement buildings*
  - *Dangerous machinery/working conditions*
  - *Low-quality food*
  - *Low pay for dangerous work*
- ☐ ... how this problem specifically affects you (choose one of the roles below) , **30 pts.**
  - *Factory worker*
  - *Immigrant*
  - *Tenement renter*
- ☐ ... explain a solution to this problem (through your own research), **20 pts.**
- ☐ ... information that is period appropriate (early 19th century), **20 pts.**
- ☐ ... at least one “photo” to highlight what the problem looks like w/ a brief description (template provided), **15 pts.**

Ensure you’ve FULLY explained the problem, how it affects your chosen role, and the solution; not simply list them off. Remember, you’re writing to a member of the government. **Remember, you’re trying to persuade them to help out, rather than just informing them that the problem exists.**

Below is the individual project for Day Four.<sup>39</sup>

<sup>39</sup> <https://docs.google.com/document/d/1DA1o4wJEuzhDxshqpa2e9-QWv666SSVsSWCTIYM9KoY/edit?usp=sharing>



## Bibliography

- Barrett, Laura. "From Wonderland to Wasteland: The Wonderful Wizard of Oz, The Great Gatsby, and the New American Fairy Tale." *Papers and Language on Literature* 42, no. 2 (2006): 7–8.
- Brown, Sonia . 1984a. "Was This the Wizard? Who Was the Wizard of Oz?" *The Baum Bugle a Journal of Oz* 28 (79): 4–7.
- . 1984b. "Was This the Wizard? Who Was the Wizard of Oz?" *The Baum Bugle a Journal of Oz* 28 (79): 4–7
- <https://www.nytimes.com/2023/07/18/movies/barbie-movie-review.html>
- <https://timemachine.mcmap.org/#-80.7274/35.1577/18/-1009843200000>
- <https://youtu.be/BPCWWFom8ZM?si=jhh8UbCMxSX7DNiZ>
- Lincoln, Van Doren Charles. "An Age of Reason and Revolution." Essay. In *A History of Knowledge: Past, Present, and Future*, 216–18. New York, NY, NY: Ballantine Books, 1993.
- Littlefield, Henry. 1964a. "The Wizard of Oz: A Parable on Populism." *American Quarterly* 16 (1): 47–58.
- . 1964b. "The Wizard of Oz: A Parable on Populism." *American Quarterly* 16 (1): 47–58.
- . 1992a. "The Wizard of Allegory." *The Baum Bugle a Journal of Oz* 36 (1): 24–25.
- . 1992b. "The Wizard of Allegory." *The Baum Bugle a Journal of Oz* 36 (1): 24–25.
- Mahanta, Neha. "The Dichotomy of Fantasy and the Material World in The Wonderful Wizard of Oz." *SP Publications International Journal Of English and Studies* , 2022, 219.  
<https://doi.org/10.47311/IJOES.2022.4.4.28>.
- Morena, Dorothy Gita. *The wisdom of oz: Reflections of a Jungian sandplay therapist*. Hampshire, MA: Waterside Press, 2014.
- Radell, Willard. 2018a. "Decoding L. Frank Baum's and W.W. Denslow's Wicked Witch of the West." *Great Plains Quarterly* 38 (3): 273–93.
- . 2018b. "Decoding L. Frank Baum's and W.W. Denslow's Wicked Witch of the West." *Great Plains Quarterly* 38 (3): 273–93.
- Rahn, Suzanne. 2002a. "Beneath the Surface of Ozama of Oz." *The Baum Bugle. A Journal of Oz* 46 (133): 25–30.
- . 2002b. "Beneath the Surface of Ozama of Oz." *The Baum Bugle. A Journal of Oz* 46 (133): 25–30.

Riva, Veronica. "The Wonderful Wizard of Oz: A Journey of Self-Discovery through Partnership." *Blue Gum Centre d'Estudis Australians i Transnationals / Australian and Transnational Studies Centre Universitat de Barcelona* 9 (2022): 65.

Roesch Wagner, Sally. 1984a. "Dorothy Gage and Dorothy Gale." *The Baum Bugle* 28 (80): 4–6.

———. 1984b. "Dorothy Gage and Dorothy Gale." *The Baum Bugle* 28 (80): 4–6.

Sidebottom, Kay. "From Reflection to Diffraction: What Toto Teaches Us about "thinking ..."

kay.sidebottom@stir.ac.uk . Accessed November 12, 2023.

<https://journals.library.ualberta.ca/cpi/index.php/cpi/article/download/29674/21681>.

"World History Standards 2021." n.d. Google Docs. Accessed June 8, 2023.

[https://docs.google.com/document/d/13zs2CmeQMtCsF8moEf7HDILQBhG1Qki2W1QmgieB\\_cM/edit?usp=sharing](https://docs.google.com/document/d/13zs2CmeQMtCsF8moEf7HDILQBhG1Qki2W1QmgieB_cM/edit?usp=sharing).

"World History Standards 2021." n.d. Google Docs. Accessed June 8, 2023.

[https://docs.google.com/document/d/13zs2CmeQMtCsF8moEf7HDILQBhG1Qki2W1QmgieB\\_cM/edit?usp=sharing](https://docs.google.com/document/d/13zs2CmeQMtCsF8moEf7HDILQBhG1Qki2W1QmgieB_cM/edit?usp=sharing).