

Distance Learning/Videoconferencing  
at the



# Jack & the Beanstalk (A Fractured Fairy Tale)



Distance Learning  
Study Guide

PreK – 2<sup>nd</sup> Grade



Visual Communication  
Equipment provided by:

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# National Curriculum Standards for LIVE Videoconference Performance

\*visit [www.educationworld.com](http://www.educationworld.com) for a full list of national standards

## Did You Know?

**Puppetry is a unique art form that encompasses music, visual arts, and performing arts!**

### Language Arts

*Classic fairy tales are performed through an arts medium. Students communicate and engage with the presenter throughout the performance.*

[NL-ENG.K-12.9](#) MULTICULTURAL UNDERSTANDING

[NL-ENG.K-12.11](#) PARTICIPATING IN SOCIETY

[NL-ENG.K-12.12](#) APPLYING LANGUAGE SKILLS

### Fine Arts/Music

*David Stephens lead students through a call-and-response song at the beginning of this performance.*

[NA-M.K-4.6](#) LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

[NA-M.K-4.8](#) UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

[NA-M.K-4.9](#) UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

### Fine Arts/Theatre

*David Stephens performs various stories with audience interaction throughout the performance.*

[NA-T.K-4.2](#) ACTING BY ASSUMING ROLES AND INTERACTING IN IMPROVISATIONS

[NA-T.K-4.7](#) ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

[NA-T.K-4.8](#) UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

### Fine Arts/Visual Arts

*David Stephens is also a puppet builder. He created puppets and props used during the performances.*

[NA-VA.K-4.1](#) UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES

[NA-VA.K-4.6](#) MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

### Technology

*Students and teachers are actively participating with interactive media technology during the live videoconference.*

[NT.K-12.1](#) BASIC OPERATIONS AND CONCEPTS

[NT.K-12.2](#) SOCIAL, ETHICAL AND HUMAN ISSUES

[NT.K-12.3](#) TECHNOLOGY PRODUCTIVITY TOOLS

[NT.K-12.4](#) TECHNOLOGY COMMUNICATION TOOLS

[NT.K-12.5](#) TECHNOLOGY RESEARCH TOOLS

# Synopsis

You may think you know the story of Jack and the Beanstalk, but you've never seen a version like this! Join David Stephens and All Hands Productions for a different look at this fractured fairy tale of Jack and his encounters with some magic beans, a beanstalk, a giant and some other fairytale favorites such as Rumpelstiltskin and a shoemaker's elf. In this truly silly version, Jack's pet dog (no cow here!) gets him into trouble by knocking over an old hag's bucket of stink. The old hag planned to enter the stink in the National Stink- Off Competition! She turns Jack into a frog and commands him to bring her a giant's stink to replace what she lost. Wasting no time, Jack gets a little help from Rumpelstiltskin and a shoemaker's elf to find magic beans, grow a talking beanstalk, and find a lonely giant named Jeffrey and his pet goldfish Tina. Jack and Jeffrey help each other out and become fast friends just in time for the old hag's stink off competition. Lessons of friendship and acceptance shine through in the end of this fractured fairy tale. David leads the interactive program with a sing-a-long song—kazoo included!

## About the Story

The story of *Jack and the Beanstalk* is one of the most enduring fairy tales in the world. Versions of this story can be found in most cultures across the globe in one form or another. There are many folk tales from Germany in which the hero triumphs over a giant. In New Guinea, a legend is told of a young boy who, along with his mother, climbs a beanstalk to slay a human-eating giant named Tauni-kapi-kapi who represents the destructive power of storms. From Cornwall, England come the tales *Jack Spriggins and the Enchanted Bean*, *Jack the Giant Killer* and *The History of Mother Twaddle and the Marvelous Achievements of Her Son Jack*. There is even a Hawaiian version called *Keaka and the Lilikoi Vine*, in which a boy trades his goat for the seeds of a passion fruit, or lilikoi. Common to all of these stories is a mysterious plant that grows overnight, winding its way up through the clouds to a magical place of great wealth. The story of *Jack and the Beanstalk* has been a traditional holiday pantomime in England for hundreds of years and is frequently presented by puppeteers and acting companies in the United States year-round.

## Style of Puppetry

The tales that make up *Jack & the Beanstalk* are performed with hand puppets and rod puppets. Hand puppets are operated by a puppeteer's hand inside the puppet's head. By opening and closing his hand, a puppeteer can make her/his puppet's mouth open and close while providing a voice for the puppet. This is called lip synch. Rod puppets are puppets built on sticks, or rods, that the puppeteer holds above his or her head. David performs the puppets from behind a playboard. The audience sees the puppets performing in the lighted playing area while David is hidden down below.

## About the Artist

David Stephens (creator & puppeteer) is the founder of All Hands Productions. He first became interested in the art of puppetry as a child while watching Jim Henson's *The Muppet Show*. Over the last fifteen years, Stephens has performed original shows in schools, libraries, festivals and at the Center. He has also built puppets for a variety of clients and taught workshops on puppet building and manipulation. He obtained his MA in Puppet Arts from the University of Connecticut in 2001. From design and construction to puppet performance, his work has been seen in live shows and on television. It is his goal to bring quality entertainment to families and to promote the art of puppetry. Stephens relocated to New York City to pursue a career in television puppetry. He performed on PBS' "SeeMore's Playhouse" and also performed in Season 39 of "Sesame Street."

# Bibliography

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- Haviland, Virginia. *Favorite Fairy Tales Told in England*. Beech Tree Books, 1994.
- Jordan, Helene J. *How a Seed Grows (Let's-Read-and-Find-Out Science I)*. HarperTrophy (revised edition) 1992.
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- Laird, Donivee Martin. *Keaka and the Lilikoi Vine*. Barnaby Books, 1982.
- Osborne, Mary Pope. *Kate and the Beanstalk*. Atheneum/Anne Schwartz Books, 2000.
- Rose, Carol. *Giants, Monsters and Dragons: An Encyclopedia of Folklore, Legend and Myth*. W.W. Norton and Company, 2001.
- Steig, Jeanne. *A Handful of Beans*. Harper Collins Publishers, 1998.
- Walker, Paul R. *Giants! Stories from Around the World*. Harcourt Brace & Co., 1995.
- Wilde, Oscar. *The Selfish Giant*. Puffin Books, 1982.



# Internet Resources

<http://allhandsproductions.com/>

Visit your puppeteer pal David Stephens online.

<http://www.nationalgeographic.com/grimm/>

Learn about the Grimm Brothers at the National Geographic website.

<http://www.usm.edu/english/fairytales/jack/jackhome.html>

Visit an online archive where you can read and compare several different English versions of *Jack and the Beanstalk*.

<http://www.pitt.edu/~dash/grimm.html>

Visit this site for a comprehensive Grimm Brothers database with links to many folk and fairy tale sites.

<http://www.its-behind-you.com/jackandbean.html>

See pictures from a traditional English pantomime of *Jack and the Beanstalk*.

<http://www.absolutel.net/jack-&-the-beanstalk.html>

Visit this website to read an illustrated version of the story of *Jack and the Beanstalk* online.

<http://www.crazyforcows.com/>

Are you crazy for cows? Come join the herd and celebrate all things bovine at [crazyforcows.com](http://www.crazyforcows.com).

<http://www.gold.org/discover/knowledge/faqs/>

Visit the World Gold Council online to learn interesting facts about gold.

<http://www.gandolf.com/cornwall/giants/introduction.shtml>

Learn about the mythical giants of Cornwall, England at this unique and fascinating website.



Vintage illustration from Tenggren's *Jack and the Beanstalk*,  
Golden Press 1953

# Learning Activities

## P-K & K: Comparing Two *Jack and the Beanstalk* Stories

**Georgia Bright from the Start Pre-K Content Standards covered:** Language & Literacy: LD1 b, d; LD5 a, b. **GA Performance Standards (GPS) covered:** Kindergarten, English Language Arts, Reading (Vocabulary): ELAKR5, (Comprehension): ELARK6, (Listening/Speaking/Viewing): ELAKLSVI.

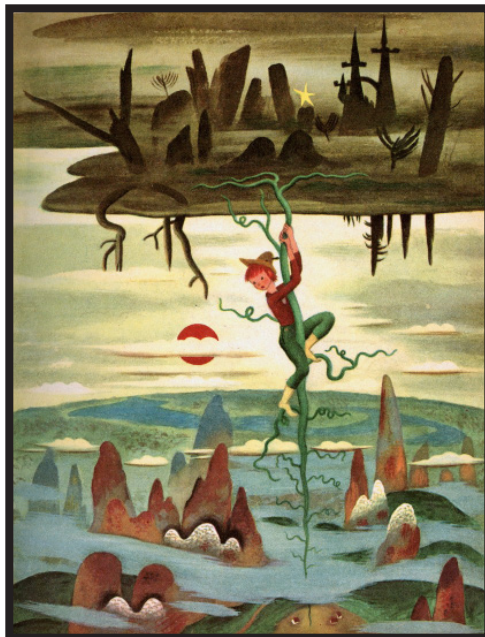
**Objective:** Students will employ critical thinking skills to compare and contrast elements of two versions of the same fairy tale.

**Materials:** Copies of one or two different *Jack and the Beanstalk* picture books (see Bibliography section of this study guide), chart paper, colored markers.

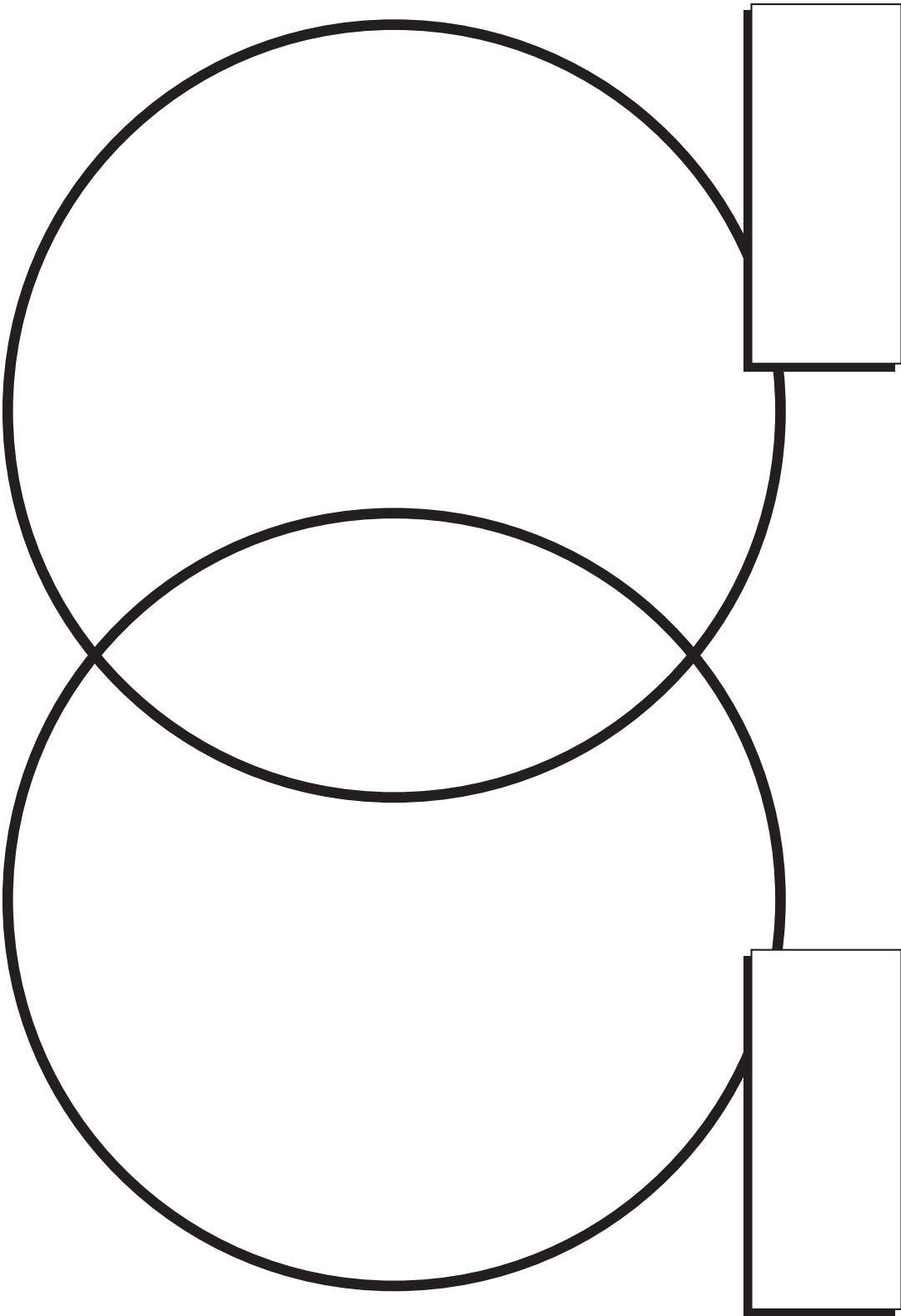
### Procedure:

1. Before attending the performance of David Stephens' *Jack & the Beanstalk* at the Center for Puppetry Arts, read a picture book version of *Jack and the Beanstalk* to your students. After you return from the performance, re-read the picture book. Ask them to compare the story in book form to the puppet show. (If you are not attending the performance, compare two versions of the story from the Bibliography section of this study guide).
2. On chart paper, make a simple Venn diagram (see Fig. 1). Label one circle "Book" and the other "Puppet Show." You may want to use three different colored markers when filling in your chart.
3. Ask students to recall details that are unique to each version and list them in the corresponding circles. Then, ask students to think of elements that are the same in both versions. List these details in the space where the circles overlap.
4. Display Venn diagram in classroom surrounded by student drawings depicting scenes from each of the two stories.

**Assessment:** Monitor student participation/responses for comprehension of comparing and contrasting. Save students' drawings for Language Arts portfolios.



Vintage illustration from  
*Tenggren's Jack and the Beanstalk*,  
Golden Press 1953



*Figure 1. Venn Diagram*

# Learning Activities

## 1st & 2nd Grade: Plant your Own Beanstalk!

**Georgia Performance Standards covered:** **Grade 1**, English Language Arts, Reading (Concepts of Print): ELAR1; English Language Arts, Writing: ELA1WI. Science, Life Science: S1L1. **Second Grade**, English Language Arts, Writing: ELA2WI.

**Objective:** Students will plant a bean seed and observe and describe the plant parts as they grow and change.

**Materials:** Clear plastic or Styrofoam cup or small clay pot, potting soil, 3-4 bean seeds, water, writing journal, pencil. (The advantage of a clear plastic cup is that students may be able to view their plant's roots in the soil.)

### Procedure:

1. Fill cup/pot with soil about half way. To incorporate fractions into the lesson, ask students to fill their cups one quarter full, then half full.
2. Plant the seeds and cover with soil until the cup/pot is about three quarters full.
3. Water and place in a sunny spot.
4. Have students recall the steps up to this point and record in their journals. Draw a picture and be sure that every journal entry includes the date.
5. Students should observe beanstalk every other day and draw a picture of their observations. Some days may have no change. That is okay; have them record it anyway.
6. When beans begin to grow, have students measure the height of their plants and record the results in their journals. Students should label each part of the plant: stem, leaves and even the roots below the surface if visible. By now, plants may be getting too large for the cup/pot they were planted in and will need to be replanted into a larger container with more soil. Ask students to predict what would happen if the plant continued to keep growing in too small a space.

**Assessment:** Check student journals for completion. Ask students to recall from memory the process of their plant's growth from the first day to the last.

# Additional Learning Activities

\*These activities are more advanced and are applicable for older audiences.

## 3rd & 4th Grade: Research Your Favorite Exotic Plant

**Georgia Performance Standards covered: Grade 3**, English/Language Arts (ELA), Writing, ELA3W1. **Grade 4**, Language Arts, Written Communication (Reading): 13, 16, 17, 21; (Writing): 39, 40, 41. Social Studies, Core Social Studies Skills (Information Processing): 24, 25, 26, 36. **Georgia Performance Standards covered: Grade 4**, English/Language Arts (ELA), Writing, ELA4W2.

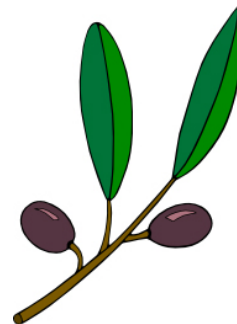
**Objective:** Students will select an exotic plant to research and then write a report on their findings.

**Materials:** Paper, pencils, computers with Internet access, access to school media center and/or public library. This website may be helpful: <http://www.worldplants.com/>.

### **Procedure:**

1. **Prewriting.** Teacher should guide students through a brainstorming session to list different exotic plants such as Venus Flytrap, Strawberry Guava, Blueberry Flax, etc. Make sure students understand the difference between commonplace and exotic.
2. **Research.** Ask each student to select a type of exotic plant that they would like to learn more about. Once they have chosen a plant to research, they should locate books, encyclopedias, digital media and websites on the Internet to gather information about their species. They may also conduct an interview with a botanist in person, email or by telephone.
3. **Drafting.** Students should use research finding to complete the first draft. Ask students to address the following points:
  - Describe your plant's appearance.
  - In what type of climate does your plant grow?
  - In what part of the world is your plant found?
  - Does your plant produce flowers? Fruit? Berries?
  - Is your plant poisonous to humans or animals?
  - Do humans use your plant to manufacture a product?
4. **Revising and Editing.** Have students prepare a first draft of their report for editing. Ask students to draw an illustration of what their exotic plant looks like.
5. **Publishing.** Final drafts should be presented before the class.

**Assessment:** Check to see if students have followed the writing process: prewriting, drafting, editing and publishing. Save finished reports for student writing portfolios.



# Additional Learning Activities

## 5th & 6th Grade: How Do Folk Tales Change Over Time?

**Georgia Performance Standards covered:** **Grade 5**, English/Language Arts (ELA):

Reading: ELA5RI; Writing: ELA5WI; *Sixth Grade*, English/Language Arts (ELA), Reading: ELA6RC2;

Writing: ELA6WI.

**Objective:** Students will compare and contrast two different versions of *Jack and the Beanstalk* – one recent children’s picture book of their own choosing and *Jack the Giant Killer* from an 1898 book of fairy tales. Then students will report on their findings.

**Materials:** Computers with Internet access and printers, a copy of *Jack and the Beanstalk*, paper and pencils.

### **Procedure:**

1. Students should find a recent picture book of *Jack and the Beanstalk* and check it out from the school media center or public library and bring it to class.
2. Next, have students go online and print out the 1898 version of *Jack the Giant-Killer* from <http://www.2020site.org/robbinhood/jackgiant.html>.
3. After reading both versions of the story, students should consider these questions:
  - What is the main difference between the two versions?
  - How many years have passed since *Jack the Giant Killer* was written? (Subtract 1898 from current year)
  - How is the language different? Give specific examples.
  - How are the characters in the story different?
  - How is the plot different?
  - What values are represented in each? Is the purpose of the story different?
  - Why do you think the story has changed so much in 100 years? Do you feel that *Jack the Giant Killer* is appropriate for young children today? Was it ever an appropriate story for young children? Why or why not?
4. Ask students to write an essay stating their observations and conclusions.

**Assessment:** Have students share their essays with the class. Check for comprehension of discussion questions. Save essays for Language Arts writing portfolios.