



Teacher Name: Ryan Lamb	School: Kettering Fairmont High School	Date: October 25, 2022
Inspiration: Adaptation is a storyteller's tool that allows them to make use of familiar archetypes and plots to put a new spin on old ideas. I want to help my theatre students use adaptation to give voice to current issues.		
Title: Exploring Theme and Character through Adaptation		
Subject Area & Grade Level: IB Theatre, seniors		

I. OVERVIEW OF THE LESSON

Summary: Students will watch and discuss several scenes and songs from adaptations of *The Wizard of Oz*, focusing on the character information and thematic ideas that each selection emphasizes. Students will then choose a famous/popular story or fairy tale and create an adaptation for a contemporary audience that preserves or alters the theme. The adaptation plan should include lyrics to one key song.

Standards: This lesson continues exploration work related to the Director's Notebook, one of four IB Assessments required to earn the IB Theatre certificate.

In addition, this lesson addresses the following Ohio English Language Arts Standards 2012:

- RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Objectives/Outcomes: Students will demonstrate how their creative choices convey theme and character information.

Teaching Approach(es): Lecture, video presentation, whole class discussion, small group work

Assessment Tool(s): a written plan for an adaptation, song lyrics, written student reflections

II. LESSON PREPARATION

Teacher Needs

- ❖ Teacher Context & Research: Teachers should be familiar with the general history of *The Wizard of Oz* and the adaptations used in the lesson.
- ❖ Helpful Hints: Wikipedia is a good resource for plot summaries and refreshers. YouTube content is impermanent; make sure that all of the links and clips still work before the lesson.

Student Needs

- ❖ Prior Knowledge: general plot structure
- ❖ Student Voice: Students will compose their own adaptations
- ❖ Vocabulary: adaptation, genre, theme, character, lyrics

III. EVIDENCE OF OUTCOMES

Students will present their adaptation plans and song lyrics to the class and write brief reflections on their work.

IV. ENDURING UNDERSTANDINGS

Adapting popular stories strengthens cultural knowledge and allows important themes and ideas to endure and remain relevant.

V. LEARNING PLAN

Teaching Inquiry Question: How does adaptation change (or preserve) initial meanings?

Essential Question: Why do creators retell the same stories?

Resources/Materials:

- [Wikipedia List: Adaptations of The Wizard of Oz](#)
- *The Wizard of Oz* (1939) [movie clips](#)
- *The Wiz* (1978) [movie clips](#)
- *Wicked* [trailer](#) & [2004 Tony Awards](#) clips
- [Song Characteristics Chart](#)
- Theatre Notebooks

Hook:

Ask students to answer the following questions and discuss their answers with peers:

- Who's your favorite character from *The Wizard of Oz*?
- Why did you pick that character?
- How does this character convey the theme of *The Wizard of Oz*?

Main Lesson Narrative/Sequence:

Briefly discuss student answers to the Hook questions. Transition to a discussion of the original 1900 novel and its many adaptations, including the 1939 movie. What are the themes of this story? Show clips from the film including "Somewhere Over the Rainbow", "Follow the Yellow Brick Road", and "If I Only Had a Brain". Discuss the tone, lyrics, style, mood, themes, and purpose of these songs.

Introduce *The Wiz* and how its themes differ from and are similar to the 1939 movie. Show clips from the 1978 film including "The Crow Anthem" and "Ease on Down the Road". Discuss the tone, lyrics, style, mood, and themes of these songs.

Discuss the Broadway musical *Wicked* and the 1995 novel that inspired it. How do the creators transform the themes of the original story? Ask students to share their experiences with this production. Show clips including "Defying Gravity." Discuss the tone, lyrics, style, mood, and themes of these songs.

Have students brainstorm a list of popular/famous stories or fairy tales that might be adapted into a musical today. In partners or small groups, students choose a story to adapt and decide what changes they will make and what elements to preserve.

Students will then create an adaptation plan and write the lyrics to one key song from their production. Students will share their plans and songs with the class.

Demonstration of Learning: Presentation of adaptation plans and songs

Final Review: I will know students have learned by listening for discussion of theme, character, and purpose in their small groups and by listening to their adaptation presentations.

VI. LESSON REFLECTION

Students will give feedback to their peers and write a reflection on their experience in their Theatre Notebooks.

ARTIFACTS OF LEARNING

[Student sample song charts](#)

Student sample songs ([one](#), [two](#), [three](#))



Song Characteristics Chart

Name:

Song Title	Style / Tone / Mood	Key Lyrics	Theme / Purpose