



“All Roads of Thought Run Through Oz: Teaching Any Topic Using the Wizard of Oz”

The Wiz in You

By Marian Myers, CTI Fellow -Northridge Middle School

This curriculum is recommended for: 8th grade Exploring Personal Characteristics & Careers

Keywords: interests, attitudes, values, personality, learning styles, skills, self-assessment, choices, challenges, changes, careers, goals, planning, decision-making, problem solving

Teaching standards: [Appendix 1](#)

Synopsis: This curriculum unit will focus on teaching self-awareness and how students’ personality, attitudes, interests, values and learning styles can influence career decisions. The first part of this unit involves personal character education. Strategies include self-assessments (<https://www.facinghistory.org/resource-library/identity-charts-0>), discovering interests and skills for working with people, working with data, working with things, or working with ideas, interactive notebooks, goal-setting and decision-making activities, role plays, and analyzing real-life scenarios. By integrating character traits like caring, respect, responsibility, trustworthiness, citizenship, and fairness into all areas of the school experience, students gain better self-awareness, self-confidence, and the desire to become more socially responsible. Part two of this unit focuses on career exploration of interests and skills (<https://www.careeronestop.org/>), job market trends, education and training needed, cost-of-living /reality-checks, mock interviewing, completing applications and networking. A gallery walk strategy will provide opportunities for group work to research and evaluate the advantages and disadvantages of various career decisions.

*I plan to teach this unit during the coming year to **48 eighth Grade students Exploring Personal Character and Careers (EPCC).***

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.

Introduction

I am a teacher at Northridge Middle School (NRMS) where I teach Career and Technical Education (CTE) Business curriculum to sixth, seventh and eighth grade students. The 6th graders learn Keyboarding and Word Processing, the 7th graders learn Office Productivity and the 8th grade curriculum focuses on Exploring Personal Character and Careers (EPCC). What I like most about teaching CTE is the programs allow students to explore a range of options for their future. The Association for Career and Technical Education (ACTE) was founded in 1926 after the federal government began funding vocational education. CTE as we know it today is committed to enhancing the job performance and satisfaction of its students and to increasing public awareness and need for CTE. According to Career and Technical Education Should Be the Rule, Not the Exception, the success of CTE programs are helping to connect students with the high-demand science, technology, engineering, math and business fields.¹ I see CTE as an investment in the future of the economy, the workforce and the global market. These programs create higher graduation rates, teach critical soft skills and help students explore potential career paths.

I most enjoy teaching 8th graders to prepare for high school. Along with technical skills, or hard skills, I also teach soft skills. These include work ethic, time management, teamwork, problem solving and more. The experience students pick up working on CTE class projects helps to build these characteristics. Having traits like these is an important part of becoming a professional, and developing these attributes will be a major asset upon entering the workforce. When my students are able to connect classroom lessons to real-life possibilities that apply directly to their future careers, they are more invested and engaged in the learning process. Observing them learning how to problem solve and use critical thinking is rewarding.

Rationale

"Education has the power to bring the American Dream within reach of every individual, no matter their race, background, zip code, age, or family's income, draw people together, drive our economy, and meet our nation's vast potential," said U.S. Secretary of Education Miguel Cardona.² Charlotte-Mecklenburg Schools in Charlotte, NC has identified 102 Title I schools for the 2023-2024 school year to help make this a reality for their students. Title I schools were identified by student percentage at least 75% as the district's measure of poverty in 2015. In Mecklenburg County NC, these schools help provide students in low-income communities with

¹ Hodges, Tim. 2015. "Career and Technical Education Should Be the Rule, Not the Exception."

<https://news.gallup.com/opinion/gallup/181922/career-technical-education-rule-not-exception.aspx>

² "Department of Education Releases Equity Action Plan as Part of Biden-Harris Administration's Efforts to Advance Racial Equity and Support Underserved Communities." (April 14, 2022)

learning opportunities, support their need to succeed and address long-standing funding disparities for under-resourced schools. As students come from various backgrounds, both culturally and economically equitable classrooms and curriculums are designed to serve students by differentiating learning to student needs. Equity focuses on taking those learning opportunities and infusing them with support and resources to turn the education system into a level playing field. This means that disadvantaged students will get the support they need to become equal to students who are not disadvantaged. Equity takes equality a step further. Schools that take an equitable approach to education strive to help learners develop the skills and confidence they need for a lifetime of success. In my classroom, strategies will include lessons that help identify and support their learning style, lessons that address various cultures and ethnicity to help students see people who are their same race, gender, ethnicity. Strengthening and fostering a more enriching classroom environment by posting anchor charts in various languages when starting new units and providing Google Translate instructions for our English Language Learners (ELL). Additionally, regularly assessing student performance is an important part of the process, as it shows where the equitable approach is effective and where there is room for improvement. Schools that take an equitable approach to education strive to help learners develop the skills and confidence they need for a lifetime of success. In my classroom, one particular strategy is to post anchor charts in various languages when starting new units and Google Translate instructions for our English Language Learners (ELL).

Demographics

My participation in the Charlotte Teachers Institute at University of North Carolina Charlotte (UNCC) seminar “*All Roads of Thought Run Through Oz: Teaching Any Topic Using the Wizard of Oz*” has inspired me to use the 1978 motion picture movie *The Wiz* to teach a unit in my Personal Character and Exploring Careers (EPCC) course.³ Including movies in your lessons can help enhance learning and increase student interest while providing a step by step guide for the goals and how the students can accomplish them. Although there are pros and cons to including movie lesson plans, you can ensure that the movies chosen can have the learning impact you desire. *The Wiz* 1978 film will teach my students the transformation from dependent student to independent adult, the path from fear to freedom, development of strengths & skills, and build working relationships. One goal for this unit is for students to see themselves having dreams, able to receive a good education and opportunities to have successful careers. I am a teacher at Northridge Middle, a Title 1 Magnet school in Charlotte, NC, where the student population is 994 and serves 6, 7 and 8 grades. The minority student enrollment is 96%; 56.2% Black or African American, 33.3% Hispanic/Latino and 4.3% White. The student population is made up of 45% female students and 55% male students. The school enrolls 46% of underserved students. At times 32% of students scored at or above the proficient level for math, and 36% scored at or

³ *All Roads of Thought Run Through Oz: Teaching Any Topic using the Wizard of Oz* Seminar Leader: Dina Massachi, M.A., UNC Charlotte Coordinator

above that level for reading. At times test scores at this school fell below the state average. This suggests that many students may not be performing at grade level. Dozens of studies published in 2020 concluded that the pandemic added a negative—and uneven—effect on student learning. According to *COVID Hurt Student Learning: Key Findings from a Year of Research*, national analyses have shown that students who were already struggling fell further behind their peers, and that Black and Latino students experienced greater declines in test scores than their peers. New data joins the evaluations of how the disruptions caused by the pandemic — like school closures, widespread illness, and social changes — affected student learning. And how the pandemic contributes to the growing efforts to figure out the best way to move students forward.⁴

Adding to students' academic struggles, students suffered from emotional difficulties, a lack of social skills, lack of direction and lack of motivation to move forward. The transition back to in person learning in 2021 was confusing, exhausting, and stressful. We had to deal with a lot of acting out and intense emotions as students came back to school. Teachers and staff submitted to many Social and Emotional Learning (SEL) workshops and Professional Development (PD) training courses for new teaching strategies. Conversely, Charlotte-Mecklenburg Schools (CMS) Career and Technical Education (CTE) courses are designed to move students forward by aiming for higher graduation rates as they develop relevant, real-world 21st century course studies. CMS offers 23 pathways in CTE to help equip students with the hard and soft skills needed to navigate the workforce and contribute to the global economy with fulfilling careers. CTE takes students even further during their high school experience providing opportunities for specialized classes, internships, and networking with business members of the community. CTE students are also more likely to have a post-high school plan including college than students who do not participate in the courses. Debates about inequities and gaps in the U.S. education system and how to address them are ongoing and the demographics of low-performing schools demand assistance. The *School of Education Online Programs* article states that representation matters and suggests a *Johns Hopkins University* study provides evidence of how much it matters in student outcomes. They report black students are 13-32 % more likely to enter college if they had at least one black teacher by the third grade and two black teachers in elementary school. This article also suggests states and districts improve representation efforts through programs such as the Turnaround School Leaders Program (TSLP) and programs like CTE. Students have a tendency to believe what they see and can imagine what is possible for their own lives.⁵ *The Wiz* can offer representation in culture and careers as students see themselves as costume and set designers, dancers, writers, actors, directors, production crews, stage and lighting crews and a vast number of other positions.

Background and Educational Setting

⁴ Schwartz, Sarah, and Vanessa Solis. 2022. “*COVID Hurt Student Learning: Key Findings From a Year of Research*.” Education Week.

⁵ *Why Representation Matters in Low-Performing Schools: American University*.” School of Education Online

The Wiz movie lesson plan will focus on the 8th grade Exploring Personal Characteristics and Careers (EPCC) class. Just as Dorothy has a modest lifestyle, insecurities about who she is, uncertain what her skill sets are and fearful of change, my students experience some of these same issues. According to the National Institute of Mental Health, research shows that approximately ten percent of all youth experience anxiety disorders and most go untreated. Anxiety about their social status, struggling with body image insecurities (fear of not looking good enough), and some fear of not measuring up to their own expectations.⁶ In essence, living the ordinary life of a teenager dreaming of the days somewhere over the rainbow in a place full of adventure. It is my guess that is why teens flock to movies. Students will use this course content to build confidence, overcome fear of change and discover the personality, interests, values and skills that make them unique and prepared to move forward. They will see positive and negative image influences. However, course units will include such topics as Who Am I, Good People=Good Choices, My Choices=My Life, Team Building, Reality-Check, Career Research, How to Get and Keep the Job, Work Ethics, skills and personality assessments, and real-life scenarios. *The Wiz* movie lesson can function like a mirror, reflecting society and showing various perspectives of life with more focus and clarity in an age-appropriate method. The characters that appear to have nothing in common illustrate diversity, brain-storming and teamwork, females with lead roles and the journey story helps students to better understand what motivates and moves us towards our goals. *The Wiz* can also offer social and emotional awareness when the Tin Man questions “*What would I do if I could feel?*”⁷ The students in my 8th grade class will learn to look through the lenses of the self-discovery of each character to discover who they are, their own strengths and weaknesses and make decisions that will impact their families, their communities, and their future potential for success in any chosen career industry.

In my classroom, the visual and emotional impact of movie lessons engage my students in ways that lectures and textbooks alone cannot. Technology has a significant impact on 21st century students who have grown up with devices. Movie lessons can be a powerful teaching tool by presenting multiple perspectives of voices and choices and different learning styles. Teachers have long been aware of the Howard Gardner theory of multiple intelligences since 1983 to help meet student individual needs. Gardner’s theory argues that individuals possess various distinct types of intelligences, rather than a single general intelligence. These types encompass areas like linguistic, logical-mathematical, musical, visual, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences, emphasizing a broader understanding of human capability.⁸ According to *Common Sense Education*, just as students learn to read and write, being media literate in today's world also demands that students can "read" visual and video-based media. Media literacy is the ability to comprehend a variety of forms of communication and allows us to

⁶ Bernstein, Jeffrey. 2014. “*The Hidden/Not-So-Hidden Fears of Middle School Students.*” *Psychology Today*.

⁷ *The Wiz*, directed by Sidney Lumet (1978; Universal Studios, 1999; United States), DVD.

⁸ Cherry, Kendra. 2023. “*Gardner's Theory of Multiple Intelligences.*” *Verywell Mind*.

identify the influence and meaning behind media messages. Whether we're watching TV, using a social media platform, playing video games, or engaging with any other forms of media, media literacy skills allow us to assess cause and effect.⁹ Every time I show a movie, or video in my classroom, there are opportunities for this kind of learning to happen using movie specific worksheets, taking Cornell notes and writing reviews of their perceptions for discussions. However, movie selections must be chosen carefully. *The Wiz* has no sex or nudity, no bad language, and no drinking, no drugs, and no smoking. Yet, *The Wiz* has conflicts that need problem-solving, disappointments that spark decision-making, and failures that need to be faced. While many students watch and learn negative, inappropriate things from some movies, I believe in an educational setting, movies help students to gain, retain and recall information because pictures and sound encourage students to participate in the learning process. To access prior knowledge of students before introducing a movie lesson, questions are asked – what movies have you seen where you see yourself or your culture, and how or what influenced you the most. What do you know about *The Wiz*; what do you want to know and after viewing - what have you learned using KWL charts. I share one of my favorite movies is *To Sir with Love* (1967) starring Sidney Poitier who portrays a black, unemployed engineer living in London that takes a teaching job and discovers his passion for teaching under-served, unmotivated students. His teaching strategies and strong personal character influenced and impacted his students to evaluate their own character and embrace their responsibility for their choices and their futures. His students gained respect for him, each other, and themselves. Several years ago, as a black woman who was an unemployed History teacher-wanna-be looking for a Social Studies position, I was offered a job teaching CTE Business Education because I have a business degree. I took the position, discovered my passion for teaching life skills to under-served, unmotivated students. I have been teaching CTE for 10 years and I have no regrets. Additionally, it has been my experience using movies requires adequate planning & preparation to connect the message and the learning objectives. The main objectives of *The Wiz* movie are for students to learn self-awareness and how their interests, attitudes, values, learning styles, skills, and personality can influence their career choices. Students will also focus on career exploration, employability skills, work ethics and teamwork to help prepare them as the next generation of leaders, teachers, entrepreneurs, innovators and creators. Students will learn to identify the importance of the cultural and historical impact *The Wiz* story has on society. Benefits of *The Wiz* movie also include:

- Develop positive interpersonal skills including respect for diversity. *The Wiz* movie teaches students to recognize the diversity of characters in a way that is honest and respectful. In spite of their differences Dorothy, Scarecrow, Tin Man, and Lion all work together to achieve their goals to get to the Wiz in the Emerald City.

⁹ *Teachers' Essential Guide to Showing Movies and Videos in the Classroom*

- Evaluate how changes & challenges affect career development. *The Wiz* movie teaches the importance of adaptability and flexibility when responding to the challenge of change. Just as Dorothy had to adapt to life in Oz, learn to believe in herself, students will need to adapt to life in their Oz (high school and later the world of work).
- Identify learning styles. *The Wiz* movie will help students see how the characters learned differently and how they can use this information to their advantage when they study, take notes, create mind-maps, or recite/read out loud much like Scarecrow learned he could learn.

Finally, students will learn the value of growing up and maturing. Throughout *The Wiz* movie, Dorothy and her friends learn how powerful it is when learning and your mind-set changes and you use new skills to help achieve the goal of getting ‘home’ (to a successful life & career).

Content Research

“All Roads of Thought Run Through Oz: Teaching Any Topic Using the Wizard of Oz” is a seminar introduced by Dina Massachi, M.A., Interdisciplinary Studies, UNC Charlotte that suggests an educator can use the Oz story as a framework for teachers to make topics including reading, writing, history, art, psychology, economics, dance, music, and Exploring Personal Characteristics & Careers (EPCC) relevant and relatable for their students. In addition to L. Frank Baum’s *The Wonderful Wizard of Oz* the seminar examined several other texts including the PBS documentary *American Oz*, Henry Littlefield’s essay “The Wizard of Oz: Parable on Populism”, S. J. Sackett’s essay “The Utopia of Oz”, Jesse Scott’s essay “The Black Interior, Reparations and African American Masculinity in *The Wiz*”.

When reflecting on my experience in this seminar, several themes from *The Wiz* movie surface. This well-known, re-told story provides a symbolic view of life-lessons that I have learned and now strive to teach to my students. In the adventurous journey to the Emerald City, I see characteristics needed to enhance my teaching strategies as our class travels through the EPCC course and curriculum. I can see myself as Miss One, who is the first-person Dorothy meets in Oz after a sudden New York City snowstorm, or shall we say, after a major life change. Miss One sees herself as technically a good witch with very limited powers. I disagree. I think she has great power, the power of influence. She convinces Dorothy there is a Wiz and he can help her. She says to Dorothy, “Sweet thing let me tell you about the world and the way things are... Now that you told me what it is, I'd better point you towards the Wiz. He's the man, he's the only one who can give your wish right to ya, (He's the Wizard)”.¹⁰ Like Miss One, I am one of the first teachers my 8th graders meet preparing for their major life change, i.e., high school. Miss One has knowledge that can solve Dorothy’s problem of how to get back to New York City. I have content knowledge and can influence students there is a successful career and life in their

¹⁰ *The Wiz*, directed by Sidney Lumet (1978; Universal Studios, 1999; United States), DVD.

futures with planning and preparation. Like Dorothy, the Lion, the Scarecrow, and the Tin Man, to be a successful, effective teacher I must also have courage, brains and heart to navigate the challenges of different learning styles, social, emotional, and academic struggles of my students. I must be willing to try new teaching strategies and obtain feedback to assess their effectiveness. The “All Roads of Thought Run Through Oz: Teaching Any Topic Using the Wizard of Oz” seminar offers a wealth of resources, opportunities for collaboration and support for teachers.

Why is the *Wizard of Oz* so wonderful?

The Wiz is a 1978 musical production adaptation of the 1900 novel by L. Frank Baum, *The Wonderful Wizard of Oz*. To understand *The Wiz* story, we must know something about the Baum story. The Baum book presented an orphaned Dorothy living a simple life on the Kansas prairie with her Aunt Em and Uncle Henry and her little dog, Toto. When a cyclone comes and propels their house from its foundation, Dorothy wakes up in the Land of Oz, where she discovers that her house has landed on and killed the Wicked Witch of the East. Dorothy meets the Munchkins and the good Witch of the North, who gives Dorothy the dead Witch’s magic silver shoes. Dorothy wants to return to Kansas, but to do so, she must travel to the Emerald City to ask for the help of the Wizard of Oz. On her journey she meets strangers - a Scarecrow, a Tin Man, and a Lion - who become friends and help her succeed, a witch who wants to see her fail and she discovers she already has what she needs to do what she wants most – return to Kansas. Before the L. Frank Baum story, *The Wonderful Wizard of Oz*, American children read European literature. More than 120 years after its first publication, this story in any adaptation still fascinates, intrigues readers and viewers today. Celebrating the 45th year after the original *The Wiz* production in 1974 that won seven Tony Awards, a brand-new stage production of *The Wiz* launched a national tour in the fall of 2023 and reached Charlotte, NC in November 2023. I, along with several CTI Fellows from “All Roads of Thought Run Through Oz: Teaching Any Topic Using the Wizard of Oz” seminar attended this historic show. This version is more modernized with a hip-hop music style to attract younger audiences, yet retains the themes of family, friendship, and freedom to dream. It is well designed, dramatic, and full of phenomenal costumes and energetic dances. This latest version of *The Wiz* stage production is family-friendly, fun, and funny. Apparently, *The Wiz* is still easing on down the road to historical, cultural, and social history.

Why is the *Wizard of Oz* so wonderful? This question about an old book and an old movie is bound to be asked by 13 and 14-year-old students. I seek to provide the easiest answer. The Baum story is so wonderful because it has a universal connection. It connects to simple everyday people living the simple everyday life of family, friends, and fantasies, yet it hits the one thing that connects humanity: coming of age. The coming-of-age experience includes all people, places, and times. It is that very short time in life between childhood and adulthood when faced with situations that require mature responses that begins to change how we see ourselves and the world. The *Wizard of Oz* is also wonderful because as this story touched all humanity, it created a

need for the ‘cultural’ connection. In the 20th century when Baum wrote his story the world and this country were culturally different than in the 21st century. Between 1800-1900 America experienced the Civil War and segregating Jim Crow Laws were dominating the South. Dorothy was a young girl who knew only her Kansas family & farm life until her experience in the Land of Oz where she experienced very different people and an assortment of ideals. Although blacks were familiar with farming during this period, the Great Migration between 1910 and 1940 was a significant factor in 2 million blacks moving from the South to northern cities, such as Chicago, New York, and Detroit to escape feudal tenant farming and search for better opportunities. The men typically wound up in backbreaking, unskilled, and low-paying occupations. Many worked as laborers in factories, meatpacking companies, on the railroads, or as servants, porters, cooks, and cleaners. Only a few obtained work in semiskilled or skilled occupations. Career choices for black women were also limited. While some found employment in the garment industry, packing houses, and steam laundries, many black women worked as domestic servants or in service-related occupations. My mother was a domestic servant in the 1960s until a doctor she worked for got her a job in the hospital where he worked. While none of these jobs paid high wages, they paid more than blacks could earn for similar work in the South. Racial discrimination often relegated them to low-paying jobs.

The Civil Rights Movement and social reforms of the 1950s and the 1970s fought for equality in education, housing, and employment opportunities. *Brown v. Board of Education of Topeka* was a landmark 1954 Supreme Court case in which the justices ruled unanimously that racial segregation of children in public schools was unconstitutional and helped establish the precedent that “separate-but-equal” education and other services were not, in fact, equal at all. By 1975, there were well over 20 Historically Black Colleges & Universities (HBCU) in America including Albany State University, 1903 and Morehouse 1975. The HBCUs were established because representation mattered then and matters now. Also, by 1975 *The Wiz* Broadway production had an all-black cast and by 1978 so did *The Wiz* movie. Many blacks were living urban lives in the 1970s. The creation of Ken Harper, *The Wiz*, aimed to reproduce *The Wonderful Wizard of Oz* from a traditional Broadway play to a live stage performance with a Motown feel. Motown was a Rhythm & Blues (R&B) music recording company started in 1959 by Berry Gordy Jr. The record label helped define the sound of soul music well into the 1990s. Motown cultivated Black singers, songwriters, musicians, and producers creating jobs in the music industry. In this country, at that time, the ‘Motown Sound’ was influencing blacks and whites. *The Wiz* had a thrilling soundtrack produced by Quincy Jones, a cast that included Diana Ross, Michael Jackson, Lena Horne, Nipsey Russell, Mabel King and Richard Pryor and an appeal firmly rooted in black culture of music, language, dance, art, and traditions. Both the stage and film productions of *The Wiz* have a common theme: perseverance despite many obstacles. But where the original stage production uses Dorothy’s journey home to Kansas from the Land of Oz to explore slavery, emancipation, the great migration, and faith, the 1978 film updates the social and cultural consciousness to a post-civil rights era. Now, in the year 2023 we still need to acknowledge the impact of many cultures and subcultures in the world, their rituals,

values, and norms. According to *Cultures, Governing the Richness of Diversity*, in the world there are 7 continents, 235 countries, 72 regions, territories and 1000 plus cultures, subcultures and tribes each rich in its own way with its language, religion, literature, art and music, poetry and philosophy.¹¹ For representation to matter, that's a lot of cultures not represented in the original *The Wonderful Wizard of Oz*. *The Wiz* movie lesson can be modified to reflect various cultures. In *The Wiz* Dorothy is black, the Scarecrow could be Asian, the Tin Man could be Caucasian, the Lion could be Hispanic, and the Wiz could be Native American, and so on.

Why *The Wiz* Story? Why now?

In a 1975 *New York Times* article, "Does The Wiz Say Something Extra to Blacks", author Bryant Rollins addressed the symbolism and associations that related to black life.¹² Racism and inequality are not just Black History, they are intertwined into American History affecting all cultures in every area of life, particularly education and entertainment. From slavery to Native American land wars to the current border crisis, the year 2023 is a time when there's a national debate over how much of America's racial history should be taught in schools. There is now a focus to downplay the experiences & contributions of blacks and non-whites. More and more, history is being challenged and even erased in our schools, through tactics like curriculum replacement and book bans. Actual events we once considered hard to talk about and teach, but self-evident and necessary for uniting the country through education are now being removed before our eyes. When our history is banned or replaced, how do we learn about our ancestors, culture, and contributions? That's *why now* is the time and *The Wiz* is the story. Interestingly, according to Allen Woll's *Black Musical*, before 1895 Broadway experienced only the image of the Afro-American and rarely in reality. Stage conventions demanded that white actors in blackface portray all Negro characters in the legitimate theatre.¹³ Traditional stage and film history attributed the emergence of African American productions to the need for a response to the racial stereotypes common in mainstream entertainment. Indeed, the early representations of blacks in films such as in *Chick Thieves* (1905) and *The Watermelon Contest* (1908), relied on widespread stereotypes common in literature, vaudeville, minstrel shows, and the culture in general. According to an article, *African American Cinema*, Hollywood rarely, if ever, offered depictions of African American life and culture with humanity, and as a response, many African American entrepreneurs ventured into filmmaking to correct the negative images.¹⁴ Interestingly, many restricted roles in education, entertainment and the military shifted as blacks participated in WWII as the country fought for freedom and democracy. In 1941 President Franklin Delano Roosevelt signed an executive order to end discrimination in defense industry jobs and created the Fair Employment Practices Committee (FEPC) as an enforcement agency. By the end of World War II, in 1945, African Americans held 8 percent of the jobs in the defense industry, up

¹¹ *Cultures.* "United Cultures.

¹² Rollins, Bryant. 1975. "Does 'The Wiz' Say Something Extra to Blacks?" *The New York Times*.

¹³ Woll, Allen L. *Black Musical Theatre: From Coontown to Dreamgirls*. New York: Da Capo, 1989.

¹⁴ African American Cinema *African American Cinema* | [Encyclopedia.com](https://www.encyclopedia.com)

from 3 percent before the war. In addition, about 200,000 African Americans held government jobs, three times more than before the war had begun.¹⁵

In *The Wiz* movie, Dorothy is presented as a black, shy school teacher from Harlem, New York City with no experience of the world beyond her neighborhood. She is transported by a sudden blizzard to an unusual and unique place called Oz. This new and frightening place only confirms her fears that leaving home is not a good idea. While in Oz, she learns her only way back home is to “Ease On Down the Road”, also known as, “Follow The Yellow Brick Road” to seek the Wiz, who she believes has the power to get her back home. On her way, she meets the Scarecrow who sees himself as dumb & stupid. I think Dorothy responds as a teacher to his dilemma of believing he has no brain, being tormented by crows, and made to sing the ‘crow anthem’ “You Can’t Win...You Can’t Get Out of the Game.” She creates a safe space with kindness, builds his confidence, and invites him to join her to find the Wiz. Because *The Wiz* is an all-black cast movie and is the response to misrepresentation of and lack of black culture in films, my students will look at questions such as - Who does the Scarecrow represent and why can’t the Scarecrow win? Who do the crows represent and why are they trying to keep the Scarecrow from succeeding? What’s the game? Delicate discussions about race and discrimination will be seen as a challenge in 1975 and now in 2023 will be incorporated into lessons as it relates to obtaining jobs and advancements. Dorothy meets the Tin Man who sees himself as emotionally and socially inadequate. Again, she creates a safe space of trust and invites him to join the journey. The class will discuss social and emotional needs for developing personal character. Learn about self-confidence needed to perform and soft skills needed to work with and celebrate differences in the workplace. Meeting the Lion was a definite challenge as he sees himself as a bully, yet fearful of everything. Some of our students tend to be hard, guarded, and disruptive in class until we create a safe space for them to share. She also invites him to join the journey. They become more than friends, they become a sort of family who support and trust each other through challenge after challenge and face a wicked witch who hates Dorothy. They, too, are looking to the Wiz to give them each what they believe they are missing to be complete – a brain, a heart and courage. Students will also discuss the values of family support even if they have to create a new family. Dorothy and her new friends eventually learn the Wiz has no answers, no magic, and no real powers at all. He is just an ordinary man pretending to be something and someone he is not. Dorothy called him “A phony, nothing but a phony”.¹⁶ This scene represents a coming-of-age moment, a devastating situation where a mature response is needed to move forward, where students would have to make decisions, set goals, and take action. No doubt, discovering a maturity they did not know they possess and ready to embrace who they are becoming. What is it about this movie that impacts society historically, crosses barriers of time and generations and inject life-changing concepts into our consciousness? Like *The Wizard of Oz*, *The Wiz* movie also forced society to address inequality in entertainment, education,

¹⁵ (“Executive Order 8802 | Fair Employment Practices, Racial Discrimination & WWII”, n.d.)

¹⁶ *The Wiz*, directed by Sidney Lumet (October 1978; Universal Studios, 1999; United States), DVD.

business, and challenged audiences to broaden their view of Baum's version of an American story to include all ethnicities and cultures.

Brains, Heart, Courage- *The Wiz in You*

What makes a person smart, or have compassion or even attempt to be brave? Using *The Wiz movie* as a metaphor for motivation and a workforce comprising of Scarecrows, Tin Men and Cowardly Lions, Flying Monkeys, Good & Wicked Witches can help prepare students for changes and challenges of topics such as discrimination, disempowered employees, steps to empowerment, and benefits to organizations of having self-directed and empowered employees. What are today's hiring managers and managers of the future looking for? Is there a secret formula to follow that results in one getting hired? Although it is not on the job application, the three qualities to empowerment are having a brain, a heart and having courage; without these skills the workforce is composed of people who are lacking personal character, considered passive and unmotivated. Employees who can make a smart decision; consider the company's mission; be honest and transparent and take the initiative to get the job done are sought after. Employees who are self-aware are more productive, more creative, and more willing to suggest bolder solutions to company concerns.

Students will learn the *brain* is a powerful organ. It retains so much knowledge and so much hidden potential as the Scarecrow discovered when he utilized his brain. I aim to teach students that the brain should be used constructively to help make life better for themselves and for others. That it is important to remain teachable, ever-learning. Though the Scarecrow thought himself witless, the dramatic irony of his situation is that he is the one most knowledgeable - he simply does not know it until it is pointed out to him. With that said, it is essential to realize that our students feel as if they are inferior to others who may seem smarter than they are.

Students will learn the *heart* is not just an organ that pumps blood. It is a universal attitude of compassion. Compassion is a natural force given and received in caring relationships. For many, caring begins in our families being adored as babies. It gets a little harder with pre-teens and teens who are changing before our very eyes. I see this issue daily; my sixth, seventh and eighth graders struggle to understand feelings. I aim to teach them that having a heart is how you treat people and how you let people treat you. The Tin Man didn't truly need a physical heart to show his feelings. What he does not see in himself is the fact that he is one of the most compassionate of the foursome as he eagerly assists his companions when confronted with challenges. He laughs, cries, sings, and dances when he is discovered abandoned in a deserted theme park.¹⁷ Yet, the Tin Man shows us that he has much heart by sacrificing himself and willing to fight for his friends at the hands of Evillene's cruelty.

¹⁷ *The Wiz*, directed by Sidney Lumet (October 1978; Universal Studios, 1999; United States), DVD.

Courage. What is courage? Is it being mean? The Lion would have us believe courage equals meanness. He enters the scene roaring, screaming, and insulting the others, yet when confronted with his reaction to Toto biting his paw, he cries like a small child. Here his insecurities and fears are revealed. What made him afraid? Fear is a poison that affects us in the worst ways. Like the Lion, fear can stop us from growing and evolving, or worst bring out ugly traits as he tried to scare Dorothy and her friends. We will learn that everyone feels fear sometimes. Whether it is from peer pressure, being bullied or fear of trying & failing. We will address strategies to find their voice to overcome fear. It is scary to be brave and to fight for what you believe in. Historically, we will look at people who stood up for their values, addressed going to high school and moving away from home for the first time. Courage isn't always easy, doing what's right isn't easy, yet compassion breeds courage. The Lion showed his bravery by fighting to help Dorothy, even though he was scared. Learning to ask for and receive help will be one of the lesson strategies.

Through *The Wiz in You* content curriculum students will journey to Oz 1970's style when ethnicity was introduced to review the historical, educational, political, social, and cultural contributions to society. In the 1970s, the Congressional Black Caucus was formed to make changes politically. Arthur Ashe was the first African American won the British Men's Tennis Singles at Wimbledon and brought changes in sport. *Roots*, a television series following a black family's journey from Africa to America as slaves aired nationally, started the conversations historically. We will highlight the personality needed for teamwork attitudes, the brain needed for decision-making and problem-solving, the heart needed to express sensitivity for differences in people and in the workplace and ultimately the courage needed to believe in themselves and others as they journey through the obstacles of life by way of Glinda's encouraging words, "if you believe in yourself, right from the start, you'll have brains, you'll have heart, you'll have courage to last your whole life through..."¹⁸ This is how *The Wiz in You* comes to life.

The Magic of Music

A musical is not a musical without music. As much as many love *The Wizard of Oz*, students will be able to discuss cultures, places and people that look like them in *The Wiz*. Students will hear songs and see dances that resonate with them. Charlie Smalls, a musical prodigy, attended the performing arts high school program at the Juilliard School from 1954 to 1961. Following his graduation he toured as a member of the New York Jazz Repertory Company, which led him to work on *The Wiz*. He wrote many of the songs including "Ease on Down the Road", "You Can't Win", "Don't Nobody Bring Me No Bad News" and "If You Believe".¹⁹ These songs are significant to facing and overcoming challenges as students transition from school life to real life in the Emerald City on their own. Smalls would win the 1975 Tony Award and Drama Desk Award for Best Score for his work on *The Wiz*.

¹⁸ *The Wiz*, directed by Sidney Lumet (October 1978; Universal Studios, 1999; United States), DVD.

¹⁹ *The Wiz*, directed by Sidney Lumet (October 1978; Universal Studios, 1999; United States), DVD.

The Wizard of Oz's 1939 soundtrack brought to life by Judy Garland, was the template for *The Wiz* that contributed many new features. Each 1970s style tune from the film was used for sentiment, reconfigured, and made ethnic. *The Wiz* would present the exact same story, but on different cultural terms. "We're Off To See The Wizard" became "Ease On Down The Road"; "If I Were King of the Forest" (the Cowardly Lion's lament), became "I'm A Mean 'Ole Lion" and "Be a Lion"; "If I Only Had a Heart" (the Tin Man's desire) became "Slide Some Oil to Me"; "If I Only Had A Brain" (the Scarecrow's wish), became "You Can't Win, You Can't Get Out of the Game" and *The Wizard of Oz's* "Somewhere Over The Rainbow," unquestionably one of American cinema's most extraordinary musical moments, became "Home".

Perplexingly, when Dorothy and friends arrive at the Emerald City in *The Wiz* the doorman assumes they are servants until he sees the silver slippers that represent 'she's got the power'. We would evaluate that in class as being judged until given the opportunity in interviews to show their personality and skills set that they have the power. They are excited and met by the music, citizens singing & dancing who tell them "You've got to be seen Green!". My class discussion of this scene will center on how to be effective in being seen and marketing oneself. A voice on a loudspeaker tells them the new color is red, and then finally the color is gold. This sequence represents the sudden changes students may face in moving towards their goals. The rock-soul-gospel music of the Emerald City is performed with 1970s style. But the eyes are also impressed. Tony Walton's design and costumes are spectacular. Aided by Albert Whitlock's special visual effects, he designed a setting out of New York's World Trade Center's plazas. Equally impressive are Louis Johnson's vibrant dance numbers; they match the music's soulful energy. All these dancers & designers represent careers. Dorothy and her friends are moved by the music as most people are around the world. Music in movies is a powerful way to engage students and draw them into the narrative. The Emerald City is believed to be the final stop of the journey to obtain what they are all seeking from the Wiz. It is not. There are more challenges to come for the soon-to-be fearless four. The Wiz asked them to kill Evillene, the Wicked Witch of the West. In a turn of events, Evillene has captured them, brought to her sweatshop with hundreds of low-paid, no-paid workers and threatens to harm them if Dorothy does not give her the 'powerful' silver slippers. She showed no mercy to the people she ruled over and her anthem "Don't Nobody Bring Me No Bad News" was a defining moment and showcased her fierce and unyielding personality that lacked positive character traits. Evillene represents facing situations and circumstances that can hold us captive to low-pay, no-pay careers with no room for advancement.

The Scarecrow, who thinks he has no brain, shows Dorothy how to stop the witch with a switch that flushes her down a gigantic toilet. The wicked witch is dead, and all rejoice singing *Brand New Day*, the freedom anthem. The song's many references to freedom and new possibilities (especially sung by African American characters who had just been freed from enslavement) certainly invoked the struggles and history of the un-represented in America. In the onscreen version of the song, Nipsey Russell can even be heard exclaiming, "Free at last!"—a reference to

civil rights activist Martin Luther King Jr.²⁰ This song was a replacement for the narration from a reading of passages from the Baum book, "There was great rejoicing among the yellow Winkies, for they had been made to work hard during many years for the Wicked Witch, who had always treated them with great cruelty. They kept this day as a holiday, then and ever after, and spent the time feasting and dancing,"²¹ A popular 1970s artist, Luther Vandross, the composer, sings the song's opening line.

The Wiz also introduces the concept and the song of *Home* as more than a place but a term of self-knowledge, as Glinda tells Dorothy "If you know yourself, you're at home anywhere", i.e., you can be successful anywhere when you know who you are. If Home is where we feel safe, Dorothy was at *Home* in Oz where she faced new challenges and used the new-found skills and strengths. *Home* is the goal for personal development and growth, and success. We will also use book titles *The Wonderful Wizard of Oz* by L. Frank Baum who set the tone to draw viewers into his story, *The Making of the Wizard of Oz* by Aljean Harmetz, that explores the men and women who worked on the 1939 MGM production and spotlights various careers such as historians, critics, directors, writers, actors, musicians, cinematographers, stage, and lighting crews. As well as *Black Musical Theatre (From Coontown to Dreamgirls)* by Allen Woll written in 1989 that exposes the need for the rise of black musicals that exposes race prejudice, theatrical stereotypes, social change and the behind the scenes of what happens onstage. *The Wiz* has several powerful themes, including identity, self-discovery, leadership, friendship, teamwork, and empowerment. Throughout the movie, Dorothy must confront her own feelings and fears, insecurities, as she learns to accept herself. *The Wiz* also represents a landmark celebration of black culture, humor, and music...the black experience. "Home" is *The Wiz's* final musical number. Both a clarion call and a bold self-realization anthem. The *Wiz's* major music contributions have been covered by everyone from Barbra Streisand to Whitney Houston who chose it as her very first live TV performance. The lyrics speak to what the book, the stage productions, the film, and soundtrack album aspires to impart: the value of self-discovery and self-love. When I think of home, "I think of a place Where there's love overflowing, I wish I was home, I wish I was back there with the things I been knowing".²² Dorothy believes in the power of home. Home for many is the center of our life. It is our shield, our protection from dangers of the world. It is where we learn our values and beliefs and where we get our love from and where our family dwells. Sadly, not everyone has this safe haven. But students should not despair. Our classrooms can become a family environment. Family, despite what others say, is not about biology or blood. Home also keeps us grounded.

²⁰ Gleckman and Siegfried 2017) "*Martin Luther King Jr. Tribute - "Free at Last"*

²¹ Baum, L. F. 2000. *The Wonderful Wizard of Oz*. N.p.: HarperCollins.

²² *The Wiz*, directed by Sidney Lumet (October 1978; Universal Studios, 1999; United States), DVD.

Representation Matters

What can the many adaptations of *The Wonderful Wizard of Oz* story tell us about American culture? Representation matters! *The Wiz* is a necessary production for African Americans and non-whites within the United States because it is important for everyone to see and hear both the struggles and successes within their community. Honestly, there is something intriguing about culturally inspired productions that trigger a sense of pride, and unity. *The Wiz*, 1978 is a widely celebrated film that defined a generation and changed Black pop culture. Some view it as an early piece of cultural art that inspired successive movies such as *Boyz in the Hood* (1991), *Malcolm X* (1992) and *Black Panther* (2018). The most recent cultural representation is what Disney's *Little Mermaid* black female lead means for the film industry and little black and non-white girls. This version of *The Little Mermaid* is great for young people because it allows them to better appreciate diversity and gain a better sense of the world. Diversity and inclusion in film and TV can attract a larger audience and is seen as authentic and entertaining.

Cultural representation in all forms of media is the practice of creating and sharing images, symbols, and narratives that reflect a particular culture's values, beliefs, and practices. It plays a critical role in shaping how people view aspects of a specific culture and creating a shared understanding of that culture. Both positive and negative cultural representations can be found in various forms of media, literature, art, music, film, and television. They can also be found in everyday objects, such as clothing, food, and architecture.

Cultural representation is a significant platform for teaching under-served students and provides a voice to be heard and images to be seen because it is difficult to be what you cannot see. Just like re-telling the Baum story has been preserved from generation to generation, representation also helps to preserve cultural heritage and identity by providing a means of passing down cultural knowledge and traditions from one generation to the next. Cultural representation can also challenge stereotypes, promote diversity and deal with and present gender, age, ethnicity, identity, social issues, and events to an audience. Cultural representation is a powerful tool for promoting understanding, tolerance, and appreciation of different cultures. It also has the power to shape students' knowledge and shared understanding about these important topics. By bringing out unique aspects of culture in movie lessons, representations make it easier to explain key concepts of personality, values, and relationships.

"23 Reminders That Representation Is Everything" list the anonymous quotes below.

'The impact of representation starts young – and it can ripple out through the rest of our lives'.

'The effect of thoughtless representation is real, and so is what happens to your psyche when representation isn't there in the first place'.

‘The battle for diversity in representation is never really a thing that goes away – it's uphill and it's always because we keep finding ways to slide back’.²³

Brand New Day, Brand New Life

“A Brand New Day”, also known as “Everybody Rejoice”, is a song from the 1978 *The Wiz* film written by American singer and songwriter Luther Vandross. The song is sung to celebrate after Dorothy has killed Evillene, the tyrannical wicked witch of the west. Dorothy, the Scarecrow, the

Tin Man, and the Lion sing and dance along with the newly freed Winkies, who were ruled and enslaved by Evillene. The song's many references to freedom and new possibilities (representing those who had just been freed from enslavement) certainly invoked the struggles and history of slavery in America. In the onscreen version of the song, Nipsey Russell can even be heard exclaiming, "Free at last!"—a reference to the civil rights activist Martin Luther King Jr. speech. We first see reference to freedom in *The Wiz* scene when the death of the wicked Witch of the East's spell frees kids from the Graffiti Park. People in jail long for freedom. People living under an oppressive government also long for freedom. Freedom comes in many forms but has the same meaning for all who experience it; having a voice and a choice to live life, be accepted and respected, and enjoy independence. Freedom also means responsibility, self-respect, and self-control. The topic of freedom for students will address freedom from fear, freedom to express themselves and their culture, and freedom to adjust attitudes and embrace new learning experiences including making mistakes.

It has been over 80 years since *The Wizard of Oz* was released in 1939 and over 40 years since the release of *The Wiz* in 1978. Amazingly, these films are still entertaining, yet essentially teaching life skills to new generations. The journey to the Emerald City is much like the journey to personal growth and fulfilling careers. In our search for the American Dream life, we often look outside ourselves but we must also look to the power that lies within us. *The Wiz in You* content curriculum will help students learn everything they will ever need to have a successful life is deep within them.

²³ Bennett, Alanna. 2016. “23 Reminders That Representation Is Everything.” BuzzFeed.

Instructional Implementation

LESSON PLAN #1: *The Wiz in You*

Teacher: CTI Fellow Marian Myers – Northridge Middle School

Grade: 8th grade Exploring Personal Character and Careers (EPCC) **Date:** Jan 2024

Duration: 3-5 classes (50 min each)

Unit Goals

Utilize NC district blueprint <https://bit.ly/3R8vYLo> to educate and expose students to the 1978 movie the Wiz while integrating subject areas such as self-assessment, personal character, goal setting, decision-making, career research and planning. Each lesson will build on appropriate skills sets to achieve goals.

Learning Objectives:

By the end of this lesson, students will be able to:

- Explain the Wiz movie theme and how it can be applied to their journey through high school and search for their careers.
- Identify/provide examples the significance of the movie in changing societal views in American history.
- Expand written, oral, and visual/media viewing skills.

Introduction:

Direct Instruction/Open Discussion

- Establish norms for discussions and benefits of the movie lesson.
- Provide PPT presentation with
- Guiding questions/Prior Knowledge (KWL organizer)
- Review Specific Worksheet for Movie
- What is The Wiz & themes of the movie
- Provide movie clips for Think/Pair/Share (TPS)
- Begin Personal Character/Career Planning Vocabulary to strengthen written & oral skills.

Instructional Strategies:

- Review / read directions / Q&A time.
- Explain the purpose of the film. Students need to know what they are expected to learn and what they are expected to do with the information.
- Build up the lesson, provide guided notes with key concepts and themes.
- Use notes to in group to complete *The Wiz* Nearpod
- Student will analyze 5-7 characters, then chose one to journey as during unit.

Assessment:

What did you learn today?
What are the learning objectives.
Discussions - Oral presentation
Rubric

LESSON PLAN #2: *The Wiz in You*

Teacher: CTI Fellow Marian Myers – Northridge Middle School

Grade: 8th grade Exploring Personal Character and Careers (EPCC) **Date:** Jan 2024

Duration: 3-5 classes (50 min each)

Unit Goals

Utilize NC district blueprint <https://bit.ly/3R8vYLo> to educate and expose students to the 1978 movie the Wiz while integrating subject areas such as self-assessment, personal character, goal setting, decision-making, career research and planning. Each lesson will build on appropriate skills sets to achieve goals.

Learning Objectives:

By the end of this lesson, students will be able to:

- Explain the Wiz movie theme and how it can be applied to their journey through high school and search for their careers.
- Identify/provide examples the significance of the movie in changing societal views in American history.
- Expand written, oral, and visual/media viewing skills.

Introduction:

Direct Instruction/Open Discussion

- Do-Now Review vocabulary words.
- Complete Ed Puzzle of personal character traits
- Identify & insert into character mind map traits that apply to their personality
- Begin Self-Assessment cycle of interests, skills, personality, and values.
- Brainstorm what motivates movie characters to overcome negative self-images

Instructional Strategies:

- Review / read directions / Q&A time.
- Begin viewing the movie for 30 minutes.
- Reserve last 15 minutes for writing reviews
- Student will analyze 5-7 characters, then chose one to journey as during unit.

Assessment:

What did you learn today?

What are the learning objectives.

Discussions - Oral presentation

Rubric

LESSON PLAN #3: *The Wiz in You*

Teacher: CTI Fellow Marian Myers – Northridge Middle School

Grade: 8th grade Exploring Personal Character and Careers (EPCC) **Date:** Jan 2024

Duration: 3-5 classes (50 min each)

Unit Goals

Utilize NC district blueprint <https://bit.ly/3R8vYLo> to educate and expose students to the 1978 movie the Wiz while integrating subject areas such as self-assessment, personal character, goal setting, decision-making, career research and planning. Each lesson will build on appropriate skills sets to achieve goals.

Learning Objectives:

By the end of this lesson, students will be able to:

- Explain the Wiz movie theme and how it can be applied to their journey through high school and search for their careers.
- Identify/provide examples the significance of the movie in changing societal views in American history.
- Expand written, oral, and visual/media viewing skills.

Introduction:

Direct Instruction/Open Discussion

- Do-Now Review vocabulary words.
- Continue Self-Assessment cycle of interests, skills, personality, and values.
- Choose and begin to track character that resonates with student.
- Begin to identify careers options in The Wiz to research salary, education & training needed.

Instructional Strategies:

- Review / read directions / Q&A time.
- Resume viewing the movie for 20 minutes.
- Create a mind map of character traits of chosen character to track.
- Begin group activity to create Yellow Brick Road/timeline to career.

Assessment:

Notebook Work:

What did you learn today? Explain.

What are the learning objectives.

Discussions - Oral presentation

LESSON PLAN #4: *The Wiz in You*

Teacher: CTI Fellow Marian Myers – Northridge Middle School

Grade: 8th grade Exploring Personal Character and Careers (EPCC) **Date:** Jan 2024

Duration: 3-5 classes (50 min each)

Unit Goals

Utilize NC district blueprint <https://bit.ly/3R8vYLo> to educate and expose students to the 1978 movie the Wiz while integrating subject areas such as self-assessment, personal character, goal setting, decision-making, career research and planning. Each lesson will build on appropriate skills sets to achieve goals.

Learning Objectives:

By the end of this lesson, students will be able to:

- Explain the Wiz movie theme and how it can be applied to their journey through high school and search for their careers.
- Identify/provide examples the significance of the movie in changing societal views in American history.
- Expand written, oral, and visual/media viewing skills.

Introduction:

Direct Instruction/Open Discussion

- Do-Now Review vocabulary words.
- Continue Self-Assessment cycle of interests, skills, personality, and values.
- Begin goal-setting unit to learn steps to achieve goals
- Begin Career Planning cycle to identify careers in The Wiz to research salary, education & training needed.

Instructional Strategies:

- Review / read directions / Q&A time.
- Resume viewing the movie for 20 minutes.
- Discuss mind map of character traits of chosen character to track.
- Work on group activity to create Yellow Brick road/timeline to career.

Assessment:

Notebook Work:

What did you learn today?

What movies scenes stood out to you today?

List 3 goals

List 3 careers from movie

Discussions - Oral presentation

LESSON PLAN #5: *The Wiz in You*

Teacher: CTI Fellow Marian Myers – Northridge Middle School

Grade: 8th grade Exploring Personal Character and Careers (EPCC) **Date:** Jan 2024

Duration: 3-5 classes (50 min each)

Unit Goals

Utilize NC district blueprint <https://bit.ly/3R8vYLo> to educate and expose students to the 1978 movie the Wiz while integrating subject areas such as self-assessment, personal character, goal setting, decision-making, career research and planning. Each lesson will build on appropriate skills sets to achieve goals.

Learning Objectives:

By the end of this lesson, students will be able to:

- Explain the Wiz movie theme and how it can be applied to their journey through high school and search for their careers.
- Identify/provide examples the significance of the movie in changing societal views in American history.
- Expand written, oral, and visual/media viewing skills.

Introduction:

Direct Instruction/Open Discussion

- Do-Now identify Dorothy, Scarecrow, Tin Man, Lion challenges, strengths, weaknesses.
- Begin Soft Skills Unit to learn the value of teamwork & work ethics.
- List 16 Career Clusters
- Begin Research career options for Gallery walk

Instructional Strategies:

- Nearpod Self-Assessment
- View 3-5 career videos / chose one that meets your interests.
- Complete viewing the movie - 20 minutes.
- Complete work on group activity to complete Yellow Brick Road/timeline to career.
- Identify societal views that create paths or obstacles to reaching career goals.
- Begin Vision Board Activity. Visualization helps you stay focused on your goals.

Assessment:

Notebook Work:

What did you learn today?

What movies scenes stood out to you today?

List 3 songs from the movie that impact you. Explain.

LESSON PLAN #6: *The Wiz in You*

Teacher: CTI Fellow Marian Myers – Northridge Middle School

Grade: 8th grade Exploring Personal Character and Careers (EPCC) **Date:** Jan 2024

Duration: 3-5 classes (50 min each)

Unit Goals

Utilize NC district blueprint <https://bit.ly/3R8vYLo> to educate and expose students to the 1978 movie the Wiz while integrating subject areas such as self-assessment, personal character, goal setting, decision-making, career research and planning. Each lesson will build on appropriate skills sets to achieve goals.

Learning Objectives:

By the end of this lesson, students will be able to:

- Explain the Wiz movie theme and how it can be applied to their journey through high school and search for their careers.
- Identify/provide examples the significance of the movie in changing societal views in American history.
- Expand written, oral, and visual/media viewing skills.

Introduction:

Direct Instruction/Open Discussion

- Do-Now Review/complete notebook entries
- Begin research for Gallery Walk of Career Options after High School

Instructional Strategies:

- Nearpod Self-Assessment - How Have I Grown/Changed
- View 3-5 career videos / chose one that meets your interests.
- Resume viewing the movie for 20 minutes.
- Work on group activity to complete Yellow Brick Road/timeline to career.
- Identify societal views that create paths or obstacles to reaching career goals.
- Vision Board Activity. Visualization helps you stay focused on your goals.

Assessment:

Notebook Work:

What did you learn today?

What movies scenes stood out to you today? Explain.

List 3 **new** careers from movie

Discussions – Adaptation Suggestions/ What would you add/remove from movie?

Oral & Written presentation

CAREER DEVELOPMENT 2023 - 2024

CTE Course Blueprint - [Unpacking Content](#)

EY 10 - CC582YA Exploring Personal Characteristics and Careers
 (Minimum Recommended hours of instruction: 45)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Areas	Required VS Supplemental
1	2	3	4	5	6	7
	Total Course Weight		100%			
CC1.00	Understand interests, attitudes, values, personality, learning styles, and skills.		60%	B2	A, E, CD, CIS, SS	Required
CC1.01	<i>Understand interests, attitudes, and values.</i>		20%	B2	A, E, CD, CIS, SS	Required
CC1.02	<i>Understand personality and learning styles.</i>		20%	B2	A, E, CD, CIS, SS	Required
CC1.03	<i>Understand personal and transferable skills</i>		20%	B2	A, E, CD, CIS, SS, H, M, SC	Required
CC2.00	Understand how interests, values, and personality influence career choices.		40%	B2	A, E, CD, CIS, SS, H, M, SC	Required
CC2.01	<i>Understand how interests and values influence career choices.</i>		20%	B2	A, E, CD, CIS, SS, H, M, SC	Required
CC2.02	<i>Understand how personality influences career choices.</i>		20%	B2	A, E, CD, CIS, SS, H, M, SC	Required

Resources/Materials

Movie

Books

Specific Movie Cornell Notes

Notebooks/pencils

Computers

Headphones

The Wiz: DVD

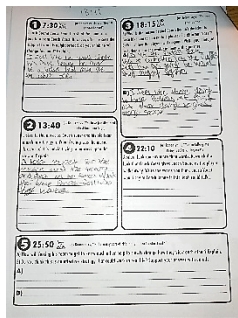


<https://www.amazon.com/Wiz-Diana-Ross/dp/0783233493>
<https://www.teachingchannel.com/k12-hub/blog/teaching-with-movies/>

In our classrooms, the visual and emotional impact of movies can engage students in ways that lectures and textbooks alone cannot.

Explain the purpose of the film or clip to your students before you start. Students need to know what they are expected to learn and expected to do with the information.

Build up the lesson with a pre-viewing activity, provide an activity for during-viewing, and follow up with a post-viewing activity. Provide guiding questions before beginning, so students know what to watch for. At frequent intervals, students can record their answers. At the end of class viewing, they'd use their "notes" to engage in deeper discussions or writing assignments.



Discover CTE 2021

https://www.youtube.com/watch?v=JKt2WOWpeGo&list=PL0GRRhRZ9g45txrC6N0JtpGLkDfhc_Mw6&t=5s

CTE 101 - <https://www.youtube.com/watch?v=nmmYOAUeoUM&t=1s>

Common Sense Media - *Parents' Guide to The Wiz*

<https://www.common sense media.org/movie-reviews/the-wiz>

Vocabulary

PERSONAL CHARACTER VOCABULARY

Professionalism
 Abilities
 Achievement
 Adaptability
 Affirmation
 Aptitudes
 Attitudes
 Interests

Bias
 Change
 Choices
 Consequences
 Discrimination
 Emotional Intelligence
 (EI)
 Leader

Empathy
 Global Awareness
 Honesty
 Human Relations
 Integrity
 Interpersonal
 Leadership

Learning Styles

Loyalty

Needs

Personality

Strengths

Visualization

Wants

Performance

Prejudice

Respect

Responsibility

Sympathy

Self-Control

Self-Assessment

Skills

Talents

Values

Background Knowledge-

Name: _____ Date: _____

Subject/Topic: _____

KWL Chart

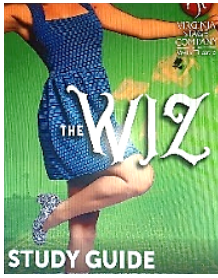
What I Know	What I Want to Know	What I Learned
-------------	---------------------	----------------

--	--	--

Ed Puzzle - <https://edpuzzle.com/>

Clips of the film address specific teaching units.

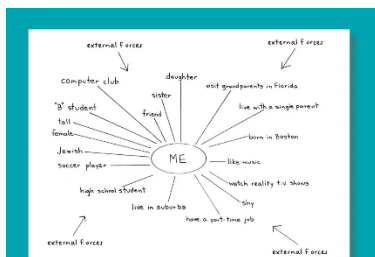
Use film clips or whole films to teach background knowledge at the beginning of the unit. Using films at the beginning of a unit can build engagement and goodwill with your students!



<https://bitly.ws/33VIm>

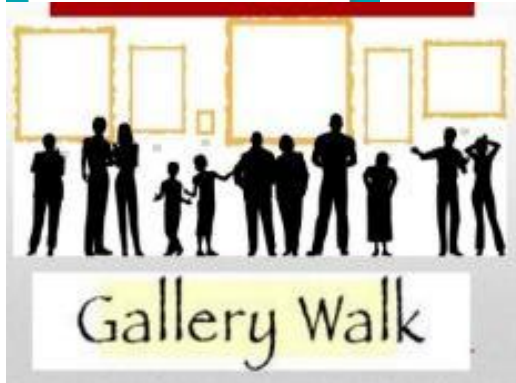
Career Exploration Lessons for Sixth and Seventh Grades

https://www.exploring.org/wpcontent/uploads/2019/01/Career_Exploration_Lessons_6th_7th.pdf



Identity Charts

Use identity charts to help students consider the many factors that shape their own identity and that of groups, nations, and historical and literary figures.

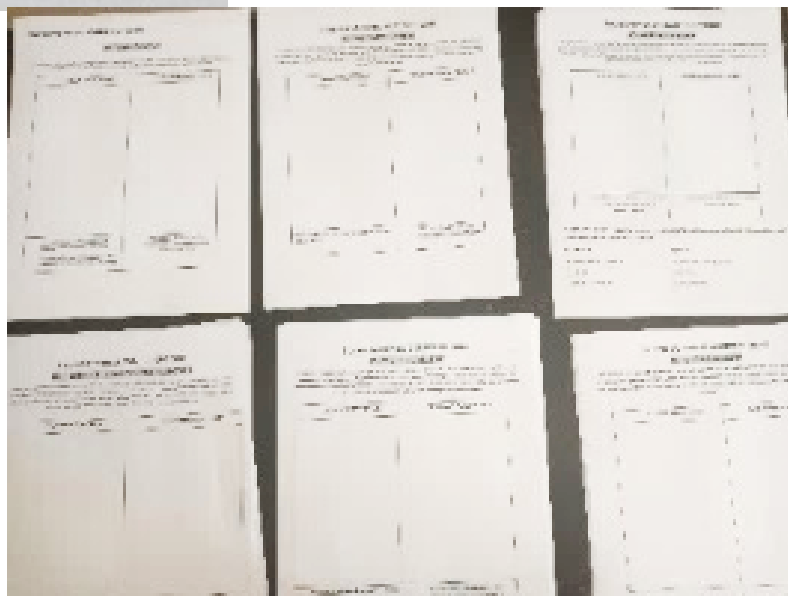


Gallery Walk –

<https://www.youtube.com/watch?v=EIVO7RWaxa4>

Career Advantages & Disadvantages Careers featured in *The Wiz* movie – writing, production, actors, stage, and lighting crews, music, dance, etc.

<https://www.careeronestop.org/>



Book Creator - <https://bookcreator.com/>

To create digital journal of journey for do-nows, reviews, and exit tickets.

Brand New Day/Brand New Life - Vision Board Activity (Hard Copy Or Digital)

<https://www.canva.com/templates/?query=2023-vision-boards-photo-collage>

<https://shakeuplearning.com/blog/student-created-vision-boards-google-slides/>



Why Vision Boards?

Vision boards are nothing new, but they may be new to students and your classroom. Visualization can be a powerful mind-body connection in helping you see their personalities, skills, values and interests and stay focused on their goals.

“A goal without a plan is just a wish.”— Antoine de Saint-Exupéry

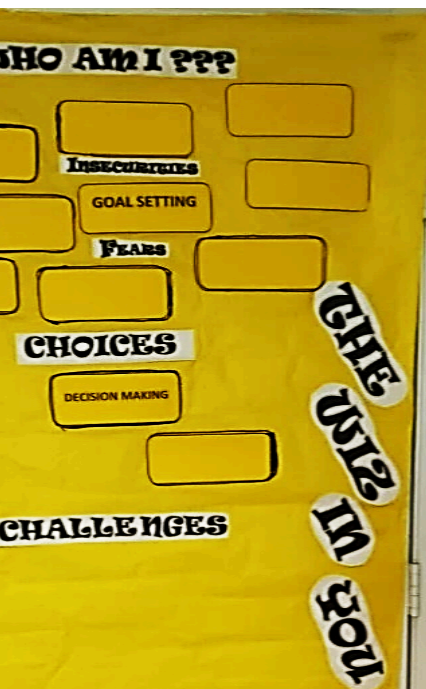
‘The Wiz in You’

Project-based Learning (PBL)

Students will create a ‘yellow brick road’ to *ease on down* the pathways to self-discovery and successful careers navigating insecurities, fears, goal-setting, decision-making, choices, challenges

and changes

Each student will choose a character that best fits their personality, values, skills, and interests for the journey - Dorothy, Scarecrow, Tin Man, Lion – and will have ongoing self-assessment checks.



Each student will ease on down the pathway based on the unit being taught...self-assessments, goal setting, decision-making, leadership, challenges/obstacles, career exploration, etc.

Each student will research movie-related industry career options and career requirements, disadvantages, and advantages.

Project will be displayed in school hallway for all students, faculty, and visitors to observe.

Brand New Day/Brand New Life - Vision Board Activity (Hard Copy Or Digital)

<https://www.canva.com/templates/?query=2023-vision-boards-photo-collage>

<https://shakeuplearning.com/blog/student-created-vision-boards-google-slides/>



Why Vision Boards?

Vision boards are nothing new, but they may be new to students and your classroom. Visualization can be a powerful mind-body connection in helping you see their personalities, skills, values and interests and stay focused on their goals.

“A goal without a plan is just a wish.”— Antoine de Saint-Exupéry

Bibliography

Aljean Harmetz. *The Making of the Wizard of Oz: Movie Magic and Studio Power in the Prime of MGM — and the Miracle of Production #1060*. New York, Delta edition, 1989.

This updated edition includes numerous photos and shares hundreds of interviews with cameramen, screenwriters, costume designers, directors, producers, light technicians, actors.

“*A Basic Guide to Media Literacy: How to Be Media Literate - 2023.*” Masterclass, n.d.
<https://www.masterclass.com/articles/a-basic-guide-to-media-literacy>.

All Roads of Thought Run Through Oz: Teaching Any Topic using the Wizard of Oz Seminar Leader:
Dina Massachi, M.A., UNC Charlotte Coordinator:

African American Cinema [African American Cinema | Encyclopedia.com](#)

Baum, L. F. 2000. *The Wonderful Wizard of Oz*. N.p.: HarperCollins.

“The Wonderful Wizard of Oz” follows the fantasy adventure of Dorothy, a young girl, and her dog to a magical land filled with new and exciting people, changes and challenges that teaches her strengths and weaknesses.

Baum, L. Frank. *The Wiz Book: The Wonderful Wizard of Oz*. New York: Berkley Pub. Corp., 1978.

“Cultures.” United Cultures. Accessed November 3, 2023. <https://unitedcultures.org/cultures>.

“*Charlie Smalls And The Story Behind The Wiz.*” 2015. New York Film Academy.
<https://www.nyfa.edu/student-resources/charlie-smalls-and-the-story-behind-the-wiz-2/>.

“*Department of Education Releases Equity Action Plan as Part of Biden-Harris Administration’s Efforts to Advance Racial Equity and Support Underserved Communities.*” (April 14, 2022)
<https://www.ed.gov/news/press-releases/department-education-releases-equity-action-plan-part-biden-harris-administrations-efforts-advance-racial-equity-and-support-underserved-communities>.

“Executive Order 8802 | Fair Employment Practices, Racial Discrimination & WWII.” n.d. Britannica. Accessed November 29, 2023. <https://www.britannica.com/event/Executive-Order-8802>.

(Gleckman and Siegfried 2017) “*Martin Luther King Jr. Tribute - "Free at Last."*” YouTube. [Martin Luther King Jr. Tribute - "Free at Last"](#)

Hodges, Tim. 2015. “Career and Technical Education Should Be the Rule, Not the Exception.”

<https://news.gallup.com/opinion/gallup/181922/career-technical-education-rule-not-exception.aspx>.

Katharine M. Rogers. *L. Frank Baum, Creator of Oz: A Biography*. New York, St. Martin's Press, 2002.

Lewis, Femi. "HBCU Timeline: 1900 to 1975." ThoughtCo.
<https://www.thoughtco.com/hbcu-timeline-1900-to-1975-45453>

Magazine, Smithsonian. "Frank Baum, the Man behind the Curtain." Smithsonian.com, June 25, 2009.
<https://www.smithsonianmag.com/arts-culture/frank-baum-the-man-behind-the-curtain-32476330/>.

Rollins, Bryant. 1975. "Does 'The Wiz' Say Something Extra to Blacks?" The New York Times.
<https://www.nytimes.com/1975/12/28/archives/does-the-wiz-say-something-extra-to-blacks.html>.

Schwartz, Sarah, and Vanessa Solis. 2022. "COVID Hurt Student Learning: Key Findings From a Year of Research." *Education Week*.
<https://www.edweek.org/leadership/covid-hurt-student-learning-key-findings-from-a-year-of-research/2022/11>.

Simon-Hartman, Melissa. "Exploring Black Culture & Costumes in 'The Wiz' Film (1978) and 'The Wiz Live!' Stage Production." Simon, October 30, 2022.
<https://www.simon-hartman.com/post/exploring-black-culture-costumes-in-the-wiz-film-1978-and-the-wiz-live-stage-production>.

Both the film and stage productions of *The Wiz* have one common theme – they highlight the perseverance of Black people in adversity and stands out for its take and celebration of African dressing and hairstyles.

Teachers' Essential Guide to Showing Movies and Videos in the Classroom
<https://www.common sense.org/education/articles/teachers-essential-guide-to-showing-movies-and-videos-in-the-classroom>

"Using Films to Encourage Reflection and Critical Thinking in Your Teaching." THE Campus Learn, Share, Connect,

<https://www.timeshighereducation.com/campus/using-films-encourage-reflection-and-critical-thinking-your-teaching>.

“Why Is the Wizard of Oz so Wonderful?” PBS.

<https://www.pbs.org/wgbh/americanexperience/features/american-oz-why-wizard-oz-so-wonderful/>.

The Wiz, directed by Sidney Lumet (October 1978; Universal Studios, 1999; United States), DVD.

“*Wiz Study Guide 2017*.” n.d. Virginia Stage Company.

<https://static1.squarespace.com/static/55ec9db4e4b030b2e82f2aef/t/58ecf65259cc6813aab82f05/1491924588520/Wiz+Study+Guide+2017.pdf>.

“Why Representation Matters in Low-Performing Schools: American University.” School of Education Online, October 29, 2022.

<https://soeonline.american.edu/blog/why-representation-matters-in-low-performing-schools/>.

Woll, Allen L. *Black Musical Theatre: From Coontown to Dreamgirls*. New York: Da Capo, 1989.