Unraveling the Layers of a Wicked Costume

with curator Dwight Blocker Bowers, designer Susan Hilferty, and actors Donna Vivino and Tiffany Haas

Podcast Link: http://amhistory.si.edu/thinkfinity/podcast/wicked.mp3

Questions—to help students build questioning skills, have them generate both basic understanding and thought questions before and after the show. Here are some example questions.

Basic Understanding Questions—questions that have a simple answer

- What is the Wonderful Wizard of Oz?
- When was it written?
- In what context was it written?
- What other stories have been based on it?

Thought Questions—questions that require research on multiple perspectives and a great deal of thought

- What can we learn about history through the Wonderful Wizard of Oz?
- How has the story of the Wonderful Wizard of Oz been remade over time?
- What do these changes tell us about the time in which they were created?
- What can objects, like a costume, tell us about history?

Related Resources—for continued instruction or resources for your students’ research

National Museum of American History:

- The Object of History
  http://www.objectofhistory.org/
- Five questions with Susan Hilferty, costume designer for WICKED
  Part 2: http://blog.americanhistory.si.edu/osaycanyousee/2012/12/part-ii-five-questions-with-susan-hilferty-costume-designer-for-wicked.html

History Explorer:

- Treasures of American History: The Wizard of Oz
  http://historyexplorer.si.edu/resource/?key=2247

Thinkfinity:

- The Wizard of Oz Visits Japan, Econedlink

National Standards—from the National Center for History in the Schools

- Historical Thinking— The student engages in historical analysis and interpretation
  Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long term developments that transcend regional and temporal boundaries.

Have your students email their question, research steps, and answer to thinkfinity@si.edu
We’ll choose exemplars to display on our podcast webpage!

Find this podcast and more at http://americanhistory.si.edu/podcasts
Pre-Listening vocabulary—define these words:

Context:

Faceted:

L. Frank Baum:

Pre-Listening (leave space after your questions to answer them as you listen):

What basic understanding questions do you have about this topic?

What thought questions do you have about this topic?

Post-Listening:

What new thought questions do you have?

Of all your thought questions, which few are especially important to the topic? Why?

Which is the most important thought question? Why?

What steps would you take to find the answer to the most important thought question?

Give it a try and email your question, research steps, and answer to thinkfinity@si.edu

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