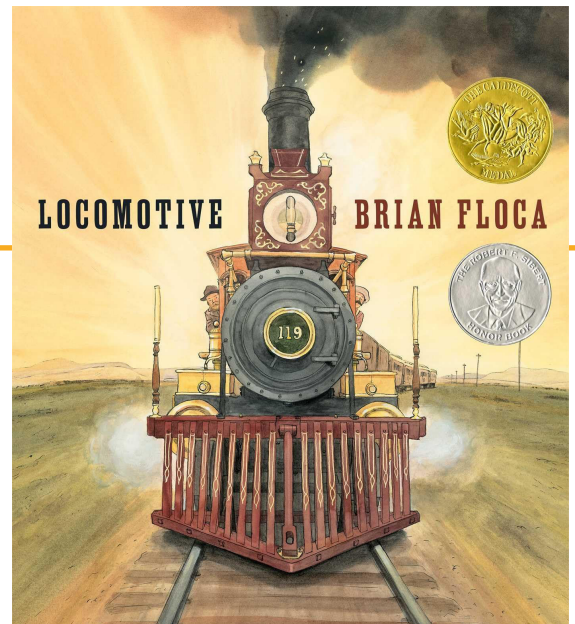


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



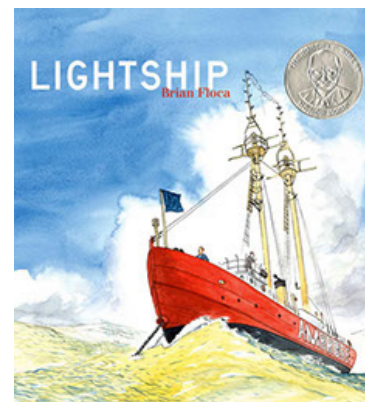
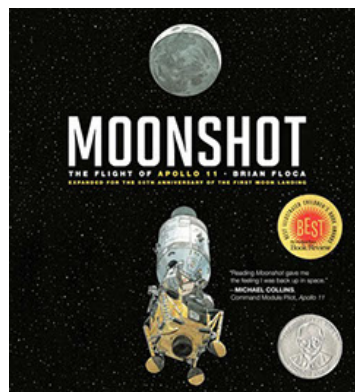
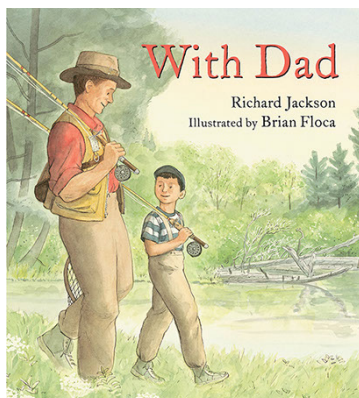
## Meet the author



Brian Floca was born and raised in Temple, Texas and currently lives and works in Brooklyn, New York. Brian Floca is the author and illustrator of *Locomotive*, a 2014 Randolph Caldecott Medal Winner, a Robert F. Sibert Honor Book, an Orbis Pictus Honor Book, a *New York Times* 10 Best Illustrated Books of the Year selection, and a *New York Times* bestseller. Brian has spent summers painting billboards, has answered telephones and checked student IDs at Harvard University.

Visit his [WEBSITE](#).

Read more from Brian :



# EXPLORE MORE BOOK GUIDE

## LET'S BEGIN! BEFORE READING THE BOOK

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

Watch this [VIDEO](#) for a quick VTS demo

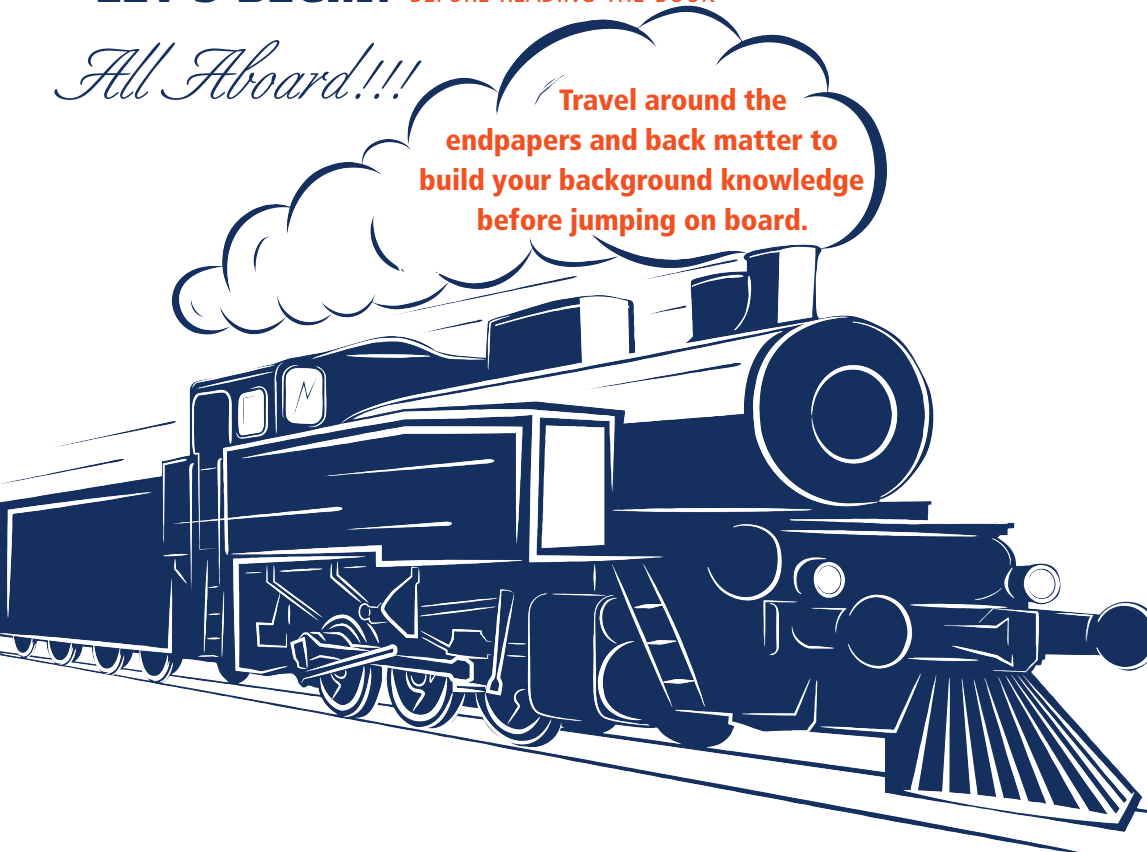
### HAVE QUESTIONS?

Please contact Alison Johnson at Island Readers & Writers, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

## LET'S BEGIN! BEFORE READING THE BOOK

*All Aboard!!!*

**Travel around the endpapers and back matter to build your background knowledge before jumping on board.**



Create a KWL (What you KNOW, What you WANT to know, What you LEARNED) chart, individually or as a class about trains. [KWL TEMPLATE](#)

### STANDARDS

*Covered throughout this Explore More Book Guide:*

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

A2 Literary Texts- Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.

*Emphasis on History*

# LET'S TALK!

## DISCUSSION QUESTIONS

### How did train travel change the lives of people living in the United States in the 1800's?

1. Think about all the jobs involved with keeping a train going. Can you name five and explain what each position does?
2. Discuss different parts of a train, such as pistons, Johnson bar, throttle, and whistle. What do they do and how do they help the train function?
3. "The country opens, opens wide, empty as an ocean." What visuals do these words evoke in your mind?
4. "People and mail are traveling by rail, words are traveling by wire—the world is speeding up." Compare how the railway sped up our lives with other modern technology.
5. The toilet in the passenger car is referred to as a "convenience." Travelers are considered rude if they use it when the train is not moving. Why is that?
6. Think of those who came before. The author mentions some Native American tribes: the Piate, the Shoshone, Cheyenne, Pawnee, and the Arapaho. What was sacrificed so we can move people and things so quickly across the country? Consider how this story would be told from a Native American's point of view.

*American railroad scene: lightning express trains leaving the junction by Currier & Ives.*



7. Using the **Whole Book Approach**, find examples of how Brian Floca used the book jacket and cover, endpapers, typography & design, fonts, vignettes and back matter to create a full experience.

Look under the **book jacket**. Why do you think the designers chose to have such contrasting images?

Make use of the **endpapers** to answer these questions:

- How many years did President Lincoln give the rail companies to build the railways from Sacramento, California to Omaha, Nebraska?
- How many miles was that?
- Create more questions about the **endpapers** and ask them of your peers.

Note the **typography & design** and how Floca uses **onomatopoeia**.

- Find samples of **vignettes**.
- In the **backmatter**, Floca notes that the Pacific railway became, “the great work of the age.” What other historical works can you find that reach this level of importance?

**ONOMATOPOEIA:**  
a word or group of words  
that sounds like the thing it  
describes.  
**CLANG, WHOO-**  
**OOOOO**  
**CLICK CLACK,**  
**SPLASH**

## **WHOLE BOOK APPROACH:** *anatomy of a book*

**Jacket & Cover:** The jacket of a book can tell a story all on its own. It is a hint of what is to come. Spend time with the children asking the three questions about the jacket picture and let their imaginations guide you and them. Make sure to check the back to see if the illustration continues as a “wrap around” or if there is something new. Slide the jacket up to reveal the cover underneath, is it different or the same? (You may not want to reveal what is under the jacket until the end depending on what is hidden there.)

**Endpapers:** The endpapers are the linings on the inside of the cover of a book. They are a design choice even if they are only one color. Make a point of asking children what they see and if they can make any connections with the cover or jacket. Be sure to check the back, sometimes it is different.

**Front Matter:** The front matter of a book consists of the title page, dedication page and copyright page. Pay attention to any pictures that the illustrator may have added here, they could surprise you and may be important to the story line. Notice the typography. Does the lettering tell you anything?

**Full Page Spread:** A spread is simply a set of pages (usually two) viewed together. It’s how you see the book when it’s open and both pages are showing. A set of pages viewed together without separation.

**Book Format:** Portrait? Landscape? Square?  
The book format or shape is another way the publishing design

team gives us a clue of what the book is about without even opening the cover. Depending on the subject, a book can be tall for a mountain or long for a train, it can have cut-outs or other shapes.

**Gutter:** So much can happen in or out of the gutter of a book. The gutter is where the two pages of a spread meet the binding. Illustrators use this space to create tension, humor, and to help move the story along. Keep your eye on the gutter.

**Typography & Design:** This is referring to the font size, style, placement, color, and any other choices the illustrator or publisher made about the lettering or type. Sometimes type is small which might mean it should be spoken softly or large type may mean that the reader yells these words. Look for and point out other interesting design choices.

**Back Matter:** The back matter of a book can be full of information to broaden learning particularly in nonfiction books. This can include, an index, glossary, historical information, author and illustrator information and other items.

**Medium & Style:** How does the artist’s choice and use of medium(s)(mode of artistic expression), suit the story? How does the medium influence and generate particular attention to art elements (color, line, shape, etc.) and principles?

**Spine:** Does the jacket image wrap around the spine? Consider the spine’s lettering.

## LET'S CREATE (AND DO)! *Book-Inspired Art*

1. Looking at the map on the endpapers, pick a town or city to research. Explore the year 1869 in this area and create a diorama or picture of a street scene. Write a short story about how it became a community.
2. *Today's Menu: Buffalo Steak, Antelope Chops and Chicken Stew* – Look up menus from the past, how are they designed? Plan and make a one-of-a-kind menu. What dishes would you add? Why would the chicken taste like a prairie dog?
3. Watch this [VIDEO](#) and discuss how a steam engine works.
4. Write a descriptive paragraph about a day on the train represented in this book. Pick the character whose point of view you want to express and write it in first person using your **five senses**.
5. Using the vocabulary list in Appendix A, complete the next 5 activities:
  - **What am I?** Each student receives a different word. Create a riddle for a partner (or class) to guess.
  - Write a story using as many vocabulary words as you can.
  - Host a spelling bee.
  - Appendix B Crossword puzzle
  - Complete the word search in Appendix C.



## LET'S DIVE DEEPER! *Explore More*

1. Steam Engine: A [VIDEO](#) on how it works
2. Explore the role and history of the railroad in Maine. Using the links below, learn how commerce, mobility, and tourism changed when Maine got a railroad.
  - [DOWNEAST SCENIC RAILROAD](#)
  - [DOWNEAST RAIL HERITAGE PRESERVATION TRUST](#)
  - [THE OLD LION WHITNEYVILLE TO MACHIASPORT](#)
3. Some old [IMAGES](#) of steam locomotives
4. Cool videos of a steam train in action:
  - [B&O STEAM DAYS AND A CAB RIDE ON THE WILLIAM MASON](#) (in HD)
  - [EUREKA 4-4-0 AMERICAN LOCOMOTIVE](#)
5. National Geographic: [WESTWARD EXPANSION](#)
6. [TRANSCONTINENTAL RAILROAD](#) - Construction, Competition & Impact on History.com
  - 1. Explore the role of the Steam Engine in the development of America—East and West.
  - 2. Identify the construction challenges of building a railroad—funding, labor, accommodation.
  - 3. Research the impact of the Transcontinental Railroad on Americas' history and the development of the west.

### 5 SENSES



taste



sight



sound



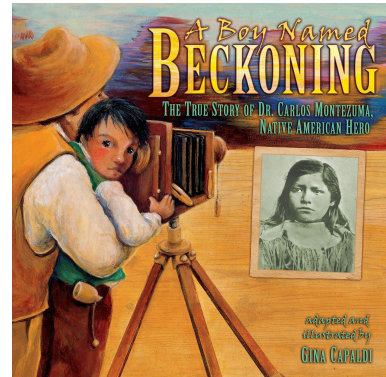
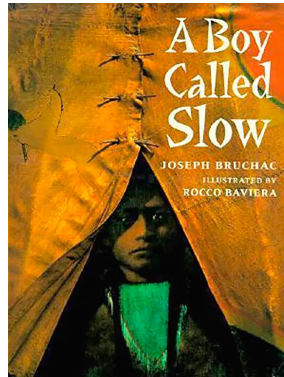
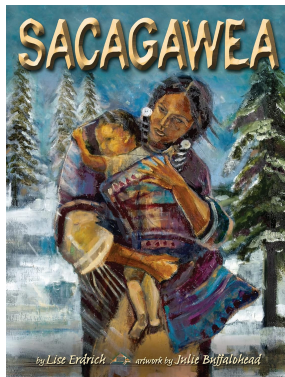
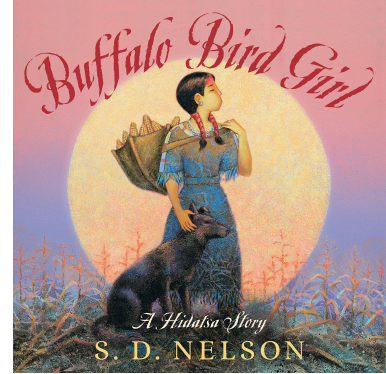
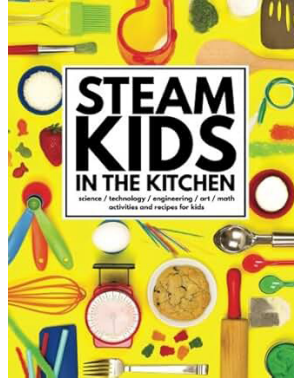
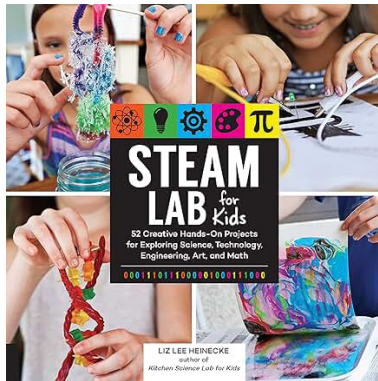
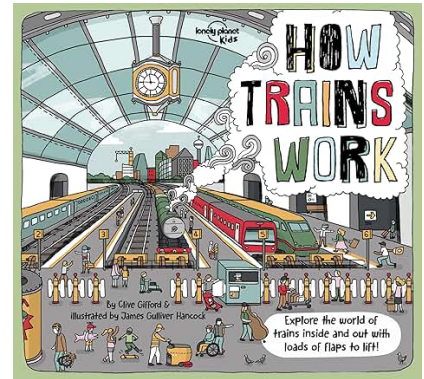
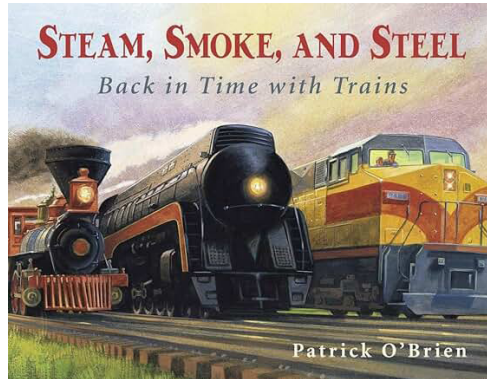
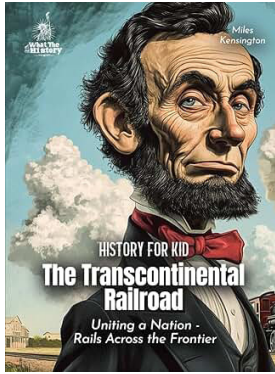
touch



smell



# LET'S READ MORE! Text to Text Connections



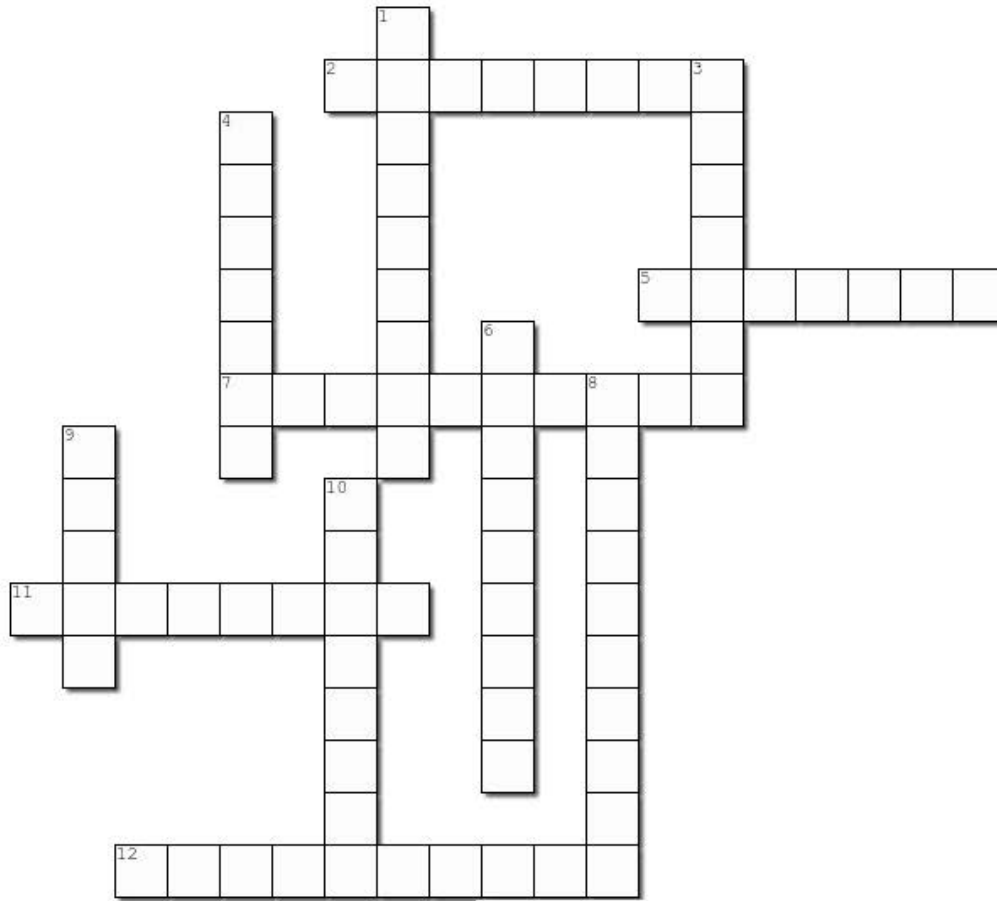
## APPENDIX A

### Knowledge Building Vocabulary List:

Locomotive	Outright	Depot	Tickets
Comfortable	Bonds	Platform	Aisle
Double header	Finance	Passengers	Shudder
Trestles	Network	Railyard	Surround
Rickety	Momentum	Smudge	Rhythm
Switches	Immigrants	Machine	Prairies
Curves	Former	Pride	Frontier
Gauge	Funding	Tender	Neighbors
Pressure	Rivals	Conductor	Convenience
Valves	Enterprise	Firebox	Lurching
Buckle	Grading	Cinders	Tighten
Pulpits	Roadbed	Throttle	Reverse
Bleak	Striving	Lever	Whistle
Buttes	Junction	Release	Between
Recruited	Transcontinental	Steam	Together
Basin	Reduced	Pistons	Moment
Isthmus	Grunt	Metal	Porters
Authorize	Heave	Breathes	Ceiling

Name: \_\_\_\_\_

# Locomotive



Created using the Crossword Maker on TheTeachersCorner.net

### Across

- 2. the quantity of motion of a moving body, measured as a product of its mass and velocity.
- 5. (of a structure or piece of equipment) poorly made and likely to collapse
- 7. a self-propelled vehicle that runs on rails and moves railroad cars
- 11. a large area of tracks where trains and locomotives are stored, sorted, loaded, and unloaded
- 12. a traveler on public or private transportation other than the driver, pilot, or crew

### Down

- 1. a member of a train's crew who is responsible for the safety and comfort of passengers and the cargo, and for coordinating th
- 3. an apparatus using or applying mechanical power and having several parts
- 4. used to communicate with rail workers and warn the public of a train's actions
- 6. a large natural elevation of the earth's surface rising abruptly from the surrounding level
- 8. a person who comes to live permanently in a foreign country
- 9. used to propel a steam locomotive and its attached cars
- 10. a device that controls the speed of a train

- Down
- 1. conductor
  - 2. momentum
  - 3. machine
  - 4. whistle
  - 5. rickety
  - 6. mountains
  - 7. locomotive
  - 8. immigrants
  - 9. steam
  - 10. throttle
- Across
- 11. railyard
  - 12. passengers



## Locomotive

J T R O A D B E D B G P U M T T W Z  
 S I G U M H P L F P R R  
 K O S M Q E J A I F A  
 D M J E S A F T J P S K N  
 R N T K W V W F U B S N S  
 A T T H R O T T L E X O K T Y T R J T U C F M H  
 Y Z E Y M P R E S S U R E I I N H U F T O R X R E S  
 L U M G M D I L S R S M P C N U Q N E O N I H V L K  
 I T X E V I T O M O C O L K D A V H M Z T C B M J U  
 A E R E N I H C A M E C I E B H X H Z C I K U V X L  
 R S M U T N E M O M Z T O T R P F R B U N E P Q U  
 P A S S E N G E R S U L I N Q E I E X T E T L Q D  
 Q E X T H G Q R W M O P V O D D V V C U N Y D T Y  
 Y L D H C F O G A U G E V B E U U E J G T X I K S O  
 O E Q R E I T N O R F P O M X L C L R Y A U L K C I M  
 L R T G V M A E T S V W T P K O X T A S L L S U K U H Y  
 Z W D E P Q T M I T Q U V V W Z Q H O S E K A C V U L W L  
 E V H C M S P E Y A V A L C R N P R Z P  
 X C F W E M U L Q J G S

LOCOMOTIVE  
 PRESSURE  
 HEAVE  
 PASSENGERS  
 THROTTLE  
 STEAM  
 REVERSE

RICKETY  
 MOMENTUM  
 PLATFORM  
 MACHINE  
 LEVER  
 TICKET  
 FRONTIER

GAUGE  
 TRANSCONTINENTAL  
 RAILYARD  
 CONDUCTOR  
 RELEASE  
 WHISTLE  
 ROADBED