



ArtsPower's The Little Engine That Could™ Earns Her Whistle



Based on the book, *THE LITTLE ENGINE THAT COULD™* (Original Classic Edition) by Watty Piper, illustrated by George & Doris Hauman. Copyright © 1976, 1961, 1954, 1945, 1930 by Platt & Munk Publishers, a division of Grosset & Dunlap, Inc., which is a member of Penguin Putnam Books for Young Readers, a division of Penguin Putnam, Inc.

Adapted by Greg Gunning, Music by Richard DeRosa, Lyrics by Greg Gunning, Costumes by Fred Sorrentino, Set by Tiger Scenic

All Popejoy Schooltime Series productions are designed to integrate the arts into classroom instruction. Each production is selected with youth and family audiences in mind, from titles and materials that reflect the cultural diversity of our global community. These professional performing artists create educational experiences designed to encourage **literacy, creativity, communication, and imagination**. These productions purposefully target specific grade ranges. Please review these materials to make sure the recommendations and content are appropriate for your group. We then encourage educators to use our suggestions as springboards into meaningful, dynamic learning, thus extending and anchoring the performance experience.

STANDARDS ADDRESSED BY ATTENDING THIS PERFORMANCE

COMMON CORE STATE STANDARDS:

English Language Arts: Speaking and Listening (CCSS.ELA-Literacy.SL)

Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NEW MEXICO CONTENT STANDARDS:

Fine Arts: Theatre & Music

Content Standard III: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Content Standard V: Observe, discuss, analyze, and make critical judgments about artistic works.

New Mexico Content Standards and Common Core State Standards are provided for both attending the performance and each activity presented. For specific standards at your grade level, please consult the standards online for attending the show and all activities in this guide. For New Mexico State Standards: www.ped.state.nm.us/standards/index.html

Selected *Dreamcatchers* materials provided by ArtsPower National Touring Theater, and other resources noted throughout the guide.

The classic story about the merits of optimism and hard work comes to life in this show featuring Little Blue Engine, who dreams of someday leaving the train yard to pull the big cars on the main line track. But can she convince Big Silver that she is worthy of being a mainline engine? The book's iconic phrase "I think I can, I think I can" translates here as Little Blue Engine musters up the strength and courage to make her dreams come true. ArtsPower's dynamic, song-filled adventure portrays a timeless tale about hard work, determination, and the meaning of true friendship.

Stay for our 15-minute Q & A session with the cast after the 12:15pm performance.

**Monday,
November 4, 2013
10:15am & 12:15pm
Grades: PreK - 2**

*Curriculum:
English Language Arts,
Fine Arts/Theatre & Music*



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Dreamcatchers are produced by the Education Department of Popejoy Hall, Albuquerque, New Mexico pjoyedu@unm.edu, www.schooltimeseries.com, facebook.com/schooltimeseries

Introduction/Synopsis



The Little Blue Engine and the Little Red Engine are switcher engines at the Piney Vale Railroad. They both dream that someday they will get to pull “real cars”, just like the big engines. Silver Engine is in charge of the whole train yard. The Shiny Gold Engine pulls the passenger cars. Then there is old Rusty, who pulls the Piney Vale Express cars that are full of toys!

But that dream looks like it may never come true, especially for the Little Blue Engine. She wants to please Silver, but it seems that Silver can't be pleased. Silver is always angry with her, and even her friend Red feels badly about the trouble Little Blue is having with Silver. The Little Blue Engine starts to think she'll be just a little switcher engine forever.

But things change when Silver forces the aging Rusty, who is the Little Blue Engine's best friend, to retire. He gives Rusty's job of pulling the Piney Vale Express to Red. Now, Red wants nothing to do with the Little Blue Engine because she's not a switcher engine any more – she is a “real” engine of the railroad!

It looks like the Little Blue Engine's dreams are all over until Red hurts her wheel and can't pull the Piney Vale Express after all. Silver tries to get Rusty to come back, but Rusty insists that only the Little Blue Engine can do the job. The Little Blue Engine repeats to herself “I think I can, I think I can” — and she does.

Themes: *Believe in yourself, courage, asking for help, the Golden Rule, being a hero, perseverance*

Fun Facts

Here are some pictures of bullet trains

<http://www.traveldailymedia.com/wp-content/uploads/Bullet-train.jpg>

<http://wide-wallpapers.net/bullet-train-wide-wallpaper/>



Old steam engine picture: <http://hdw.datawallpaper.com/abstract/stream-engine-327663.jpg>



www.history.com/news/history-lists/8-things-you-may-not-know-about-trains



America's first steam locomotive lost a race to a horse (but only because it broke).



Some trains today can reach speeds of over 300 mph. They are called “bullet trains” because they travel as fast as speeding bullet.



People came west to New Mexico, Arizona, and California in the 1800s because the railroad made it easier and more affordable.



Watty Piper is a *pen name* for Arnold Munk, who wrote “The Little Engine that Could” book series.



www.cabq.gov/culturalservices/biopark/trains/rio-line

Vocabulary

(www.wordcentral.com)

Caboose: the last car on a freight train

Courage: greatness of spirit in facing danger or troubles. Courage suggests strength in overcoming fear and carrying on against difficulties.

Freight Train: carries goods (e.g. coal, food, toys) instead of carrying people

Hero: 1) a person admired for achievements and good qualities 2) one who shows great courage

Horsepower: the amount of work an engine can do compared to the number of real horses in the same amount of time

Pen Name: a made-up name used by an author instead of their real name

Perseverance: the action, state, or an instance of keeping at something despite difficulties, opposition, or discouragement

The Golden Rule: treat others the way you want to be treated



Activities

I Think I Can...

Grades PreK – K (with modifications for 1 – 2)

Objectives:

- ⊙ Students will identify attainable goals for themselves.
- ⊙ Students will think about how to accomplish their goals.
- ⊙ Students will create a drawing demonstrating their plan to reach their goals.



Materials:

- The Little Engine That Could*™ by Watty Piper
- One sheet of 9"x12" construction paper (any color), per child
- One sheet of white typing paper per child
- Two black paper circles per child, for the wheels of the train car
- Crayons
- A black marker
- Glue

Procedures:

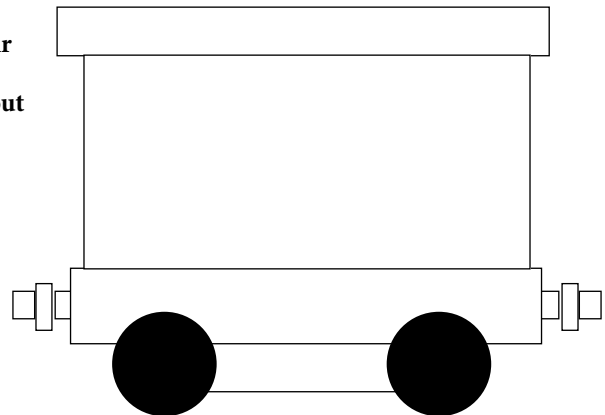
1. Start this lesson by gathering the students in front of you for a story. Read *The Little Engine That Could* by Watty Piper to the class. Discuss the story as you read, pointing out how even though the Little Blue Engine was small, she helped pull the train over the mountain. Talk with students about how important it is to believe in yourself and to keep trying, even when something is hard.
2. After you finish with the story, ask the students to think about things they think are hard, but might like to accomplish either in school or at home. Allow students to share their thoughts. Tell students they will be creating a picture to show something they would like to be able to do. Write the words "I Think I Can..." on the board.
3. Give each student a piece of white paper and some crayons and have them draw a picture of themselves doing whatever they thought of. Have them (or help them) write, "I think I can _____" filling in the blank with whatever they have chosen to draw.
4. After all of the pictures are finished, show the students how to glue their picture onto the middle of a colored sheet of construction paper and then to glue two black circles to the bottom to make train cars.
5. Collect all of the train cars and hang them in a line like a train. You might want to make an engine and a caboose for the train. Add the words "We think we can!" to make a cute bulletin board display.

Extensions/Modifications:

- + Older students can come up with a list of goals and make their own (smaller) train where each goal is written on one of the train cars. On the back of the train car students can write about how they plan to accomplish their goal.

Assessment:

- Quality of participation
- Students identify realistically attainable goals and develop rational strategies for accomplishing them.



COMMON CORE STATE STANDARDS

English Language Arts:

Reading Standards for Literature (CCSS.ELA-Literacy.RL)

Integration of Knowledge and Ideas: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Speaking and Listening (CCSS.ELA-Literacy.SL)

Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NEW MEXICO CONTENT STANDARDS

Fine Arts: Visual Arts

Content Standard II: Use dance, music, theatre/drama and visual arts to express ideas.

Content Standard III: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Hot Seating: The Little Engine That Could

Grades 1 – 3

Objectives:

- ⊙ Students will identify important characters from *The Little Engine That Could*.
- ⊙ Students will work together to make decisions about a character's motivations for behaving a certain way and their feelings about their actions and the actions of others.
- ⊙ Students will demonstrate understanding of an assigned character through dramatic representation.

Materials:

- The Little Engine That Could* by Watty Piper
- Enough space for the class to sit in a circle

Procedures:

1. Read the story of *The Little Engine that Could*. Review what happens and talk about who the different characters are in the book. Tell the students they will be playing the roles of the different train engines. Make a list of the train engines in the story: the little train (or Red Engine), the Shiny New Engine, the Passenger Engine, the Freight Engine, the Rusty Old Engine, and the Little Blue Engine.
2. Divide students into six groups and assign one of the train engines to each group. Provide the class with the following list of questions to answer about their train engine. Feel free to add your own:
 - i. What is your engine's job?
 - ii. How does your engine feel about that job?
 - iii. Where is your engine coming from when he/she encounters the little train? Where are they going?
 - iv. Why does your engine decide to either help or not help the little train? (If you are the little train, how do you feel when the other engines help you, or do not help you?)
 - v. What happens to your engine at the end of the story?

Students' answers must be consistent with the information provided in the book. If necessary, ask them to justify their responses by telling you where in the story they got their information.

3. Once students have discussed and answered the various questions, bring everyone together in a circle. Make sure your groups stay seated with each other.
4. Explain that they will be representing their engines for a news story about the events of the book *The Little Engine That Could*. Tell students that they will be answering questions as their characters. Anyone in the group may answer a question, but they must do so in role as their train engine.
5. Take on the role of a news reporter or TV show host. Make up a silly name like "Holly Wood" or "Al E. Gater". The purpose of your interview is a "human interest"-type story about the Little Blue Engine. "An engine that no one believed in saves the day by pulling the train up and over the mountain, bringing toys and treats for the boys and girls of the town."
6. Begin by recapping the situation:
 - i. "The Little Red Engine pulling the train stopped unexpectedly and was unable to go any farther. What happened Little Red? How did you feel when you realized you couldn't move?"
 - ii. "But then a beacon of hope – the Shiny New Engine comes along to help. Only he didn't help. Can you tell us why you did not help the little train?"
 - iii. "Next the big Freight Engine came on the scene. Surely it would have been easy for you to pull that train where it needed to go. Can you share with us why you did not help?"
 - iv. "The Rusty Old Engine, a veteran engine with years of experience hauling all sorts of cargo. You, too, refused to help the poor little train. What happened Rusty?"
 - v. Finally, the hero of our story, the Little Blue Engine came along. Share with us what you were thinking as you approached the scene? Why did you decide to help the little train, even though you knew you might not succeed?"
7. Continue questioning the different groups as long as interest remains. The groups may ask each other questions, but they must remain in character.
8. At the end of the dramatization, thank your guests for appearing on your show or for their participation in your interview. Tell students that they can break character and ask them to reflect on the experience. What did you learn about your character? What did you learn about the other characters? Did this exercise help give you a new perspective on the story?

Extensions/Modifications:

- + Create a play based on the story and your discoveries of the characters. Create original dialogue based on the discoveries you made about the different characters. You can do a unique retelling of *The Little Engine That Could* or you can create your own unique story using the train engines as characters.

Assessment:

- Quality of Participation
- Students' responses are consistent with information provided in the story.

COMMON CORE STATE STANDARDS

English Language Arts:

Reading Standards for Literature (CCSS.ELA-Literacy.RL)

Integration of Knowledge and Ideas: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Speaking and Listening (CCSS.ELA-Literacy.SL)

Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NEW MEXICO CONTENT STANDARDS

Fine Arts: Theatre

Content Standard I: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.

Content Standard II: Use dance, music, theatre/drama and visual arts to express ideas.

Content Standard III: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Content Standard IV: Demonstrate an understanding of the dynamics of the creative process.

Content Standard V: Observe, discuss, analyze, and make critical judgments about artistic works.

Bonus Explorations



Making Connections: This play is about trains. What kinds of trains have you seen before? Have you ever ridden on a train? Was it the New Mexico Rail Runner? What is different between riding in a train and riding in a car? What kinds of things do trains carry? What is a train that runs underground called? Did you know that some people ride a train to work or school every day? The trains making many stops along their route are called “Locals.” Trains that go from one place to another without stopping are called an “Express.” What kind of train is the Rail Runner? What does it carry? Do you think the Rail Runner is a boy’s or girl’s name or could it be both? Do you think this is a good name for our train? Why or why not? www.nmrailrunner.com

Now it’s your turn! The Little Blue Engine and Rusty both think that there is a special kind of “magic” to a train – a train has the power to make people happy! To make you especially happy, what would your special train look like? What would it carry? Draw a picture of your train. What would “his” or “her” name be? Why? Share your train with your class and explain your choices.

You and your own blue suitcase are going on a trip! You will need to decide where you are going to go, how you will get there, and what you will need to take with you. Who are you going to see? How long will you stay? How will you return? You will need to gather some information about transportation to help you make good decisions. Let’s go!

Full lesson plan: score.rims.k12.ca.us/activity/letsgo

Outreach Activities

Albuquerque Wheels Museum, located in the heart of downtown Albuquerque, is a historic rail yard dedicated to the preservation and exhibition of the impact of transportation on New Mexico and the West. For more information, including news, tours, and hours, visit www.wheelsmuseum.org or call 505-243-6269.

The BioPark Train, also known as the Rio Line, travels 1.5 miles along the Rio Grande Bosque to connect the Aquarium & Botanical Garden with the Zoo. Wave to the people fishing and walking as you chug past Tingley Beach. www.cabq.gov/culturalservices/biopark/trains/rio-line

Learn all about conservation and the environment at any of the **BioPark** locations! The Albuquerque Zoo, the Aquarium, and the Botanical Garden all provide opportunity for hands on discovery and learning. www.cabq.gov/biopark

The Cumbres & Toltec Scenic Railroad is a National Historic Landmark. Experience the excitement of a rugged, narrow-gauge, coal-fired, steam-powered mountain railroad. It is 64 miles long running through the Rocky Mountains, tunnels, above deep gorges, and over Cumbres Pass. This unique section of mountain railroad is called a “living museum” and is co-owned by the states of New Mexico and Colorado. The website has excellent historical information for older students, vocabulary, photos, and even whistle signals! www.cumbrestoltec.com



Resources

Books

Since the first Thomas stories written by a father for his son over 60 years ago, “Thomas the Tank Engine” continues to delight children everywhere. This collection contains 14 of the best-loved titles of the Reverend W. Awdry’s classic Railway Series. Awdry, Wilbert. *Thomas the Tank Engine: Story Collection*. NY: Random House, 1942. Print.

The profoundly comforting story of a bunny’s imaginary game of hide-and-seek and his lovingly steadfast mother who finds him every time.

Brown, Margaret. *The Runaway Bunny*. NY: Harper & Row, 1942. Print.

Mike believes that Mary Anne (his shovel) can dig as much in a day as 100 men can dig in a week, and the two have one last chance to prove it.

Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel*. NY: Library of Congress, 1967. Print.

Meet a group of mischievous, playful, and sleepy baby animals on their way to the children’s zoo, but they better hurry! Hillenbrand, Will. *Down by the Station*. Orlando: First Books, 2002. Print.

In the course of the book, the toys bustle about to make sure the steam engine is loaded up and finds its way. Lewis, Kevin. *Chugga Chugga Choo Choo*. NY: Hyperion Books for Children, 1999. Print.

“Five little puppies dug a hole under the fence and went for a walk in the wide, wide world,” begins one of the original 12 Golden books – it’s a must-read for all children.

Lowrey, Janette. *The Pokey Little Puppy*. NY: Golden Books, an imprint of Random House, Inc. 1942. Print.

If you’re looking for a book on self worth and how everyone works as a team to make things happen, this is your book. Potter, Marian. *The Little Red Caboose*. NY: Golden Books, an imprint of Random House, Inc., 1953. Print.

A train is passing by! A young boy watches in delight from his window as it rumbles and roars past. Each of the cars is carrying something interesting, but his favorite car is the last one – it carries something extra special!

Sturges, Philemon. *I Love Trains*. 2001. Print.

Websites



The ArtsPower company study guide; other lessons, handouts, and more information about the show can be found at www.artspower.org/shows/little-engine.



Study guide for the original book: www.firststage.org/media/pdf/Little_Engine_EG_FINAL_3.pdf



Transportation alphabet book: curry.virginia.edu/go/wil/Transportation_Alphabet.pdf



Interested in how a local steam locomotive is being restored? Learn more at the New Mexico Steam Locomotive and Railroad Historical Society website: www.nmslrhs.org



Watch “The Little Engine That Could” on YouTube at: www.youtube.com/watch?v=CnNVn5bPUXU

About the Company

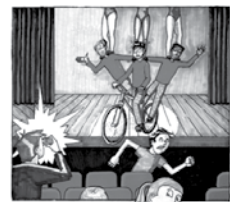


ArtsPower has a two-fold mission: to provide young people with the unforgettable opportunity to experience the power of outstanding theatre that entertains, stimulates, and educates, and to enhance “character education” among young people through theatre that fosters moral development, encourages self-expression, ignites the desire to read, and advances their development as productive members of society.

www.artspower.org

Theatre Etiquette

Music, theater, dance, and opera are collaborative arts. This means they require the cooperation of many people: the directors, the performers, and the audience. Live performances can transport you to other times and places, but to do so, they require you, the audience to listen, observe, discover, and imagine.



★ A poster of Theater Etiquette is included on the website. Please post it and discuss it with your students before coming to the performance.

- Seeing a live performance is a special experience. Although it is not required, many people enjoy dressing up when they attend the theater.
- Gentlemen should remove hats or caps when inside the building.
- Please enjoy your food, drink, and gum in the lobby.
- Please allow ushers to seat your entire group before rearranging students and/or taking groups to the restroom.
- Photography and recordings of the shows, as well as cell phones, texting, or gaming are all strictly prohibited during the performances.
- Crying babies, unhappy siblings, and other loud noises disturb the actors and the other patrons. Please be considerate and leave the hall during these periods. You may still enjoy the show in the lobby via our large screen monitors.
- Some shows are interactive, and involve audience participation; some are not. Discuss with your class how to know the difference, as well as what is appropriate conduct in a theater, versus at a sports arena or outdoor concert.
- During a musical, it is appropriate to clap at the end of a song. During a ballet or dance performance, it is appropriate to clap at the end of the number.
- Curtain calls occur when the show has ended and the cast comes forward to take their bows. The best way to show the performers how much you appreciate their hard work is to stay at your seats and clap until the actors leave the stage, or until the curtain comes down and the house lights come on.
- At the end of the show, after the applause, remain in your seats until you are dismissed from the theater.
- If you are staying for the Question & Answer session, remain in your seats until the house clears and then move down front toward the stage.

WANDERING CHILDREN

For the safety of our precious little ones, UNM requests school identifiers. When students are too scared to tell us their school name or teacher, school identifiers give us a quick and easy way to reunite them with their class groups. Examples of suitable identifiers include matching T-shirts, homemade headbands, hats, scarves, lanyards, and school badges. Be creative!

The kiosk in the lobby is our rendezvous point. Please immediately report a separated child to the usher at the kiosk. Staff will search for and bring lost children there first.

Please visit our website at <http://schooltimeseries.com/house-policies> for detailed information about Etiquette, Safety, and House Policies.

The Schooltime Series is a proud member of











International Performing Arts for Youth
PRODUCE • PROMOTE • PRESENT


“A dream doesn’t become reality through magic; it takes sweat, determination, and hard work.” – Colin Powell

Thank You!

The Popejoy Schooltime Series is supported in part by awards from:

THE EUGENE AND MARION CASTIGLIA
POPEJOY CHILDREN’S SCHOOLTIME ENDOWMENT
THE POPEJOY SCHOOLTIME EDUCATION ENDOWMENT



UNM

The Popejoy Mission: To provide access to the performing arts for all New Mexicans.