

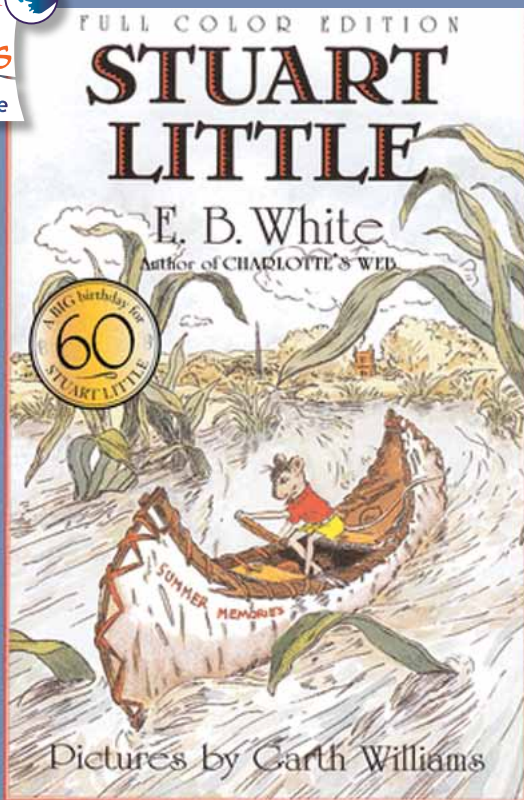


E.B. White's  
**STUART  
LITTLE**

Presented by  
Dallas Children's  
Theater Company

Adapted for the stage  
by Joseph Robinette

Produced by  
special arrangement  
with DRAMATIC  
PUBLISHING,  
Woodstock, Illinois



This play brings to the stage E.B. White's award-winning novel *Stuart Little*, the heartwarming tale of a most unusual mouse who happens to be born into an ordinary New York family. After several escapades at home, Stuart must leave his family behind to go on his most thrilling adventure of all — to see the country and help find his best friend, Margalo, the bird. All the charm, wisdom, and joy of the classic novel are brought to life as the mild-mannered Stuart learns to survive in his super-sized world of humans, and discovers the true meaning of family, loyalty, and friendship.

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.

**Monday, February 3, 2014**  
**10:15am & 12:15pm**  
**Grades: K - 5**

*Curriculum Connections:*  
English Language Arts,  
Fine Arts/Theatre,



**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**

*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](http://www.ped.state.nm.us/standards/index.html)

Selected *Dreamcatchers* materials provided by Dallas Children's Theater and other resources noted throughout the guide.

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*Dreamcatchers* are produced by the Education Department of Popejoy Hall, Albuquerque, New Mexico  
[pjoyedu@unm.edu](mailto:pjoyedu@unm.edu), [www.schooltimeseries.com](http://www.schooltimeseries.com),  
[facebook.com/schooltimeseries](https://www.facebook.com/schooltimeseries)

## INTRODUCTION / SYNOPSIS

*Stuart Little* tells the remarkable story of a most unusual mouse who happens to be born into an ordinary New York City family. In no time at all, his life becomes a series of adventures and misadventures as he learns to survive in his super-sized world of humans. First, the well-dressed Stuart is trapped in a window-blind while doing his exercises, and Snowbell, the malevolent family cat, places his little hat and cane outside a mouse hole, sending the family into a panic.. Stuart then sails to victory in an exciting boat race in Central Park. Soon afterwards, the Little family adopts a beautiful bird named Margalo, who becomes Stuart's best friend. Unfortunately, Margalo is forced to flee the city when she is warned that one of Snowbell's friends intends to eat her. Leaving his home and family behind, Stuart sets out in a gasoline-powered model car on his most thrilling adventure of all – to see the country and bring Margalo home. Along the way, he encounters a variety of colorful characters and exhilarating situations that test his spirit. Hopeful and determined in his quest to find Margalo, Stuart discovers the true meaning of life, loyalty, and friendship.

### FUN FACTS

(from <http://www.livescience.com/28028-mice.html>)

- The smallest mouse species is the African Pygmy mouse. Adults are between 1.2 and 3.1 inches (30 and 80 mm).
- Most mice have tails that are as long as their bodies.
- Mice use their whiskers to sense temperature changes and help detect surfaces they are walking on.
- While communicating with each other, mice make ultrasonic and regular sounds.
- Mice have to build their homes near sources of food because they like to eat 15 to 20 times per day.
- Female mice can give birth when they are two months old. A female house mouse can give birth to up to a dozen babies every three weeks.
- Mice are sometimes regarded as pests because they can damage crops and spread harmful diseases.
- Most mice can jump nearly 18 inches (46 cm) in the air. They are also excellent climbers and swimmers.



### VOCABULARY

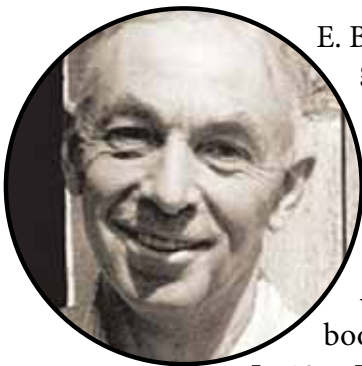
(Definitions from [www.wordcentral.com](http://www.wordcentral.com))



- Adventure:** an action involving unknown risks or dangers  
**Belittle:** make (someone or something) seem unimportant  
**Escapade:** a mischievous adventure  
**Exasperate:** irritate or annoy to an extreme degree  
**Hometown:** the city or town where one grew up or was born  
**Journey:** travel from one place to another; a trip  
**Pest:** a destructive insect or other animal that attacks crops, food, livestock, etc.  
**Sloop:** a one-masted ship with one mainsail  
**Solemn:** not cheerful or smiling; serious  
**Superintendent:** a director or manager, in this case, of the school

### ABOUT THE BOOK AUTHOR

(<http://eduplace.com/kids/hmr/mtai/white.html>)



E. B. White was born in 1899 in Mount Vernon, New York. He served in the army before going to Cornell University. There he wrote for the college newspaper, the *Cornell Daily Sun*. His full name was Elwyn Brooks White, but people at the newspaper began calling him “Andy,” and the name stuck. After he graduated, he worked as a reporter. In 1927 he became a writer for *The New Yorker* magazine, where he became well known. He wrote a column for *Harper’s* magazine from 1938 to 1943.

White’s career had already brought him fame, but he was about to try something new. His nieces and nephews always asked him to tell them stories, so he began writing his own tales to read to them. In 1945 he started publishing these stories as books. All three are now considered classics of children’s literature.

In 1957 White moved to North Brooklin, Maine, with his wife, Katharine. There he continued to write until his death in 1985.



# ACTIVITIES

## IT'S A BIG WORLD!

Grades K - 2



### OBJECTIVES:

- ☉ Students will imagine what their lives would be like if they were the size of a mouse.
- ☉ Students will visualize specific scenarios within parameters given by the teacher.

### MATERIALS:

- Paper
- Markers, crayons, colored pencils, etc.

### PROCEDURES:

1. Ask the class to think about what it would be like to be the size of a mouse. What problems might you have? What would be fun about it? Write student responses on the board. Review some of the adaptations the Littles made for Stuart in their home to make him comfortable. Could students imagine adding those types of changes to their homes?
2. Have students close their eyes. Tell them to imagine that they woke up one morning and instead of being their full size, they were the size of a mouse. Guide them through imagining what it would take to get out of bed, eat breakfast, get ready for school, etc. What would they be able to do on their own? What would they need help with? Allow students to share responses with the class.
3. Next, ask students to think about their daily tasks at school. What would it be like to be in the classroom if you were the size of a mouse? If helpful to students, list some of the daily tasks on the board. Ask each student to select a task.
4. Have students stand at their desks or spaced out throughout the room. Make sure students have room around them so as not to bump into others. Guide them through an imaginary scene in which they try to perform one of their regular tasks. As much as possible ask them to act out what they are picturing in their heads. Ask them to think about how a mouse-sized person might do things like open doorknobs, grasp pencils, etc. What would they have to do with their bodies?
5. Some prompts for guided imagination can include:
  - Imagine yourself walking to the part of the school or classroom where your task is to be performed. How do you get there? Are there doors you need to get through? Do you need to climb up on something?
  - What tools or items do you need to perform your task? Where are they located? Do you have to take them with you to another part of the room/school? How do you accomplish this?
  - How do you actually go about completing your task? What challenges do you face getting it accomplished? What do you have to do differently because of your size?
6. Have students draw a picture of themselves performing their imagined task. Remind them that their drawings have to show how small they are compared to some of the everyday objects they may be using. If appropriate, ask them to write one or two sentences describing what they are doing and how they are getting it done. Allow time for students to share their drawings in class.

### EXTENSIONS/MODIFICATIONS:

- + **Mouse math:** find or create a mouse illustration that is approximately 2 inches tall, the same as Stuart. Have students measure various objects around the rooms (desks, chairs, pencils, etc.) to see how many “Stuart’s” tall an item is. Think about the tasks you imagined. Did your imagined scenarios accurately depict the proportions of a 2-inch you?
- + Stuart was unique because he was very small living in a world made for bigger people. There are millions of people who live in the world who have a different perspective because of some difference. Blind people must make their way through the world without being able to see. Deaf people must make their way without being able to hear. People who are unable to use their legs perform everyday tasks in wheelchairs. Ask students to think about how their lives might be different if they had one or more of these conditions. Talk about the accommodations that are made to help people with some of these conditions.

### ASSESSMENT:

- Drawings show that student understands the differences in proportions described
- Drawings show a specific task performed at school
- Quality of participation



### 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 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.

# STUART COMES TO TOWN

(Adapted from company study guide)  
Grades 2 - 5



## OBJECTIVES:

- ⦿ Students will identify interesting locations in and around their hometown.
- ⦿ Students will incorporate locations identified into a fictional account.
- ⦿ Students will create original pieces of art that represent the locations identified.

## MATERIALS:

- A map of your town
- Large sheet of paper (butcher paper from a roll would be great here)
- Markers, crayons, colored pencils, paints, etc.

## PROCEDURES:

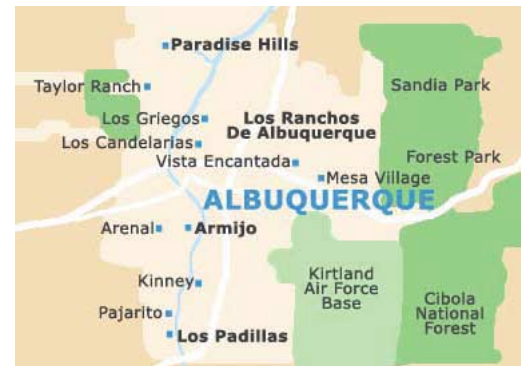
1. Review the events of "Stuart Little." Talk about his search for Margalo and the places that it took him.
2. Display a map of students' hometown and ask students to imagine that Stuart came "here" looking for Margalo. How did he get here? What did he do when he arrived? Where in town did he go?
3. Brainstorm a list of places and/or in or near your town that Stuart may have visited (Example: He arrived in October just in time for the Balloon Fiesta). With each location identified, point to its location on the map and discuss what Stuart might have thought about where he was and what was going on.
4. Have students pick one location identified. If needed, students may work in small groups with each group handling one of the locations identified.
5. On a large piece of paper have students draw a "birds-eye" map of their town documenting Stuart's adventures. Using the map displayed, make sure students agree on the general layout of the map before they start.
6. For each location identified, have students create a picture of Stuart at that location, doing something fitting for the location. (Example: Stuart is riding in a hot air balloon over Balloon Fiesta Park).
7. Display complete map in classroom or in the hallway. Title it "Stuart's Adventures through (name of hometown)."

## EXTENSIONS/MODIFICATIONS:

- + Create a story as a class about Stuart's adventures through their town. Brainstorm an outline of the story on the board, taking Stuart through the various locations identified. Focus on continuity of story – Where did Stuart go first? Why did he go there? What happened to him there? Where did he go next? Why?

## ASSESSMENT:

- Students correctly identify local areas and are able to locate them on a map
- Students create an (mostly) accurate map of their hometown
- Students identify activities appropriate to selected locations
- Quality of participation



<http://www.world-guides.com>

## 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

### Social Studies: Geography

*Content Standard II:* Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

### 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.

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

## BONUS EXPLORATIONS

### MISSING MARGALO

(<http://www.scholastic.com/teachers/lesson-plan/stuart-little-extension-activities>)

Grades: 3 - 5

Remind students that Stuart sets out to find Margalo. Suggest that they write a Missing Person report to help him. Students' reports might include the following information: her name, type of animal, a description, where she comes from, what she likes to do, the time of year she disappeared, direction she headed, her special friends, and any enemies she had. Encourage students to draw pictures to go with their reports. Send the pictures to the Schooltime Series Art Contest.

(from <http://www.homeschoolshare.com/stuartlittle.php>)

**Science (Mice)** – Stuart is a mouse. Mice are rodents that have very sharp front teeth and long tails. They will eat just about anything, and while they are occasionally kept as pets, they are mostly considered a pest. Look up and read about mice in *The Kingfisher First Animal Encyclopedia* or other book containing information on mice.

**Language Arts (Poetry)** – The Littles removed the words “mice” and “mouse” from songs and poems so that Stuart would not get upset or embarrassed. They rewrote “Three Blind Mice” and “Twas the Night Before Christmas” to eliminate the words “mice” and “mouse.” Have your students rewrite a poem to exclude these words. Example: “Hickory, Dickory Dock.” Have students share theirs with the class.

**Language Arts (Creative Writing)** – Did your students like how the book or play ended? Discuss this. What was good about the ending? Did the ending leave your student wanting more? Is this a good or bad thing for an author to do? The ending is indeed full of hope. What words does the author give us to make us think that Stuart may find his friend? Sometimes, authors let the readers decide what ultimately will happen. What do your students think will happen next? Have them write the next chapter.

## OUTREACH ACTIVITIES



**The Tinkertown Museum**, once a summer cabin, has been transformed with recycled materials into a showcase of amazing, fun, and tiny animated miniatures, including a Western town, a saddle show, and a three-ring circus. Tinkertown is open 9am to 6pm April through November and is located in the Sandia Mountains on the Turquoise trail. Adult tickets are \$3.50 and kids are \$1.00. Visit <http://tinkertown.com> for more information.

**Clarks Pet Emporium** - For near 40 years, Clark's Pet Emporium has been assisting the Albuquerque community to acquire and care for their family pets. Clark's welcomes school visits Tuesdays & Thursdays with a two-week prior reservation. Teacher discounts are available for class-related products. Call Michael at (505) 268-5977 or e-mail her at [clarkspets@qwestoffice.net](mailto:clarkspets@qwestoffice.net) to make your appointment. [www.clarkspets.com](http://www.clarkspets.com)

**People's Anti-Cruelty Association (PACA)** - is the oldest no-kill animal rescue group in New Mexico. Its main focus is abandoned, abused cats and dogs, and provides all needed medical care, spay/neuter, major surgery, as well as a safe haven until an adoptive home is found. The class can fundraise or collect new and/or gently used donations of cat food, dog food, leashes, collars, toys, food dishes, treats, cat litter, pet beds, and other items to make these foster animals feel right at home! <http://www.nmpaca.org>



## RESOURCES & WEBSITES

White, Elwyn. *Stuart Little*. NY: HarperCollins, 1973. Print.

*Stuart Little*. Dir. Rob Minkoff. Perf. Michael J. Fox, Geena Davis. Columbia Pictures, 1999. Film.

### MORE E.B. WHITE BOOKS:

*Charlotte's Web* (1952) is the story of a little girl named Fern who loved a little pig named Wilbur — and of Wilbur's dear friend Charlotte A. Cavatica, a beautiful large grey spider who lived with Wilbur in the barn.

White, Elwyn. *Charlotte's Web*. NY: HarperCollins, 1952. Print.

*Wilbur's Adventure: A Charlotte's Web Picture Book* (1952) tells the tale of the most lovable pig in children's literature, who attempts to explore life beyond the boundaries of Zuckerman's farm. The other animals in the barnyard have lots of advice for him.

White, Elwyn. *Wilbur's Adventure*. NY: HarperCollins, 1952. Print.

*Some Pig!: A Charlotte's Web Picture Book* (1952) brings to life the enchanting friendship between Fern and Wilbur. This charming picture-book edition will capture the imagination and win the hearts of young readers everywhere.

White, Elwyn. *Some Pig*. NY: HarperCollins, 1952. Print.

*The Trumpet Swan* (1970) is about Louis, who is a trumpeter swan like the rest of his family. But unlike his four brothers and sisters, Louis can't trumpet joyfully. In fact, he can't even make a sound. And since he can't trumpet his love, the beautiful swan Serena pays absolutely no attention to him.

White, Elwyn. *The Trumpet Swan*. NY: HarperCollins, 1970. Print.

### WEBSITES:

For more information on the author E.B. White look at these sites: <http://www.kirjasto.sci.fi/ebwhite.htm>

For facts about *Stuart Little* visit:

<http://www.factmonster.com/spot/stuartlittle1.html>

Common Sense Media's review of *Stuart Little*

<http://www.common Sense Media.org/book-reviews/stuart-little>



### ABOUT THE COMPANY

(from <http://www.dct.org/>)

# DALLAS CHILDREN'S THEATER

Recognized by *Time* Magazine as one of the top-five children's theater companies in the US, and the only one to tour nationally, Dallas Children's Theater travels coast to coast with professional large-scale productions designed to stir the heart, stretch the mind, and promote education. Dallas Children's Theater has been designated an American Masterpieces Touring Artist by the National Endowment for the Arts. They last performed for Popejoy's Schooltime Series audiences in the 2011-2012 season with *Mufaro's Beautiful Daughters*.

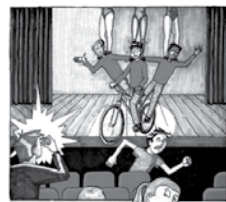
# THEATRE ETIQUETTE

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

*“Writing is an act of faith, not a trick of grammar.” – E. B. White*

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.