



## **Comparing Female Character Portrayal in the Wonderful Wizard of Oz and other Early 20<sup>th</sup> Century Children's Literature**

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This curriculum unit is recommended for:  
4<sup>th</sup> Grade Language Arts  
4<sup>th</sup> Grade Social Studies

**Keywords:** Gender Roles, Strong Female Characters, Woman's Suffrage, Equal Rights, Equality, Economics, 19<sup>th</sup> Amendment, Children's Literature, Heroine, *The Wonderful Wizard of Oz*, *The Hope Chest*

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This curriculum unit explores the novel, *The Wonderful Wizard of Oz*, written by L. Frank Baum in 1900 and how it was revolutionary for its time period. Baum created the main character Dorothy Gale and broke the mold of the previous portrayals of female characters in its contemporaries of children's literature. Dorothy was a strong, brave soul who went on an unexpected adventure with four friends in a magical land. She was equally as helpful as her male companions and often acted more courageous than they. Looking at other stories, the female main characters were weepy, obedient, and stayed in their traditional gender roles as helpers. They were in great contrast to how Baum created Dorothy, who was greatly influenced by his mother-in-law, Matilda Gage. Gage was a great supporter of the Woman's Suffrage movement, which is a wonderful connection to the other novel I will explore in this unit entitled *The Hope Chest*. *The Hope Chest* was set during the 1920s during the Suffrage era and shows another female character who also goes on a dangerous and life-altering adventure. I want my students to read and compare both novels and main characters to distinguish the similarities and differences between the two.

*I plan to teach this unit during the coming year to 21 students in (ELA for 4<sup>th</sup> Graders)*

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## **Introduction**

### **Rationale**

Each year, I teach the district-adopted Language Arts curriculum, EL Education. There are four modules with different topics that are taught each quarter. The fourth module focuses on the ratification of the 19<sup>th</sup> Amendment and the Women's Suffrage Movement. In this module, we read aloud a chapter book entitled *The Hope Chest* by Karen Schwabach. Set in the 1920s, 12 year-old Violet, finds out that her sister is kicked out of the house by her father for fighting for the women's right to vote.

While teaching this module last year, my students were very interested in what children's lives were like over 100 years ago. They were surprised that children their age rode the rails as orphans and even went to work in factories to support their families. They were appalled that some children had to work instead of go to school and some were injured in the factories in which they toiled to help support their families. My students were really disturbed by the idea that very defined gender roles existed for girls and boys, as well as men and women.

As a result of their passions, my students wanted to know more about what children's lives were like during this time period and the gender roles of children during the 1920s. They asked questions about how the expectations different for boys and girls at home and at school. They also asked questions about what types of careers a boy and a girl could grow up to be. In turn, I began to become interested in the various examples of Children's literature that were available during the 1900s. If we can see ourselves in the stories we read, we believe that these things are possible for us.

I also want to delve into the mind of L. Frank Baum and how he created one of the first female heroines in American Children's Literature. I am hoping to learn how this specific character influenced other American literature for children and how Baum was inspired by the Women's Suffrage Movement of which his mother-in-law was such a big supporter. Did Dorothy inspire other girls and females to become suffragists? Were they empowered by Dorothy's adventures and her bravery being tossed into the Land of Oz? I am also curious to see the parallels between Dorothy and the main character in our curriculum's chapter book, *The Hope Chest* and other characters in children's literature during this time period.

### **School Demographics**

I work at Clear Creek Elementary that serves Pre-K to 5<sup>th</sup> grade students. My school is located in suburban Charlotte, North Carolina. I am a self-contained teacher responsible for teaching Social-Emotional learning (which includes character development, goal setting, and conflict-resolution), Language Arts, Math, Science, and Social Studies. I teach 22 students in my classroom. My school is diverse, with approximately 23% White, 38% Black, 32% Latino, and 7% that are Asian, Multiracial, American Indian, etc.

In my classroom, I have three students who are certified EC, which stands for Exceptional Children (Special Education). I also have five students who are ML (Multilingual) learners, and

one student who is certified academically gifted in Math only. I have three students who are transitional. This means that they came to fourth grade with a retention label due to not passing the third-grade benchmark assessments last year.

## **Unit Goals**

This year, the Charlotte-Mecklenburg school district has a focus on our African American and Latinx students. Traditionally, these students have been underserved and often underperform amongst their peers. As a result, the district is tracking these students and working with them in small groups. Our ultimate goal is for these students working towards being on the path towards College and Career Readiness. In North Carolina, the end of the grade test consists of a range of scores. The lowest score being an NP, or Not Proficient, which means that the student has an insufficient command of the curriculum. Level 3s show that the students have a sufficient command of the curriculum. Level 4s and Level 5s show that students have an extensive command over the curriculum and has reached mastery. It is my hope that with creating a strong curriculum unit, I can increase comprehension for my students through quality literature such as *The Wonderful Wizard of Oz* and *The Hope Chest*.

## **Content Research**

At the turn of the century leading to the 1900s, children's literature had very specific gender roles. Boys tended to be more adventurous and carefree while girls were responsible and domesticated. According to esteemed Children's Literature professor and author Mark I. West, "Books for boy readers usually featured male characters who had adventures away from home, while books for girls focused on female characters who usually kept close to home."<sup>1</sup>

These examples West refers to as "domestic fiction" is reflected in a children's fairy tale written by Elizabeth Payson Prentiss in 1871 which was entitled, "The Wonderful Apple Tree." In this story, three brothers and a sister's father dies and bequeaths them a magical apple tree to sustain them throughout their life. To maintain this tree, they must toil and laboriously tend to it. The brothers do not want to continue to maintain the tree, as it is now bearing great fruit and begin to neglect their duties that their father gave instructions about on his death bed. They felt that this work was now beneath them since they had become quite wealthy. However, the very magic that keeps the tree alive vanished.

The sister, being the insightful one, knew that this was a telltale sign of disaster. She exclaims quite fraught with worry, "Alas!" cried she, "some misfortune will surely befall us, now that the tree is deprived of its chief nourishment." The brothers dismiss her worries and exclaim, "You

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<sup>1</sup> Mark I. West, "Dorothy and the Heroine's Quest," *BB* 54, Vol 54, No. 2, (Autumn 2010): 8.

are a silly girl,” said they, “to grieve at what cannot be helped: see the tree is loaded with apples, which we will gather tomorrow, and all will be as before.”<sup>2</sup> As one can imagine, all is not well.

Although the brothers continue to make egregious mistakes throughout the story, the sister, albeit practical, must comply with their wishes and agree to their every whim. She is ridiculed and her concerns are not given a thought as the hardships begin to mound. They go off on adventures and take their riches with them, leaving their poor sister alone to fend for herself at the house in which they grew up. This was an example of a common tale for children at the time, where girls were quite passive and expected to be well-behaved.

However, *The Wonderful Wizard of Oz* by L. Frank Baum changed everything. He wrote a fantastical story about an American girl who went on adventures, made great friends, and became a heroine. This was totally atypical for children’s literature during this time period. Dina Massachi, noted Oz scholar, discusses how revolutionary this novel truly is.

In 1900, L. Frank Baum published *The Wonderful Wizard of Oz*, a work of children’s literature far ahead of its time regarding gender and gender roles. In Oz, girls can go on adventures, females can be knowledgeable political leaders, and there are no damsels in distress. In fact, Baum’s Dorothy rescues her male travel companions as often as they rescue her, and his male characters are gentle, sensitive, and emotionally intelligent. They are as happy to follow the lead of a young girl as they are to offer her advice.<sup>3</sup>

Baum makes ripples in the usual narrative about girls and their capabilities. He promoted “girl power” before it was a term.

Professor West points out how unique Dorothy was as a character, which was a stark contrast to the female characters in children’s literature during this period. He goes on to state that these existing stories for children “often referred to as domestic fiction, girls’ stories from this period tended to emphasize family life, but Baum broke with this tradition when he created Dorothy Gale. In a time when American children’s authors seldom allowed their girl characters to venture away from home, let alone go off on adventures, Baum sent Dorothy on a bona fide quest.”<sup>4</sup>

Nineteenth-century children’s fictional boy heroes were on adventures while their female counterparts were domesticated. In the following quote, Massachi additionally discusses the type of literature available for young ladies at this time. “Girls’ magazines like their novel counterparts, stressed religious didacticism, homemaking...Feminist Baum did not believe that girls could not go on adventures. With Dorothy, he created one of the first American feminist child-heroes...With Dorothy, Baum forever changed the role of girls in children’s fiction, which helped change how young readers imagined gender roles.”<sup>5</sup>

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<sup>2</sup> Mark I. West, *Before Oz: Juvenile Fantasy Stories from Nineteenth-Century America* (Hamden, CT: Archon Books, 1989), 59-66.

<sup>3</sup> Massachi, Dina Schiff, “Born Criminal: Matilda Joslyn Gage, Radical Suffragist by Angelica Shirley Carpenter, and: Friends of Dorothy: Why Gay Boys and Gay Men Love the Wizard of Oz,” 342.

<sup>4</sup> West, 8.

<sup>5</sup> Massachi, Dina Schiff, “L. Frank Baum (1856-1919) Brains, Heart and Courage,” 6.

Dorothy was quite the revolutionary female character for her young readers. She was bold. She was adventurous. She was brave. Dorothy lands in Oz after a great tornado in her town in Kansas. As she realizes that she must find her way in this strange, new land, she discusses her plan of action with the Witch of the North. She proceeds to tell Dorothy, “‘The country here is rich and pleasant, but you must pass through rough and dangerous places before you reach the end of your journey.’ This worried Dorothy a little, but she knew that only the great Oz could help her get to Kansas again, so she bravely resolved not to turn back.”<sup>6</sup> This marks the beginning of Dorothy’s journey through Oz, a strange and unknown place. She is armed with only a new pair of silver slippers, her small dog Toto, and her determination and resolve to see the Wizard-the most powerful in Oz.

Looking for a similar tale with a strong female character such as Oz, I looked at *Alice’s Adventures in Wonderland* by Lewis Carroll. Despite it being British Children’s Literature, both girls stumble upon a curious, new land and an adventure ensues with magical talking animals and other strange characters. Yet, there is a great difference between Alice and Dorothy. Dorothy has three characteristics that make her a heroine: bravery, being a good friend, and compassion. Alice immediately does not fit the bill, as she cried several times at the start of the story in the first two chapters, “shedding gallons of tears, until there was a large pool round her, about four inches deep and reaching half down the hall.”<sup>7</sup> Dorothy, however, barely cries even when her life is threatened throughout the tale.

Dorothy also shows compassion for her travel companions as she “reached both arms and lifted the figure (Scarecrow) off the pole”<sup>8</sup> and she asked the Tin Man, who was rusted so badly he couldn’t move, ‘What can I do for you?’ she enquired, softly, for she was moved by the sad voice in which the man spoke...Dorothy at once ran back to the cottage and found the oil-can, and then she returned.”<sup>9</sup>

A third quality that our heroine, Dorothy, possessed is being a good friend. When Lion jumped out and attacked the group in the forest, Toto barked at the Lion profusely “and the great beast had opened his mouth to bite the dog, when Dorothy, fearing Toto would be killed, and heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could.”<sup>10</sup> This proved that despite her fear of being attacked by this wild cat, she put her fears to the side to rescue her best friend, Toto from being bitten.

Each quality was important for young readers, especially girls, to see represented to allow them to see the possibilities of what they could be in the world. If you can see a fictional character be brave and go on an adventure outside of the home, one can do the same in real life. Literature can help reflect to us an image that we can aspire to be.

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<sup>6</sup> L. Frank Baum. *The Wonderful Wizard of Oz*, (New York: Harper Collins Publishers and Books of Wonder, 1987), 36.

<sup>7</sup> Lewis Carroll, *Alice’s Adventures in Wonderland* (New York: Scholastic Inc., 2001), 18.

<sup>8</sup> Baum, 37.

<sup>9</sup> Baum, 55.

<sup>10</sup> Baum, 66-67.

It is important that all readers find themselves in the books that they read. It is equally important that readers discover characters that break stereotypes and serve as role models. Strong female characters can be those from the past and the present. What makes them admirable is their ability to solve problems, overcome adversity, and persevere when circumstances within society present overwhelming obstacles. Well-written stories with strong female characters often transcend gender to introduce individuals who are believable in their words and actions and are respected for their accomplishments.<sup>11</sup>

During this time in American history, a group of approximately 300 women were meeting at the Seneca Falls Women's Rights Convention. Many of these women, and men worked together to fight for women's right to vote.<sup>12</sup> To achieve this great accomplishment, it would take three qualities: bravery, friendship, and compassion-the very characteristics needed to be a great heroine in children's literature. Women had to overcome great adversity and I believe that Baum knew this when he wrote *The Wonderful Wizard of Oz*. He saw how society treated his mother-in-law, whom he greatly admired, and put limitations on the lives of these people. Their only flaw was being born a woman.

As a result, Baum wrote this courageous female character into his first children's book, and it was a great success that is still read today. This also changed his life and the issues he fought for himself throughout life. "In 1888, the Baum moved to Aberdeen, Dakota Territory. While there, L. Frank Baum became the secretary of the small Aberdeen Equal Suffrage Club and his paper, the *Aberdeen Saturday Pioneer*, supported woman suffrage."<sup>13</sup> Showing us that he was always invested in the rights of women, shows that he could be an empathetic human being who could channel his love, respect, and admiration for his wife, his mother-in-law, and channel these feelings into making a blueprint for one of the most iconic and "boss girl" characters in the history of American Children's Literature-Dorothy Gale.

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<sup>11</sup> Giorgis, Cyndi, Nancy J. Johnson, Chrissie Colbert, Angela Conner, Janine King, Dottie Kulesza, and Dotti Kulesza. "Children's books: Characters," 521.

<sup>12</sup> "The Seneca Falls Convention," [Library of Congress Digital Collection, The Library of Congress, 10/21/23, https://www.loc.gov/item/today-in-history/july-19/](https://www.loc.gov/item/today-in-history/july-19/).

<sup>13</sup> Massachi, Dina Schiff, "L. Frank Baum (1856-1919) Brains, Heart and Courage," 5.

## Instructional Implementation

### Lesson Plans

#### Day 1

1. Introduce the novel *The Wonderful Wizard of Oz* to the class.
2. Distribute books to class.
3. Provide students with background information about the author, time period, and how this story was innovative for its time.
4. Pass out **Activity #1** to students.
5. Explain parts of Story Map to students.
6. Read aloud chapters 1-5 to class.
7. Complete the following sections: major characters, significant settings, character trait chart, conflict, and summary, theme, and major event for chapters 1-5.

#### Day 2

1. Recap the major events from yesterday.
2. Read aloud chapters 6-10 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 6-10.

#### Day 3

1. Recap the major events from yesterday.
2. Read aloud chapters 11-15 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 11-15.

#### Day 4

1. Recap the major events from yesterday.
2. Read aloud chapters 16-20 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 16-20.

#### Day 5

1. Recap the major events from yesterday.
2. Read aloud chapters 21-25 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 21-25.

#### Day 6

1. Introduce the novel *The Hope Chest* to the class.
2. Distribute books to class.
3. Provide students with background information about the author, and time period.
4. Pass out **Activity #2** to students.
5. Explain parts of Story Map to students.

6. Read aloud chapters 1-2 to class.
7. Complete the following sections: major characters, significant settings, character trait chart, conflict, and summary, theme, and major event for chapters 1-2.

#### Day 7

1. Recap the major events from yesterday.
2. Read aloud chapters 3-4 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 3-4.

#### Day 8

1. Recap the major events from yesterday.
2. Read aloud chapters 5-6 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 5-6.

#### Day 9

1. Recap the major events from yesterday.
2. Read aloud chapters 7-8 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 7-8.

#### Day 10

1. Recap the major events from yesterday.
2. Read aloud chapters 9-10 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 9-10.

#### Day 11

1. Recap the major events from yesterday.
2. Read aloud chapters 11-12 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 11-12.

#### Day 12

1. Recap the major events from yesterday.
2. Read aloud chapters 13-14 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 13-14.

#### Day 13

1. Recap the major events from yesterday.
2. Read aloud chapters 15-16 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 15-16.



#### Day 14

1. Recap the major events from yesterday.
2. Read aloud chapters 17-18 to class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapters 17-18.

#### Day 15

1. Recap the major events from yesterday.
2. Read aloud chapters 19, Historical Notes, and Time Line to the class.
3. Complete the following sections: major characters, minor characters, settings, summary, theme, and major event for chapter 19.

#### Day 16

1. Distribute **Activity #3-Character Comparison**.
2. Explain the activity and discuss each category that will be completed.
3. Have students complete the section on Dorothy with a partner or a triad.

#### Day 17

1. Have students complete the section on Violet with a partner or a triad.
2. Groups and partners will share with the class.

#### Day 18

1. Distribute **Activity #4-Symbolism**
2. Distribute a Symbolism anchor chart for each student to glue into their ELA notebooks.
3. Read the anchor chart to explain what symbolism is.
4. Have students work with a group to find three symbols in *The Wizard of Oz*.

#### Day 19

1. Students will work with their group from yesterday to find three symbols in *The Hope Chest*.
2. Have students share their findings with the class.

#### Day 20-25

1. Distribute **Activity #5-Wanted Poster** to the students. This will act as a culminating activity for this unit.
2. Be sure to have students display their final product and present their work to the class.

#### **Classroom Activities**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Activity #1-Story Map of *The Wonderful Wizard of Oz***

Main Characters: \_\_\_\_\_

Minor Characters: \_\_\_\_\_

Significant Setting(s):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Character	What did character want from the Wizard of Oz?	Character trait describing character	Evidence from text
Dorothy			
Scarecrow			
Tin Man			
Lion			

Conflict: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Summary for Chapters 1-5: \_\_\_\_\_

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Possible Themes in Chapters 1-5: \_\_\_\_\_

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Major Event (Chapters 1-5): \_\_\_\_\_

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Summary for Chapters 6-10: \_\_\_\_\_

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Possible Themes in Chapters 6-10: \_\_\_\_\_

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Major Event (Chapters 6-10): \_\_\_\_\_

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Summary for Chapters 11-15: \_\_\_\_\_

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Possible Themes in Chapters 11-15: \_\_\_\_\_

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Major Event (Chapters 11-15): \_\_\_\_\_

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Summary for Chapters 16-20: \_\_\_\_\_

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Possible Themes in Chapters 16-20: \_\_\_\_\_

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Major Event (Chapters 16-20): \_\_\_\_\_

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Summary for Chapters 21-25: \_\_\_\_\_

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Possible Themes in Chapters 21-25: \_\_\_\_\_

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Major Event (Chapters 21-25): \_\_\_\_\_

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Solution: \_\_\_\_\_

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Conclusion: How did the story end for each character? Did the characters get what they wanted?

Dorothy: \_\_\_\_\_

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Scarecrow: \_\_\_\_\_

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Tin Man: \_\_\_\_\_

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Lion: \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Activity #2-Story Map of *The Hope Chest***

Main Characters: \_\_\_\_\_

Minor Characters: \_\_\_\_\_

Significant Setting(s):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Character	What did character want?	Character trait describing character	Evidence from text
Violet			
Chloe			
Myrtle			
Mr. Martin			

Conflict: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Summary for Chapters 1-2: \_\_\_\_\_

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Possible Themes in Chapters 1-2: \_\_\_\_\_

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Major Event (Chapters 1-2): \_\_\_\_\_

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Summary for Chapters 3-4: \_\_\_\_\_

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Possible Themes in Chapters 3-4: \_\_\_\_\_

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Major Event (Chapters 3-4): \_\_\_\_\_

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Summary for Chapters 5-6: \_\_\_\_\_

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Possible Themes in Chapters 5-6: \_\_\_\_\_

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Major Event (Chapters 5-6): \_\_\_\_\_

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Summary for Chapters 7-8: \_\_\_\_\_

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Possible Themes in Chapters 7-8: \_\_\_\_\_

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Major Event (Chapters 7-8): \_\_\_\_\_

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Summary for Chapters 9-10: \_\_\_\_\_

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Possible Themes in Chapters 9-10: \_\_\_\_\_

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Major Event (Chapters 9-10): \_\_\_\_\_

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Summary for Chapters 11-12: \_\_\_\_\_

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Possible Themes in Chapters 11-12: \_\_\_\_\_

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Major Event (Chapters 11-12): \_\_\_\_\_

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Summary for Chapters 13-14: \_\_\_\_\_

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Possible Themes in Chapters 13-14: \_\_\_\_\_

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Major Event (Chapters 13-14): \_\_\_\_\_

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Summary for Chapters 15-16: \_\_\_\_\_

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Possible Themes in Chapters 15-16: \_\_\_\_\_

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Major Event (Chapters 15-16): \_\_\_\_\_

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Summary for Chapters 17-18: \_\_\_\_\_

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Possible Themes in Chapters 17-18: \_\_\_\_\_

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Major Event (Chapters 17-18): \_\_\_\_\_

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Summary for Chapter 19: \_\_\_\_\_

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Possible Themes in Chapter 19: \_\_\_\_\_

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Major Event (Chapter 19): \_\_\_\_\_

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Solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion: How did the story end for each character? Did the characters get what they wanted?

Violet: \_\_\_\_\_  
\_\_\_\_\_

Chloe: \_\_\_\_\_  
\_\_\_\_\_

Myrtle: \_\_\_\_\_  
\_\_\_\_\_

Mr. Martin: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity #3-Character Comparison

Character Analysis	Dorothy <i>(The Wonderful Wizard of Oz)</i>	Violet <i>(The Hope Chest)</i>
Setting (Place and Time Period)		
Journey		
Companions		
Benefactors		

<b>Obstacles</b>		
<b>Ending of Journey</b>		

**Activity #4-Symbolism in *The Wonderful Wizard of Oz* and *The Hope Chest***

**Directions:** Choose three (3) symbols or objects from the book. Work with a partner to identify three objects that have a deeper meaning and find evidence from the text to support it.

***The Wonderful Wizard of Oz***

Symbol/Object	Meaning	Evidence from the Text

***The Hope Chest***

Symbol/Object	Meaning	Evidence from the Text

### Symbolism Anchor Chart

**Symbol:** Something that stands for or represents something else.

**Symbolism:** The use of symbols to represent ideas.



Think about it. What does each symbol represent?

- ❖ Authors use symbols to stand for important ideas in a text.
- ❖ Symbolism allows authors to communicate ideas beyond what is explicitly in the text.
- ❖ Sometimes a symbol can have more than one meaning and/or the meaning changes throughout the text.

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### Activity #5-Wanted Poster: Character Analysis

**Directions:** Pretend that your character is wanted by the law. You must be able to create a poster listing as much about your character as possible based on the evidence from the text. Choose a character from *The Wonderful Wizard of Oz* or *The Hope Chest*. Be sure to draw and color a picture of your character as well.

Name of Character: \_\_\_\_\_

Description: (What do they look like on the outside? Clothes, hair and eye color, glasses, height, age, etc.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Character Traits: (How do they act on the inside?) \_\_\_\_\_

\_\_\_\_\_

Last Seen: \_\_\_\_\_

\_\_\_\_\_

Friends: \_\_\_\_\_

Enemies: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Pet Peeves/Fears: \_\_\_\_\_

Crime: (What is he or she “wanted” for?) \_\_\_\_\_

\_\_\_\_\_

A quote from the text: \_\_\_\_\_

\_\_\_\_\_

## **Teaching Strategies**

Think-Pair-Share-Students get a prompt or a question to answer or ponder. Then, they think about the question. Next, the student pairs with a partner to compare their thoughts to the question and come up with the best answer to question. Finally, they share out their answer to the class or group.

Close Reading-Students delve closely into a text by reading the text multiple times for various purposes. The first read is to get acquainted with the text and to find unknown vocabulary words, identify interesting or through-provoking parts in the text. The second text can be used to find the main idea or summary. The third reading can be used to answer surface and deep questions about the text.

Turn and Talk-This strategy is used to help students get a better understanding of the text by discussing the text or assignment with a partner. It is often helpful for students to discuss the questions, texts, and assignments together to help break down the texts in a more meaningful way and to see various points of view, adding to their learning.

Graphic Organizers-This strategy and resource helps students to organize and make sense of the information they gather from a text.

Stop and Jot-This strategy is a great way to quick-write students' ideas down after reading and analyzing a text.

## **Appendix 1: Implementing Teaching Standards**

(RL4.1)- Students will make inferences about characters, events, and settings in the story.

(RL4.2)- Students will recognize and identify the theme of stories.

(RL4.2/RI4.2)-Students will summarize fictional and informational text.

(RI4.2)-Students will find the main idea and key supporting details in informational text.

(RL4.3)-Students will analyze and describe in depth characters in the text and how they change over time.

(RL4.3)- Students will analyze and describe in-depth events that happen in the story.

(RL4.3)-Students will compare characters and settings in a text.

(RL4.3)-Students will understand how setting consists of time, place, and culture and how this can influence a story.

(RL4.4/RI4.4)- Students will determine the meaning of unknown words or phrases in a text by using their context clues strategies.

## **Annotated List of Teacher Resources**

Baum, L. Frank. *The Wonderful Wizard of Oz*. New York: Harper Collins Publishers, 1987.

This turn-of-the-century novel by Baum was unprecedented for children's literature of the time. It broke gender norms for characters as Dorothy, the heroine, goes on an adventure to find "home." Along the way, she meets some unlikely friends, which include a Scarecrow, a Lion, and a Tin Man. You will enjoy reading this classic that is still relevant and popular today!

Carroll, Lewis. *Alice's Adventures in Wonderland*. New York: Scholastic Inc., 2001.

This is a story about a young girl with nothing to do who follows a most strange sight—a fully clothed rabbit who walks and talks! She follows it down a hole and thus begins a most curious adventure filled with strange characters and happenings all around her.

Schwabach, Karen. *Hope Chest*. New York: Yearling Publishing, 2008.

This is a children's book about a 12-year-old girl named Violet whose beloved older sister, Chloe, leaves home without an explanation or a goodbye. One day, she finds stacks of letters her sister has written to her from New York over a span of two years. Her sister was kicked out of the house by her father because she wanted to be a suffragist and fight for women's right to vote. Enraged by the fact that her parents hid letters from her, she decides to run away to find her sister in New York alone in the early 1920s.

West, Mark I. *Before Oz: Juvenile Fantasy Stories from 19<sup>th</sup> Century America*. Hamden, Connecticut: Archon Books, 1989.

This is a compilation of children's literature stories from the nineteenth century.

## Bibliography

Baum, L. Frank. *The Wonderful Wizard of Oz*. New York: Harper Collins Publishers, 1987.

Carroll, Lewis. *Alice's Adventures in Wonderland*. New York: Scholastic Inc., 2001.

Giorgis, Cyndi, Nancy J. Johnson, Chrissie Colbert, Angela Conner, Janine King, Dottie Kulesza, and Dotti Kulesza. "Children's books: Characters." *The Reading Teacher* 53, no. 6 (2000): 518-527.

Massachi, Dina Schiff. "Born Criminal: Matilda Joslyn Gage, Radical Suffragist by Angelica Shirley Carpenter, and: Friends of Dorothy: Why Gay Boys and Gay Men Love The Wizard of Oz by Dee Michel (review)." *Children's Literature Association Quarterly*, Johns Hopkins University Press, Fall 2019, Vol. 44, Number 3, p. 342-346.

Massachi, Dina Schiff. "L. Frank Baum (1856-1919) Brains, Heart and Courage." *Shapers of American Childhood*. Jefferson, NC: McFarland & Company Inc., Publishers, pg. 6.

Schwabach, Karen. *Hope Chest*. New York: Yearling Publishing, 2008.

West, Mark I. "Dorothy and the Heroine's Quest." *Baum Bugle* 54, Vol 54, No. 2, (Autumn 2010): 8.

West, Mark I. *Before Oz: Juvenile Fantasy Stories from 19<sup>th</sup> Century America*. Hamden, Connecticut: Archon Books, 1989.