Dear Educator,

Welcome to the Center for Puppetry Arts and Nappy's Puppets' production of *Jack & the Beanstalk*, adapted, directed and performed by Jim Napolitano. Founded in 1978, the Center is celebrating 30 years as a cherished cultural and educational resource in Atlanta. We value your patronage and are delighted that you have chosen us as a teaching resource. Your students are in for a big treat!

This study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. *Jack & the Beanstalk* is a delightful journey into the world of folklore. This spectacular show is the perfect accompaniment to a thematic unit on folklore, fairy tales, fantasy or children's literature.

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and Museum) meet Georgia Performance Standards (GPS), Georgia Quality Core Curriculum Standards (GA QCCs) and Georgia Bright From the Start Pre-K Program Standards. To access the GA Performance/QCC standards that have been correlated to each programming area according to grade level, click the links below:

Jacob & the Beanstalk, P-K & K  
Jacob & the Beanstalk, Grade 1  
Jacob & the Beanstalk, Grade 2  
Jacob & the Beanstalk, Grade 3  
Jacob & the Beanstalk, Grade 4  
Jacob & the Beanstalk, Grade 5  
Jacob & the Beanstalk, Grade 6

To access a complete list of GA QCC Standards for all grades and subjects, please visit [http://www.georgiastandards.org/](http://www.georgiastandards.org/).

Thank you for choosing the Center for Puppetry Arts for your study trip. We hope that your students’ experience here will live on in their memories for many years to come.

Sincerely,

Alan Louis  
Director of Museum and Education Programs
Synopsis

All Jack wanted was to help his mother. But instead, he managed to set a giant on the loose! This classic folktale about a cattle sale gone wrong is based on the Appalachian version and is performed in four parts by solo puppeteer Jim Napolitano of Nappy’s Puppets. Using vivid shadow puppetry, lively songs and humor, this master puppeteer tells the story of Jack and his ill-fated beans, while working in other short stories, vignettes and songs too! The show features hand crafted shadow figures and is fast paced, action-packed, and full of laughs!

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

Jack and the Beanstalk is performed with shadow puppets, which are jointed figures that are cut from sheets of cardboard or plastic. The audience never actually sees the puppet itself but its shadow, or silhouette. The puppets have control rods attached to different parts of the puppets’ bodies. The puppeteer is behind an illuminated shadow screen holding the control rods and pressing the shadow puppets directly against the back of the screen. By manipulating the control rods, the puppeteer can make the puppets act out the story on the shadow screen. All of the character voices and sound effects are performed live by the puppeteer.

About the Artist

Jim Napolitano is a native of Milford, Connecticut and a graduate of the University of Connecticut’s Puppet Arts Program. After completing his degree, Jim worked with Bits n’ Pieces Puppet Theater performing around the country and around the world including stops in Japan and Taiwan. Jim is now a freelance artist and performer. Jim’s work can be seen on Between the Lions, The Book of Pooh, The Weinerville Chanukah Special, A Show of Hands and Stick Stickly.
Bibliography


• Grawowsky, Dr. Alvin. *Giants Have Feelings, Too/Jack and the Beanstalk (Another Point of View)*. Raintree/Steck-Vaughn, 1996.


Internet Resources

http://www.nappyspuppets.com/
Visit your puppeteer pal Jim Napolitano 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.absolutel1.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.gold.org/discover/knowledge/faqs/
Visit the World Gold Council online to learn interesting facts about gold.

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

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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): ELAKLSV1.

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 a performance of Jim Napolitano’s Jack and 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.

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Learning Activities

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

Georgia Performance Standards covered: Grade 1, English Language Arts, Reading (Concepts of Print): ELA1; English Language Arts, Writing: ELA1W1. Science, Life Science: S1L1. Second Grade, English Language Arts, Writing: ELA2W1.

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.
Learning Activities

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


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.
Learning Activities

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

Georgia Performance Standards covered: Grade 5, English/Language Arts (ELA): Reading: ELA5R1; Writing: ELA5W1; Sixth Grade, English/Language Arts (ELA), Reading: ELA6RC2; Writing: ELA6W1.

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.
Study Guide Feedback Form

The following questions are intended for teachers and group leaders who make use of the Center for Puppetry Arts’ study guides.

1. In what grade are your students?

2. Which show did you see? When?

3. Was this your first time at the Center?

4. Was this the first time you used a Center Study Guide?

5. Did you download/use the guide before or after your field trip?

6. Did you find the bibliography useful? If so, how?

7. Did you find the list of online resources useful? If so, how?

8. Did you reproduce the grade-appropriate activity sheet for your class?

9. Additional information and/or comments:

Please fax back to the Center for Puppetry Arts at 404.873.9907.
Your feedback will help us to better meet your needs. Thank you for your help!