

Center for Puppetry Arts Study Guide

Jack & the Beanstalk

By Lee Bryan, "That Puppet Guy"

May 24 - June 18

Wednesday - Friday: 10am & 12pm
Saturday: 11am, 1pm & 3pm
Sunday: 1pm & 3pm

Ages
4 and up

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Arts

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A Note from the Education Department

Dear Educator,

Welcome to the Center for Puppetry Arts and our production of Jack & the Beanstalk adapted and performed by "That Puppet Guy" Lee Bryan. Founded in 1978, the Center is a cherished cultural and educational resource in Atlanta. We value your patronage and are delighted that you have chosen us as a teaching resource.

This study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. This production of Jack & the Beanstalk is a colorful retelling of a familiar tale. This charming show is the perfect accompaniment to a thematic unit on children's literature, fairy tales, folklore, fantasy or the Brothers Grimm.

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

[Jack & the Beanstalk, P-K & K](#)
[Jack & the Beanstalk, Grade 1](#)
[Jack & the Beanstalk, Grade 2](#)
[Jack & the Beanstalk, Grade 3](#)
[Jack & the Beanstalk, Grade 4](#)
[Jack & the Beanstalk, Grade 5](#)
[Jack & the Beanstalk, Grade 6](#)

To access a complete list of GA QCC/Performance Standards for all grades and subjects, please visit
<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

Bibliography

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- Grawowsky, Dr. Alvin. *Giants Have Feelings, Too/Jack and the Beanstalk (Another Point of View)*. Raintree/Steck-Vaughn, 1996.
- Haley, Gail E. *Jack and the Bean Tree*. Crown Publishers Inc, 1986.
- 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 1)*. HarperTrophy (revised edition) 1992.
- Kalman, Bobbie. *How a Plant Grows*. Crabtree Publishing Company, 1996.
- Kellog, Steven. *Jack and the Beanstalk*. HarperTrophy, 1997.
- Laird, Donivee Martin. *Keaka and the Lilikoi Vine*. Barnaby Books, 1982.
- Steig, Jeanne. *A Handful of Beans*. Harper Collins Publishers, 1998.
- Walker, Paul R. *Giants! Stories from Around the World*. Harcourt Brace & Co., 1995.

Online Resources

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

Learn about the Grimm Brothers at the National Geographic Web Site.

<http://usmenglish.com/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.absolute1.net/jack-&-the-beanstalk.html>

Visit this Web site 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.

<http://www.puppetguy.com>

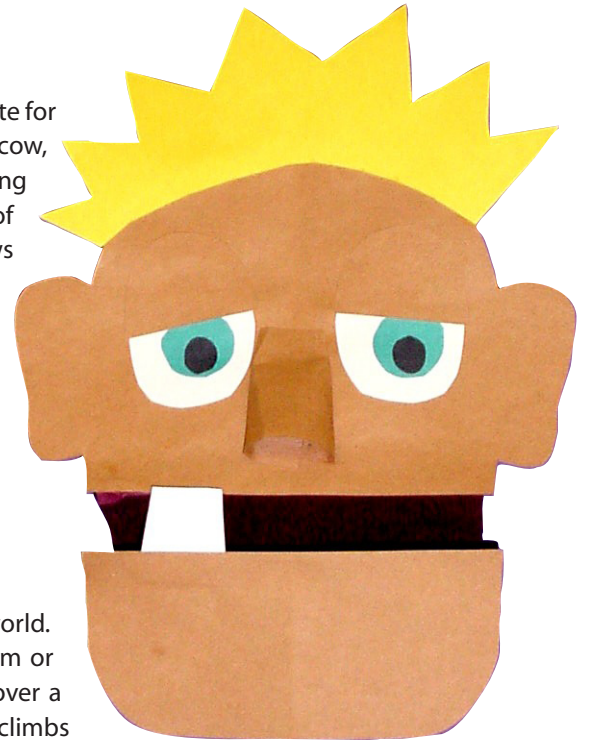
Drop in on "That Puppet Guy" Lee Bryan of Atlanta.

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

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

Synopsis

Jack is a lazy boy whose family is in trouble. When Jack's mother becomes desperate for money, she asks Jack to go to town and sell the family cow. Jack sets out with the cow, but along the way meets a mysterious stranger. The stranger tricks Jack into trading the cow for a handful of magic beans. When Jack returns home with a handful of beans and no cow, his mother is furious. In her anger, she takes the beans and throws them out the window. Overnight, the beans grow into a huge plant that reaches far up into the clouds. When Jack discovers the immense beanstalk, he climbs to the top. At the top of the beanstalk is a castle where a giant lives. Jack outwits the giant, gets the gold and returns to his mother. They chop the beanstalk down and live happily ever after.



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 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 (see Web sites) and is frequently presented by puppeteers and acting companies in the United States year-round.

Style of Puppetry

Lee Bryan uses an interesting combination of marionettes (string puppets), large hand puppets, rod puppets and shadow puppets to tell the story of Jack and the Beanstalk. Lee operates his hand puppets by placing one hand inside the puppet's head to turn the puppet's head and open and close the puppet's mouth. Lee performs his marionettes in full view of the audience (cabaret-style) giving the characters and performer greater mobility than if operated from a raised platform. The body of a marionette is jointed like a doll. This type of puppet is supported by strings of heavy black fishing line connected to different parts of the puppet's body. All strings lead up to an "airplane control," a cross-shaped control device that the puppeteer holds in one hand. Tilting the control back and forth makes the puppet's head turn from side to side or look up or down. Rocking the control will make the puppet walk. The puppeteer's other hand can be used to pull strings to move the puppet's arms and hands. Musical cues, sound effects, vocal characterizations and original songs combined with a variety of puppetry styles give the show a unique feel. The performance is a showcase for the many talents of a hard-working puppeteer!

Learning Activities

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

GA Pre-K Bright from the Start Content Standards: Pre-K, 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 Lee Bryan'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 Figure 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.

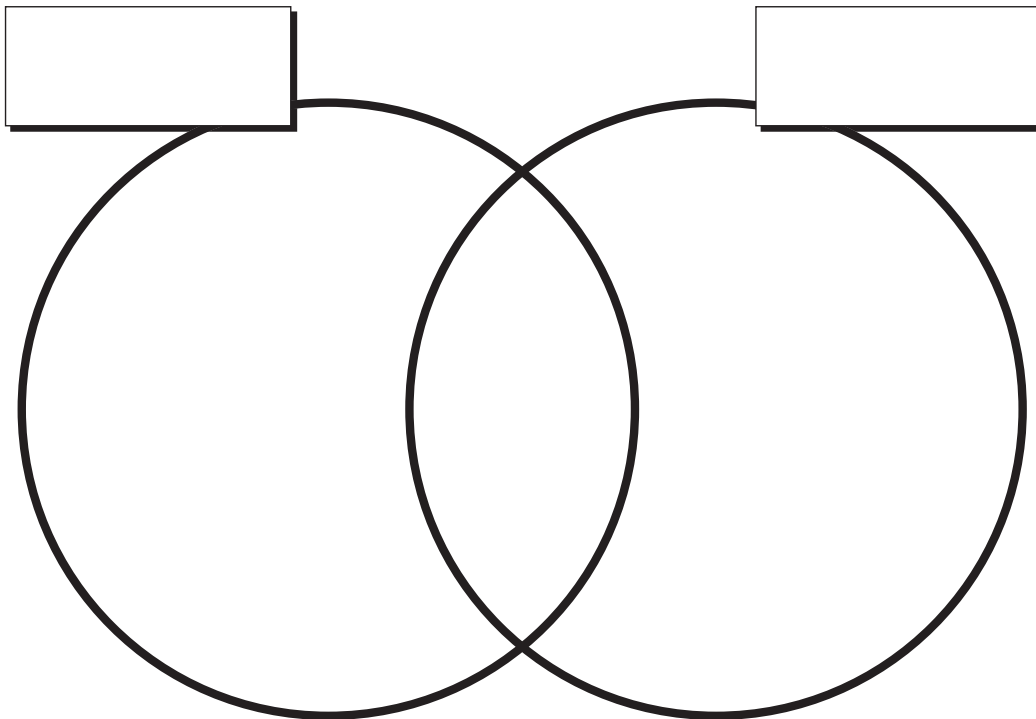


Figure 1. Venn Diagram

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

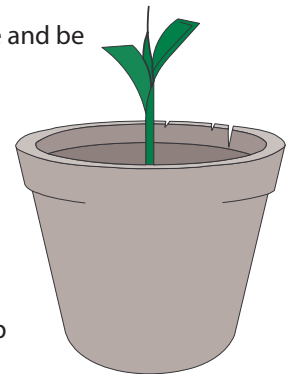
GA Performance Standards (GPS) covered: **First Grade**, English Language Arts, Reading (Concepts of Print): ELAR1; English Language Arts, Writing: ELA1W1. Science, Life Science: S1L1. **Second Grade**, English Language Arts, Writing: ELA2W1.

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.

3rd & 4th Grade: Create A Word Search Puzzle in Spanish!

Third and Fourth Grade: GA Performance Standards (GPS) covered: **Third Grade**, English Language Arts (Conventions): ELA3C1, L; **Fourth Grade**, English Language Arts (Conventions): ELA4C1, D, F.

Objective: Students will create a word search puzzle using vocabulary words from a Spanish retelling of *Jack and the Beanstalk*.

Materials: Computers with Internet access and printers, chart paper, pencils, notebook paper, a copy of *Juan y Los Frijoles Magicos* by Francesca Bofill (see Bibliography section of this study guide)

Procedure:

1. As a warm-up activity, have students go to <http://www.npl.org/Pages/KidsPlace/jackmaze.html> and print out the *Jack and the Beanstalk* maze to solve.
2. Read *Juan y Los Frijoles Magicos* by Francesca Bofill to the class. When you are finished, ask students to recall Spanish vocabulary words from the story: frijoles (beans), magicos (magic, plural). List the vocabulary words on chart paper.
3. Have students each select between 5-10 words from the list and write them down.
4. Students should then go to <http://www.puzzlemaker.com/>, select "Word Search Puzzle" from the menu and follow the directions. After they have entered all of their words, they should click on "Create a Printable Version."
5. Have students print out puzzles and exchange with a classmate to solve.

Assessment: Check word search puzzles for completeness.

Learning Activities (continued)

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

GA Performance Standards (GPS) covered: **Fifth Grade**, 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 they 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?
3. Ask students to write an essay stating their observations and conclusions.

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

The Center for Puppetry Arts is a non-profit, 501(c)(3) organization and is supported in part by the National Endowment for the Arts; the Georgia Council for the Arts through the appropriations of the Georgia General Assembly (the Council is a Partner Agency of the National Endowment for the Arts); and contributions from individuals, corporations and foundations. Major funding for the Center is provided by the Fulton County Board of commissioners under the guidance of the Fulton County Arts Council. Major support is provided by the City of Atlanta Bureau of Cultural Affairs. The Center is a participant in the New Generations Program, funded by the Doris Duke Charitable Foundation/The Andrew W. Mellon Foundation and administered by Theatre Communications Group (TCG), the national organization for the American theatre. The Center is a constituent of Theatre Communications Group and a member of the Atlanta Coalition of Performing Arts. The Center also serves as headquarters of UNIMA-USA.



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Study Guide Feedback Form

The following questions are intended for the 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. Is this your first time at the Center?

4. Was this the first time you used a 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 activity sheet for your grade?

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!