

MIKE MULLIGAN AND HIS STEAM SHOVEL

SHOW TIME for Teachers

Welcome to *Show Time*, a performing arts resource guide published by the CSB/SJU Fine Arts Education series.

This edition of *Show Time* is designed to be used before or after a performance of *Mike Mulligan and His Steam Shovel*.

The suggested activities in this issue include guided lessons for several subject areas that maybe adapted to fit your time and needs.

Watch for *Show Time for Kids*; a student - ready activity on page 3.

How May We Help You?

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A TheatreworksUSA
production based on the book
by Virginia Burton

Crowd!

Hoist!

Swing!



STORY SCAN

steam shovel
constable
telegraph
cellar
janitor
selectmen

furnace
milkman
skyscraper
town hall
canal
diesel



Visit the following website to view additional steam shovel photos:
members.tripod.com/dsmdonaldson/id59.htm

Mike Mulligan and his beloved steam shovel, Mary Anne, can do anything...dig great canals for boats to pass through, cut into majestic mountains to make tunnels, and even hollow out deep cellars for tall skyscrapers! But with the advent of gasoline, electric, and diesel-powered shovels that can do twice the work in half the time, no one wants an old-fashioned steam shovel like Mary Anne.

Then, the mayor of Popperville advertises for someone to dig a cellar for its new city hall. Mike wants the job and he boasts that if he and Mary Anne can't dig the basement in just one day, they'll accept no payment!

Read *Mike Mulligan and His Steam Shovel* to your students before attending the play. Explain that students will see professional actors perform a live musical based on the book. Discuss the difficulties in performing the story on stage:

Will Mary Anne really be a large machine?

Will the actors dig a real hole in the stage for Popperville's city hall? 1



Crowd! Hoist! Swing!

Mike Mulligan and his steam shovel, Mary Anne, are ready to start digging! How does a steam shovel work?

Review the information below to help students understand what each part of a steam shovel does. Then, invite them to complete the *Show Time for Kids* activity on page 3.

Mike fills the **COAL BUNKER** with coal before starting his steam shovel.

Mike jumps into the **CAB** of the steam shovel and starts the engine.

Mary Anne roars to life and spits smoke out of her **SMOKESTACK**.

Mike and Mary Anne travel slowly down the road on the **CATERPILLARS**.

Once at the digging site, Mike lowers the **DIPPER STICK** close to the ground.

Mike uses the **CROWD LEVER** so Mary Anne can scoop up a load of dirt with the sharp **TEETH** on her **DIPPER**.

Mike pulls the **HOIST LEVER** to lift the load of dirt.

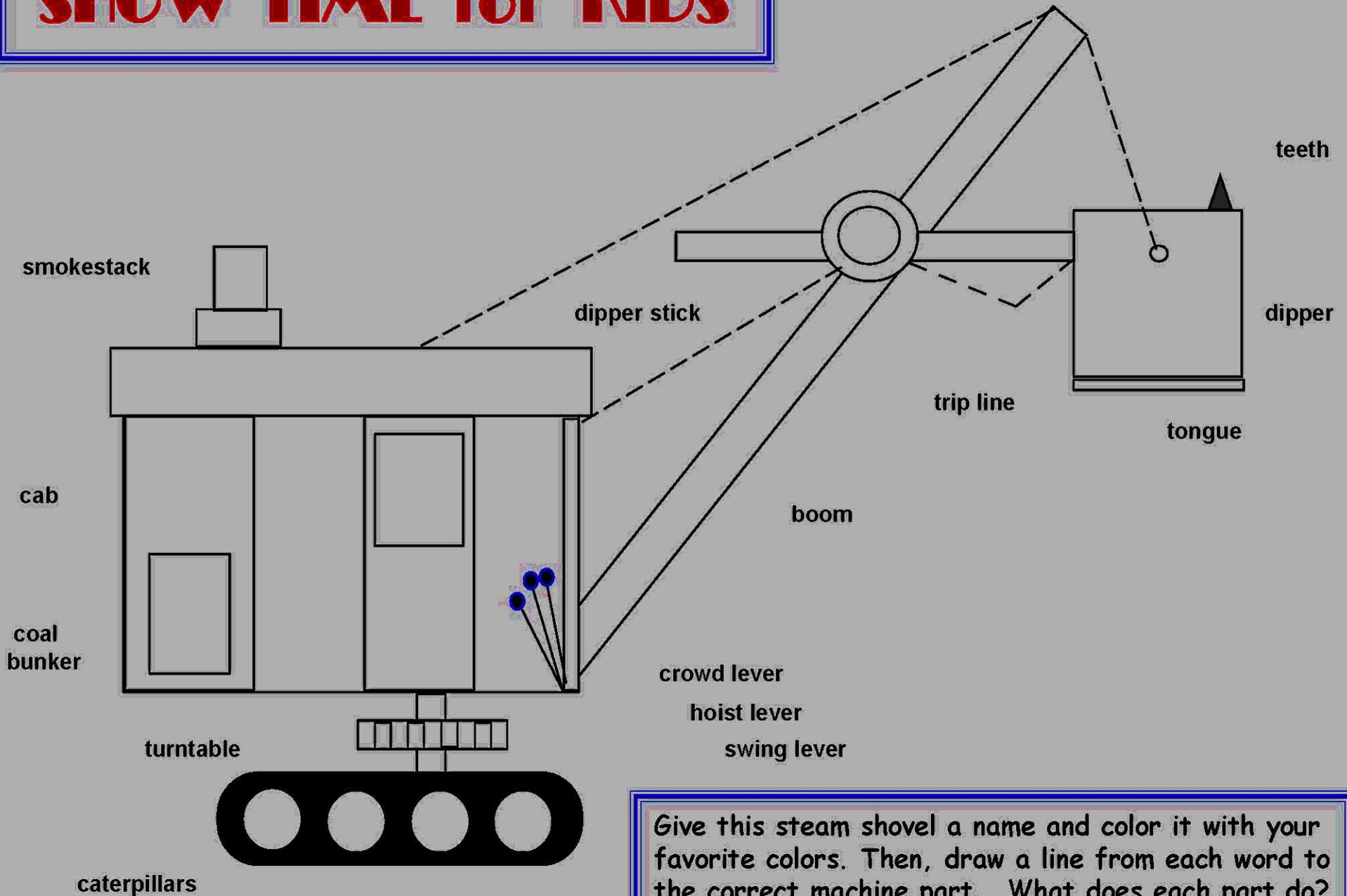
Mary Anne swivels on her **TURNTABLE** when Mike pulls the **SWING LEVER**.

With the **BOOM** high over an empty dump truck, Mike pulls the **TRIP LINE**, and Mary Anne's **TONGUE** drops open.

Mary Anne's load of dirt is dumped into the truck.

SHOW TIME for KIDS

Name _____



Give this steam shovel a name and color it with your favorite colors. Then, draw a line from each word to the correct machine part. What does each part do?



MOVING AND IMAGINING

BODY MACHINES

In the play, actors use their bodies to create each of the shovels they portray. They use specific movements to show the audience what kind of shovel they are.

How did the actors use their bodies to become each of the machines? Ask students to demonstrate how the machines in the play moved.

Divide students into small groups and give each group a different machine to pantomime. For example: a washing machine, blender, garbage truck, lawn mower, television, etc. Each group's "machine" should be a secret from the other groups. Encourage students to work together within their groups to decide what sounds their machines might make and how they might move.

Invite groups to perform their pantomime and let the rest of the class guess the machine they are enacting.

NAME IT!

Mary Anne is the only shovel in the play who has a name. She is proud of the fact that Mike Mulligan gave her a name. He even painted her name on her boom!

Ask students to think of objects that people sometimes give names to (cars, toys, stuffed animals).

Print the names of inanimate objects on small cards and allow students to choose a card. Ask them to draw a picture of the object, give it human features, and choose a name for it.

WATCH ME NOW!

Mike and Mary Anne worked faster and harder when people were watching them. Why was it easier for them to dig and work quickly when they had an audience? Ask students to share what activities they enjoy doing more when people are watching.



VISUAL ART CONNECTIONS

A BURIED ARMY

In 1974 some Chinese farmers were digging a well in a field. As they dug into the ground, they were surprised to uncover a huge vault containing thousands of life-size terra cotta (clay) army warriors. The figures are called the Chinese Emperor's Pottery Army in reference to Emperor Qin Shi Huang who ruled over China beginning in 221 B.C.

Standing in battle formation, the army was buried 15 to 20 feet deep. It is believed the pottery army was created to guard the emperor on his journey in the afterlife.

Each of the warriors bears a distinctive facial expression with unique features and hairstyles as well. Archeologists believe the terra cotta warriors were modeled after actual soldiers in the emperor's army.



DIGGING INTO SHAPES

Pre-cut a variety of shapes in several sizes and colors. Students may create earth-moving machines by gluing the shapes on paper and adding marker or crayon details. Encourage students to draw backgrounds as well.

CAN YOU DIG IT?

Mike and Mary Anne spend their workday digging in the dirt. The holes they dig sometimes yield unexpected finds.

Have your students ever found something unexpected while digging in a sandbox or a garden?

Discuss objects that others may have found such as money, toys, animal bones, and other treasures.

How might these objects become buried in the ground? What kind of condition might the treasures be in when found? To whom might the objects belong?

Tell students about the incredible treasure found in China in 1974.

Invite students to imagine something they might find while digging in the dirt. Ask them to draw a picture of the object or to make it out of self-drying clay. Ask them to imagine

- *where the object was found.
- *how the object got there.
- *how long it has been buried.



SCIENCE and SOCIAL STUDIES CONNECTIONS

RECYCLE IT!

Mike Mulligan takes good care of his steam shovel, Mary Anne. Although she is outdated, Mike does not want her to end up rusting away in a gravel pit. In the end, Mary Anne is recycled as a furnace for the new town hall.

What items can students name that are recycled? What items are recycled in their home or their school? How does recycling help the earth? How does recycling benefit those who practice it?

Ask students to brainstorm new uses for items which are routinely thrown out such as:

computers	CD cases
milk cartons	sandwich bags
televisions	pop cans
shoes	magazines

The Panama Canal
was built
between 1904 and 1914
using
102 steam shovels!

NOW AND THEN

William S. Otis invented the first steam shovel in 1835. The Otis Shovel is considered the grandfather of all construction machines because the basic principles of the machine are still in use today.

Before the steam shovel was invented, it took many people with hand shovels several days to dig a large hole. Steam shovels made it easier to get the same hole dug in much less time with only one person operating the shovel!

What other inventions can students think of that make some work faster and easier? Ask students to consider cell phones, computers, freezers, electric lights, microwaves, etc. What did people do before each of these things was invented?

Ask students to think of new ideas for the next generation. Invite them to invent new ways to do tasks like chores, schoolwork, cooking, etc.

What happens to outdated equipment when new inventions come along?

What happens to the people who had jobs operating the old equipment when new inventions come along?

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THEATER ETIQUETTE

Each year, thousands of school staff, students, bus drivers, and parents take part in CSB/SJU's Fine Arts Education Series. Please review the **LOOKING & LISTENING** information below with your students to help make your theater experience the best it can be.

LOOKING & LISTENING

Attending TheatreworksUSA's live performance of *Mike Mulligan and His Steam Shovel* will be interesting and fun for everyone if you remember to...

- ~listen in order to understand what the actors are saying.
- ~pay careful attention to the actions of the actors.
- ~look for facial expressions that will help you understand what the actors are thinking and feeling.
- ~watch for how the actors move to portray different shovels.

The actors in the play will be in the same room as the audience, and they will be affected by the audience's behavior. Actors must concentrate on what they say and do on stage, so unexpected noise or activity may distract them. The actors rely on you to help them make a successful performance. Applaud for the performers when it is appropriate and enjoy yourself.

REMEMBER: LISTEN CAREFULLY AND WATCH CLOSELY!

Please review the **PROCEDURES** section below to help your theater visit go smoothly.

PROCEDURES

- ~Please bring a minimum of one adult chaperone for every fifteen students.
- ~Prepare your students to enter the theater in single file in order of seating.
- ~Position your chaperones to maximize adult supervision of your group.
- ~Trips to the restroom must wait until your group has been seated in the theater. Then, students may go in small groups with the teacher's permission. Younger students will need to be chaperoned.
- ~The theater is a food, gum, drink, radio, camera, tape/video recorder free zone!

REMEMBER: ENJOY THE PERFORMANCE!