

Jack and the Beanstalk Study Guide

Objectives

This study guide can be used before and/or after seeing the *Jack and the Beanstalk* puppet show at the Great Arizona Puppet Theater. Students will practice their compare and contrast skills as well as their critiquing skills. Students will also make their own mask and color pictures while reading through the story! This guide is good for **parents and teachers** alike.

Please take or leave any parts of this study guide that will be good for your students or child. The puppet show and this study guide are best for Kindergarten age to grade 3: feel free to tailor the activities to your specific class or child's needs and grade level.

Arizona State College & Career Ready Standards

Reading Literature, Writing, and Speaking and Listening Standards:

K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (*Coloring pages, Post show discussion*)

1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (*Post show discussion*)

2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (*Post show discussion*)

K.RL.3. With prompting and support, identify characters, settings, and major events in a story (*Story review, Coloring pages, Post show discussion*)

1.RL.3. Describe characters, settings, and major events in a story, using key details (*Story review, Coloring pages, Post show discussion*)

2.RL.3. Describe how characters in a story respond to major events and challenges. (*Post show discussion*)

Science Standards for Kindergarten through Grade 1

K.4.3.PO2. Identify that plants and animals need the following to grow and survive: food, water, air, space (*Grow Your Own Beans*)

1.4.1.PO1. Identify the following as characteristics of living things: growth and development, response to stimulus (*Grow Your Own Beans*)

Theatre Arts Standards for Kindergarten through Grade 1:

TH:CR.1.Kb With prompting and support, interact with non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (*Make Your Own Mask*)

TH:RE8.1.Ka With prompting and support, identify preferences in . . . age-appropriate theatre performance. (*Post show discussion*)

TH:RE8.1.1a Explain preferences and emotions in . . . age-appropriate theatre performance. (*Post show discussion*)

TH:CN.10.1.Ka. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience. (*Post show discussion, Make Your Own Mask*)

The Story

The Great Arizona Puppet Theater's version of *Jack and the Beanstalk* is based on the original, well-known Cornish fairy tale. The Cornish version first appeared in print as "The Story of Jack Spriggins and the Enchanted Bean" in 1734. However, researchers believe that this story actually originated more than 5,000 years ago in oral story telling. The character of "Jack" is an archetypal Cornish hero and appears in many Cornish stories known as the "Jack Tales."

Using our coloring pages at the end of this guide (pages 6-13), tell your students the story of "Jack and the Beanstalk" before or after seeing the puppet show and have them color the pictures.

The Puppets

The human characters in this show are played with **hand puppets**, which are sometimes referred to as **glove puppets**. The puppeteer puts one or two fingers in the puppet's head, a thumb in one hand, and another finger in the other hand. Two puppets can be on stage at one time with only one puppeteer because the puppeteer can have one puppet on each hand. It takes a great deal of concentration to keep both puppets "alive" and focused during the performance. It also requires physical strength to hold the puppets at the correct height throughout the whole show.



The cow, chicken, and harp are called **rod puppets** because they are operated by moving a rod (stick) attached below its body. Animal legs are attached loosely to their bodies so that they will look lively when the puppet is moved.

The giant is created by the puppeteer wearing a **mask**. When standing next to the small puppets that the puppeteer is operating, it gives the illusion that the puppeteer in mask is very large, while Jack as a puppet is very small. Find more information about the history of masks and their use in theater using the resources below. You can also have students make their own mask by following the directions on page 4.

Discussion Topics for Before the Show

Objectives: By discussing audience behavior and things to expect when seeing a live puppet show, students will benefit more from the experience of the show and understand how they are expected to behave in advance.

- Discuss theater audience behavior. How should our behavior be different seeing a live show rather than a movie or watching TV at home? Remind students that they can laugh and react out loud to the puppets when they are prompted to, but that it is also important to be quiet and respectful throughout the show.
- Use the above information about the puppets to talk about how the puppets work and how they were made. You don't have to go into complete detail, rather make it a conversation about different kinds of puppets and puppet shows. For example, ask students: What shows

or movies with puppets have you seen before? How did the puppets move in those shows? How do you think puppeteers are able to bring puppets to life?

Discussion Topics for After the Show

Objectives: Students will answer questions about the puppet show and review the story of *Jack and the Beanstalk*. Students will also assess and discuss various elements of the puppet production and get an introduction to analyzing live performance.

The Play:

- Who were the main characters? Guide your students through a review of the play's plot. If you did not read the story and complete the coloring pages at the end of this guide before seeing the show, consider doing that activity now while reviewing the play.
- Had you heard this story before? How was the puppet show similar to the way you have heard this story before? How was it different?
- Have you ever had to give up something you really loved like Jack did at the beginning of the story? How did that feel?
- How did Jack react to giving up his cow? How did he react when he learned the giant stole from his family?

The Production/Performance:

- What did you like about the show? Are there parts you wish had been done differently?
- How is a puppet show different from a play performed with human actors? What are puppets able to do that humans can't?
- How was the giant created? Was the giant larger than Jack? Were you scared of the giant?
- For our productions as a whole, some important elements to consider are:
 - Puppet Design - What types of puppets were used? Did their design fit their character? Use the information on puppets found above to teach your class about the various types of puppets in the show and how they're made if you haven't done so already.
 - Costumes - What were the puppets wearing? Did their costumes fit their character? Was it appropriate for the time and place? What did the characters' costume make you think about each character?
 - Set Design - What did the set look like? Did it try to create a sense of "realism" - meaning was is true to reality or did it look made up? Did the set tell you the time or place well?
 - Manipulation - manipulation is the way that the puppet is moved, and can be used to assess the performance of a puppeteer. Did the puppets move in ways that are impossible for real people or animals? If so, was this appropriate for the play?

Grow Your Own Beans

Objectives: Jack's beans were magical and grew very quickly. In this activity, students will learn what it usually takes to grow a plant and identify what is needed for a plant to survive and how it reacts to different stimulus.

Materials:

- Pot for plants (you can use recycled materials such as Play-Doh containers, cups, jars, toilet paper rolls, or egg cartons — see resources for further instructions)
- Potting soil
- Bean seeds
- Water

Instructions:

- Fill the pots with potting soil. Have students place a bean seed in each pot and gently cover with more soil.
- Water seeds with recommended amount of water and give them the recommended amount of sunlight.
- Once you begin to see the seeds sprouting, measure the growth each day and keep a growth chart on the plants with your class.
- Throughout the growing process, discuss what it takes for the plant to survive (food, water, air, space) Also, ask students what happens to the plant when it gets water or sunlight and how it responds to different stimulating effects.
- Using your growth chart, assess how tall your class can make the beans grow and how long it takes to get to that height.



Make Your Own Mask

Objectives: Students will create their own mask using simple craft materials just like the mask our giant wears. Students will enjoy creating a giant character character like they saw in the *Jack and the Beanstalk* puppet show!



Materials:

- Paper plates
- Yarn or string (2 pieces per mask)
- Scissors
- Single hole punch
- Markers, crayons, or paint
- Glue—tacky glue or a low-temp hot glue gun work best
- Decorative materials — feathers, beads, pipe cleaners, fun foam, etc. (optional)
- Printed pattern on page 14 (optional)



Directions:

1. Choose one paper plate to create your mask. Use the pattern on page 14 to cut your mask in half. Cut eye slots out of your paper plate mask.
2. Use the other half of the paper plate to create ears, a nose, or anything else your mask character needs (picture to the left).
3. Color your mask and extra pieces using markers, crayons, or paint
4. Decorate your mask with any extra materials (above you can see we used pipe cleaners for whiskers).
5. Punch a hole on either side of your mask, the pattern gives an idea of where to punch holes. Thread a piece of yarn or strong string through each hole and tie a knot to attach each one to the mask.
6. Play with your mask! Put your mask on (you may need help tying it behind your head) and create a character based on your mask. Use the mask to help inform how to move your body and create a voice for your masked character!
7. After playing with the masks and creating characters, ask students how they are similar to their masked characters. How are they different?

Resources

Arizona State Standards:

<http://www.azed.gov/standards-practices/>

<http://www.nationalartsstandards.org/>

A classic version of “Jack and the Beanstalk:”

Joseph Jacobs (1890). *English Fairy Tales*. London: David Nutt. pp 59 - 67, 233.

(Available as a free ebook on Google Books.)

Great Arizona Puppet Theater:

<https://www.azpuppets.org>

History and facts about masks:

<http://www.historyofmasks.net>

Recycled plant pots:

<http://thekindergartenconnection.com/>

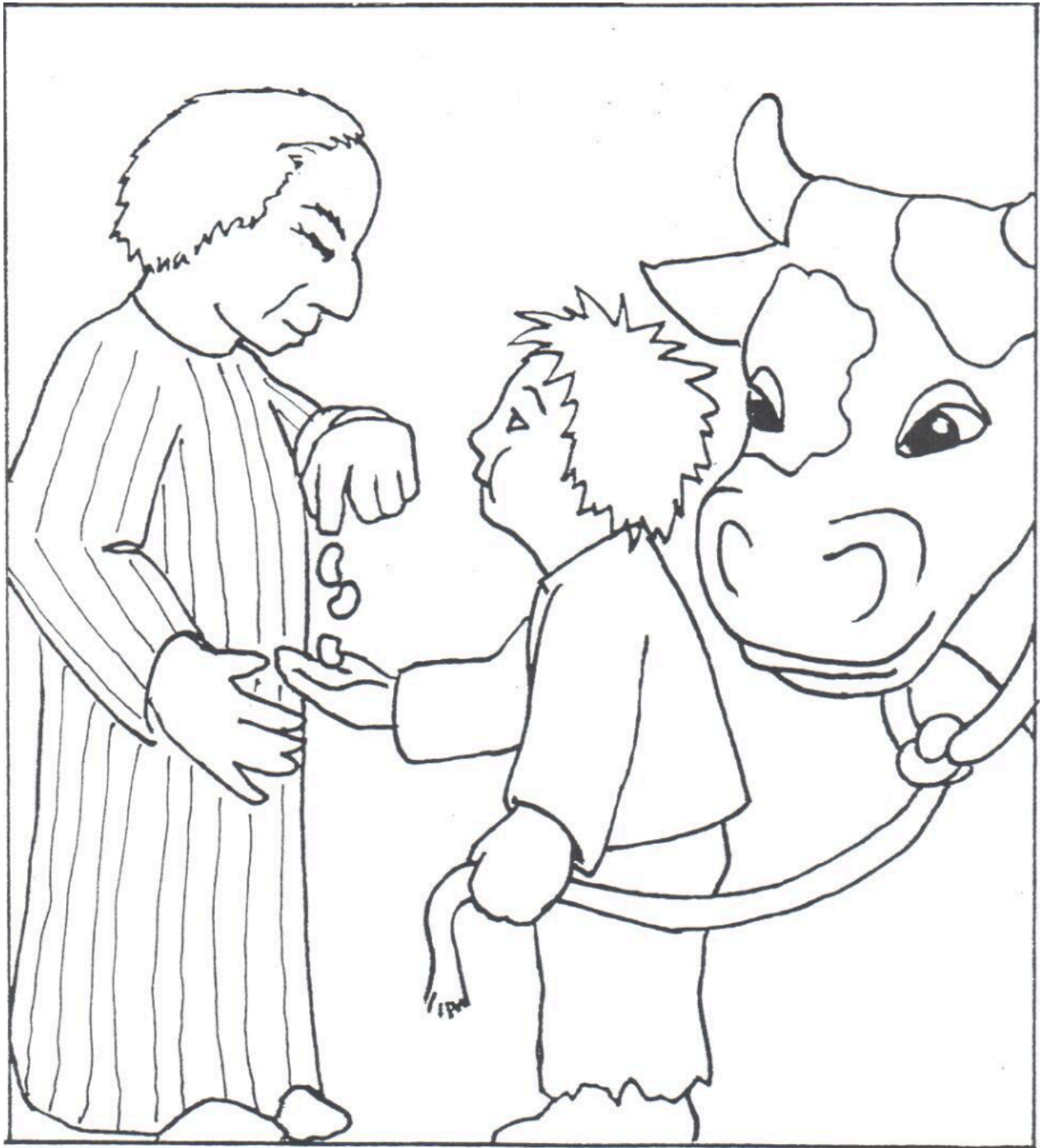
<http://everneveragain.blogspot.com/2013/04/play-doh-plants.html>

Please send any thoughts or appreciation letters to the Great Arizona Puppet Theater at:

302 W Latham St
Phoenix, AZ 85003
info@azpuppets.org

We love hearing from you and your students!

Once upon a time, there was a poor boy named Jack who lived with his mother. They were so poor that they had to sell their beloved cow, Bessie.



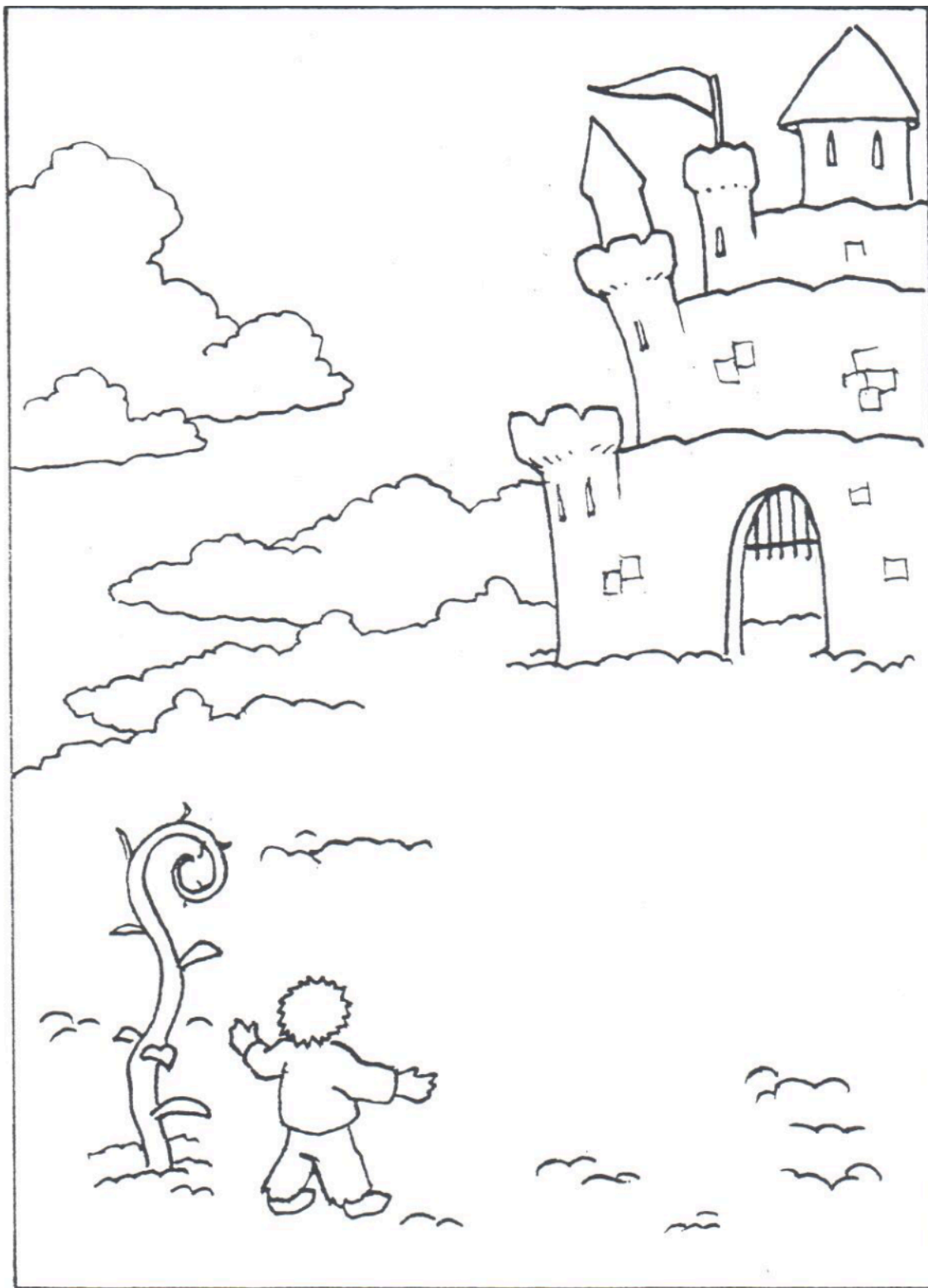
Sadly, Jack led Bessie to market. "Who will buy my cow?" he cried.
"I will buy your cow," said an old man. "I will give you magic beans for your cow.
Plant them and something wonderful will happen."
Jack rushed home to tell his mother about the magic beans. But Jack's mother was not happy. "You sold our cow for for beans? You are a foolish boy," she said.

Jack planted the beans and said some magic words, but the beans did not grow.
He went to bed feeling foolish and sad.



But while Jack was sleeping a magical thing happened.
The beanstalk grew and grew and grew until it reached the sky.
The next morning Jack woke up. "Wow!" he said. Look at that beanstalk!
And he climbed right up to the top of the sky.

At the top of the beanstalk Jack found himself in a magical land. In the distance he saw a huge castle and he set off to explore it.



Inside the castle, Jack heard a booming voice,
“Fee, fi, foe, fum. I smell the blood of a little one.
Be he live or be he dead, I’ll grind his bones to make my bread.”
Jack hid just in time. A giant came in and began to count his gold.



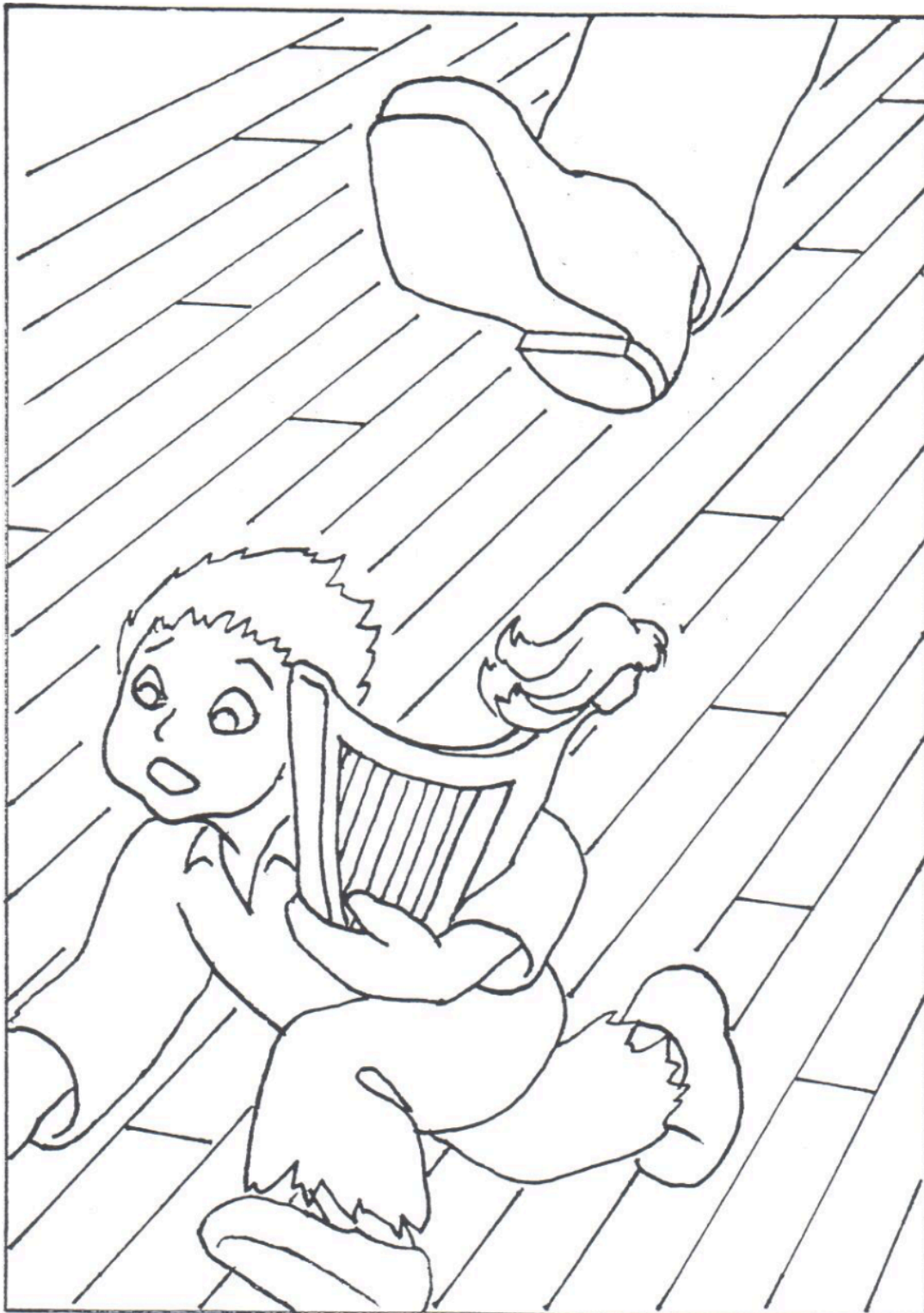
Soon, the giant got sleepy and fell asleep. Jack saw his father’s mark on the bag of gold. The giant had stolen the gold from his father! Jack took the gold home.

The next day, Jack climbed the beanstalk again. He saw the giant threaten a frightened little hen. "Lay a bigger golden egg or I will eat you!" the giant said.



Jack waited until the giant fell asleep, then took the hen down the beanstalk.
"It's your father's magic hen!" said his mother.

Once again, the next day, Jack climbed the beanstalk. This time he rescued a beautiful harp from the evil giant.

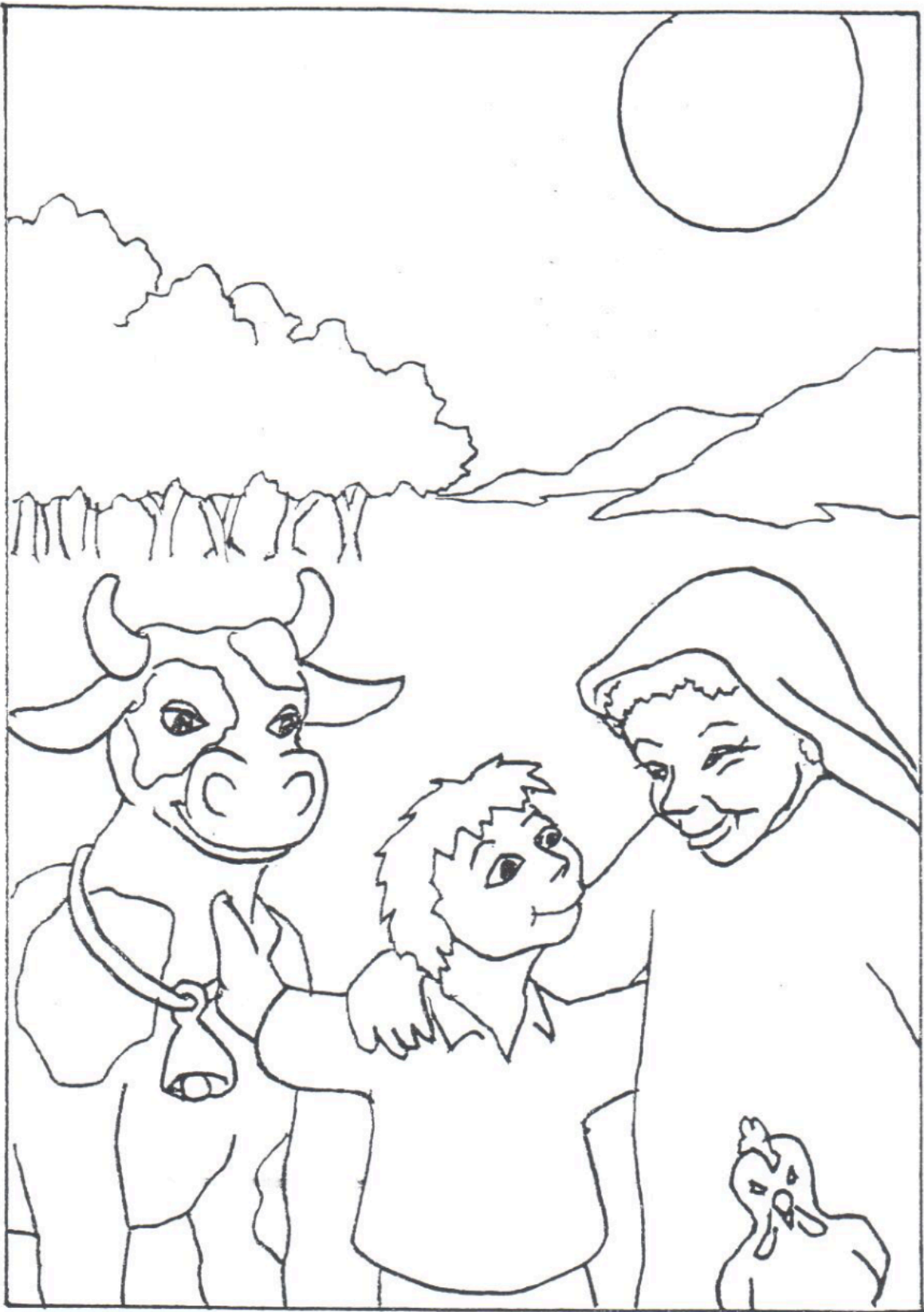


But as he took her, the giant woke up! "Thief!" he yelled.
And he ran after Jack.

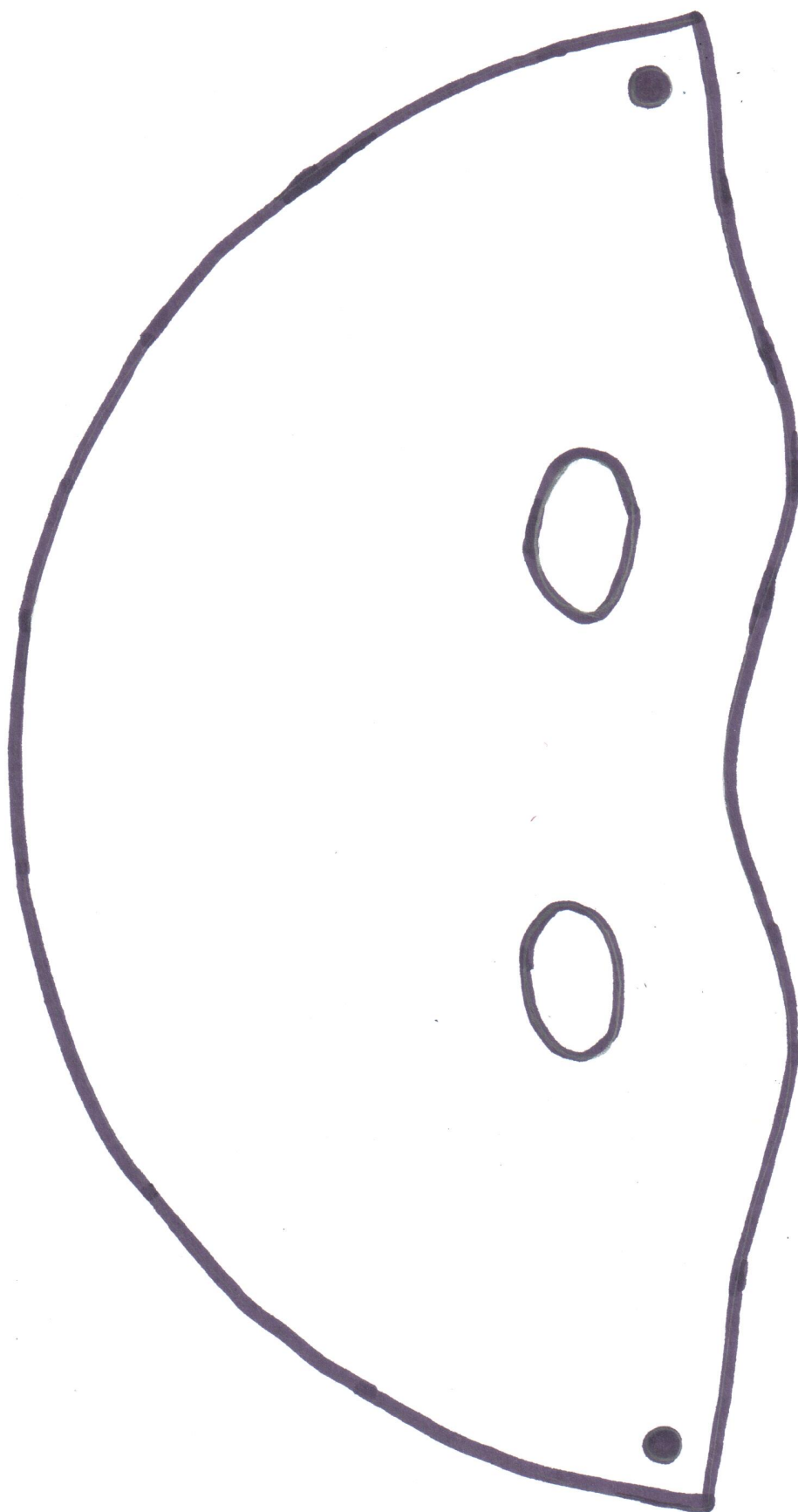
Jack hurried down the beanstalk as fast as he could, but the giant was right behind him!
Jack began to chop the beanstalk.



Finally, the giant fell. And that was the end of the giant.



Jack and his mother used some of the gold to get their old cow back.
And they lived happily ever after with the hen, the harp, and dear old Bessie.
The End.



PAPER PLATE MASK PATTERN
GREAT ARIZONA PUPPET THEATER