



The GIANT, the Beanstalk & Jack

This teacher guide is designed to provide both teachers and students with a more comprehensive understanding of theater and live performance.

Show Synopsis



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Teacher Guide



Performance Specifics

Show Length: 45 minute show, includes behind the scenes demonstration

Audience: Pre-K thru 5th grade and families for audiences of up to 300

Technical Support: Lighting and sound support provided by the puppeteer

Staging Requirements: This show is intended for a stage performance and is best viewed on a stage with a MINIMUM rise of three feet from the ground level. Requirements include an indoor space at least 15ft square and close proximity to an electrical outlet.

Show Synopsis

THE GIANT, THE BEANSTALK AND JACK is a one-of-a-kind adaptation, loosely based on the favorite tale of a lazy boy named Jack who outwits the Giant, gets the gold, saves the farm, and of course, lives happily ever after! However, this clever one-person show also serves to educate in the art of puppetry, combining marionettes with hand, rod and even shadow puppets for a show-stopping production your audiences won't soon forget.

Featuring live vocal characterizations and a script written partially in verse, **THE GIANT, THE BEANSTALK AND JACK** contains three original musical compositions, “*For Now I’ll Just Be Me*”, “*Up the Beanstalk*” and “*It’s a Giant Life For Me*,” making this mini-musical FEE FI FO FUN for the entire family.



CURRICULUM CONNECTIONS

The Giant, The Beanstalk and Jack includes content from these Common Core and Georgia Performance Learning Standards.

(Click to view):

* [Language Arts](#)

* [Theatre](#)

* [Music](#)

PROGRAM OBJECTIVES

* Students will gain an understanding of live performance and puppetry arts.

* Students will observe a unique combination of storytelling and puppetry.

* Students will learn about different puppet types, including shadow puppets, rod puppets and marionettes.

Vocabulary

adaptation - something that has been modified to suit different conditions or a different purpose

rhyme - a similarity in the sound of word endings, especially in poetry

barter - to exchange goods or services in return for other goods or services

musical - relating to or producing music

prop - an object used during the performance of a play or film

stalk - the main stem or axis of a plant that is fleshy rather than woody

marionette - a puppet operated by means of strings attached to its hands, legs, head, and body

chore - a task, especially an ordinary household task, that has to be done regularly

fairy tale- a story for children about fairies or other imaginary beings and events, often containing a moral message

magical - created by or as if by magic



Internet Resources

<http://www.puppetguy.com>

Visit this site for more information about "That Puppet Guy" Lee Bryan and his many performances. Also, be sure to check out the "Glue & You" Puppet kits!

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

Visit your puppeteer pal, Jim Napolitano online. Learn about the mythical giants of Cornwall, England at this unique and fascinating website <http://www.tellitagan.com/> an interactive storybook with narration and a Southwestern flavor.

<http://www-ma.beth.k12.pa.us/jhoke/jhwebquest/ftales.htm>

A clickable library of famous fairytales.

<http://www.puppetsnow.com/marionettes.html>

A great site that contains loads of information about puppets and puppetry.

<http://www.pitt.edu/~dash/folklinks.html#forchildren>

A neat list of interactive web sites about fairytales, especially the brothers Grimm and Hans Christian Anderson.

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

Illustrated online version of Jack and the Beanstalk



Jack and the Beanstalk

by Steven Kellogg

Kate and the Beanstalk

by Mary Pope Osborne & Giselle Potter

Jack and the Beanstalk /
Juan y los frijoles magicos
by Carol Ottolenghi

Giants Have Feelings, Too /
Jack and the Beanstalk
(Another Point of View)
by Alvin Grawowsky
& Henry Buerchkholtz

Giants! Stories from Around the World
by Paul R. Walker

Jack and the Beanstalk : How a Small
Fellow Solved a Big Problem
by Joy Schleh & Albert Lorenz

How a Seed Grows
by Helene J. Jordan

How a Plant Grows
by Bobbie Kalman

Jim and The Beanstalk
by Raymond Briggs

The BFG
by Roald Dahl

Little Critter Jack and the Beanstalk
by Mercer Mayer

Reading

Recommendations



Grade Level Ideas & Activities

Preschool

- ◆ Click [here](#) to be directed to That Puppet Guy's website with learning extensions for this age group.

Kindergarten & First Grade

- ◆ Grow a bean in a plastic bag. Your students can watch it germinate and see the growing process from the beginning. Everyone enjoys the excitement of seeing the bean crack open and the sprout begin growing towards the light.
- ◆ **Make Bean Soup** - Using your favorite recipe (or one of the hundreds on the internet), have the children work together to mix and measure the ingredients into a crock pot. Let the soup cook during the school day and then warm it up for lunch the next day. Talk about the many kinds of beans and other items that go into the soup.
- ◆ **"The Giant Growled"** - Drama movement and listening game. ([page 8](#))

Second & Third Grade

- ◆ **Bean Poll** - School wide bean survey. ([page 9](#))
- ◆ Create mosaic pictures with a variety of beans and grains. You will need: sturdy cardboard, white glue, pencil, dry beans, acrylic varnish, paintbrush. Start by drawing a design on the piece of cardboard. Make it simple with lots of shapes to fill in. Squeeze white glue all over one area of the design and choose one kind of bean to fill it in. Outline the shape first and then fill in the middle. Spread glue over another area of the design. Use a different kind of bean to cover it. Be careful not to bump into the wet areas! When all the areas of your design are covered, leave your mosaic to dry overnight. Then brush on a coat of acrylic varnish to help hold the beans in place and to give them a shiny finish.
- ◆ Just how big *is* a giant? Have your students estimate their own height and the length of one of their feet. Record their estimations on a chart. Take actual measurements and record them on a chart. Do the same for what they think a giant's height and foot length would be. Use these estimates to make the outline of a giant's foot out of butcher paper. Discover how many footsteps it would take the giant to walk to various parts of the school. Draw out a giant on a large piece of butcher paper, using the estimated measurements as a guide. Have your students write stories about the giant. Publish them in a Giant Book which can be shared with other classes.

Fourth & Fifth Grade

- ◆ Jack sings a song about what he might want to be when he grows up. What career plans do your students have?
- ◆ The Giant and his family talk in rhyming couplets. Have fun with your class making up some of your own. Try talking to each other in rhyming couplets for a set period of time. Make lists of words that rhyme with each other.
- ◆ Tableau is a French word that means "living picture." Your class can make tableaus of different scenes from the puppet show, using their bodies to form life size pictures. As a class, come up with a sequence of twelve to fifteen scenes that would tell the story. Give each a title and write them all down. Have the class stand up and as you read the titles pose their bodies into a depiction of the scene. With very little practice, small groups of your students can present the story to younger classes in your school.

LIVE PERFORMANCE ETIQUETTE

Going to see a live performance is not like watching television or seeing a movie. The artists on stage can see and hear everything that the audience is doing. These performers have worked very hard to provide an enjoyable, entertaining show. Let them know through your actions that you appreciate this. Also, your behavior affects the experience of everyone around you. So respect the other audience members by following the few simple guidelines listed below.

Did you Know?

Stage performers tell each other to "break a leg" before a performance because superstition says that it is bad luck to wish a performer "good luck" before a show!

Thumbs Up !



- Arrive early
- Turn off phones, watch alarms & anything else that would disrupt the show
- Use the restroom before the show
- Applaud where appropriate, after a well-performed song or dance, and at the end of an Act or scene, Also at a curtain call when the performers are taking a bow
- Laugh or giggle politely where appropriate
- Watch closely and listen carefully

Thumbs Down!

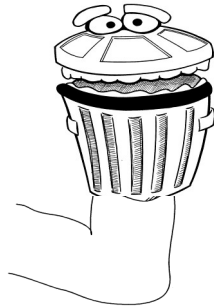
- No photos or video
- Do not whisper, talk, sing or hum during the performance
- Do not eat or drink during the performance
- Do not put your feet on the seat in front of you
- Do not boo, heckle or shout during the performance
- Do not leave the theater until the actors have left the stage



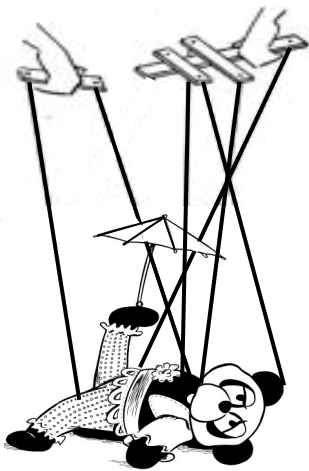
STYLES OF PUPPETRY

Body Puppets Body puppets are exactly what they sound like. They are larger-than-life and the puppeteer, or sometimes two, are actually inside the puppet. Body puppets can be very simple, like a large costume, or very sophisticated, employing video cameras and robotics. Sesame Street's Big Bird is probably the most recognized body puppet!

Hand Puppets Hand Puppets are puppets that cover the puppeteer's hand. They can either have a moving mouth or not. Hand puppets, or glove puppets as they are sometimes called, cover the puppeteer's hand so that the head is moved by the index finger and the arms moved by the thumb and middle finger. Hand puppets are part of a Chinese puppet tradition.



Rod Puppets are puppets that are controlled entirely by control rods, or sticks. These rods are often attached to both hands with a third rod that is attached inside the head to allow the puppeteer to turn the head or move it up and down. While the puppeteer provides the voice, without a moving mouth much of the puppet's character is expressed through exaggerated movements and actions.



Marionettes (string puppets)

Marionettes are considered the most difficult of all puppets to master. They consist of a full bodied character whose head, arms and legs are jointed to allow full movement. These are each connected by heavy thread to a cross shaped controller (called an airplane) that is held in one hand by the puppeteer. By moving the airplane controller and using the free hand to manipulate individual threads, the puppet can be made to walk, jump, dance, or run. The puppet is always controlled from above. Some stages even have bridges built across them to allow the puppeteer to move back and forth across the scene without ever being seen. A very famous marionette scene was in the movie *The Sound of Music*, in which Julie Andrews sang a song while marionette

Shadow Puppets When most people think of shadow puppets they picture making a simple bird or dog shadow on a wall with their hands. Actually, shadow puppets can be quite complex. Originating in Indonesia, shadow puppets are often made from dried animal skins which are cut out in very ornate patterns and shapes. Because shadow puppet shows are usually performed at night, they are often considered to be "adult" themed and not suitable for children to attend. Audience members may sit in front of the shadow screen to watch the show, or they may sit behind the screen and see the puppets in the bright light and not as shadows at all!



The Giant, the Beanstalk and Jack is filled with many different styles of puppetry. Watch closely and find, hand, puppets, rod, puppets, marionettes and shadow puppets .

Puppets Featured in The Giant, the Beanstalk & Jack



About The Puppeteer



Celebrating 20 years, Lee Bryan "That Puppet Guy", specializes in exceptional school assemblies and extraordinary library programs. He strives to entertain the imaginations of the young *and* the young-at-heart with innovative puppets, original scripts and zany adaptations of classic tales. Lee's solo performances are often featured at the internationally acclaimed The Center for Puppetry Arts in Atlanta.

He is a two-time grant recipient from the prestigious Jim Henson Foundation, Inc. In 2003 he received a Project Grant which helped produce his original, found-object production of PINOCCHIO.

<http://www.hensonfoundation.org/index.php/grantawards/2000s/2003>

Then, in 2006 Lee received a Seed Grant to further his production of THE SUITCASE CIRCUS a/k/a "Le Cirque du Suitcase."

<http://www.hensonfoundation.org/index.php/grant-awards/2000s/2006>

Professional film credits include work with the Muppets® on the feature film, "[The Adventures of Elmo in Grouchland](#)." Recently, The National Academy of Television Arts and Sciences honored Lee with a Southeastern Regional Daytime Emmy® nomination for his work with Public Broadcasting on the award winning Spanish language series, ¡[SALSA!](#) Current video projects include the role of Hardy Heart for [The OrganWise Guys](#) and most recently the role of Captain Cruller to help celebrate Krispy Kreme's [TALK LIKE A PIRATE](#) promotion.

Professional puppetry affiliations include memberships with [UNIMA-USA](#), [The Puppeteers of America, Inc.](#), and [The Atlanta Puppetry Guild](#).



Curriculum Standards

For

The Giant, The Beanstalk and Jack

Language Arts – Common Core Standards

Literacy.RL.K.2 - With prompting and support, retell familiar stories, including key details.

Literacy.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message.

Literacy.RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Literacy.RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Literacy.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Literacy.RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific detail in the text (e.g., how characters interact).

Theatre - Georgia Performance Learning Standards

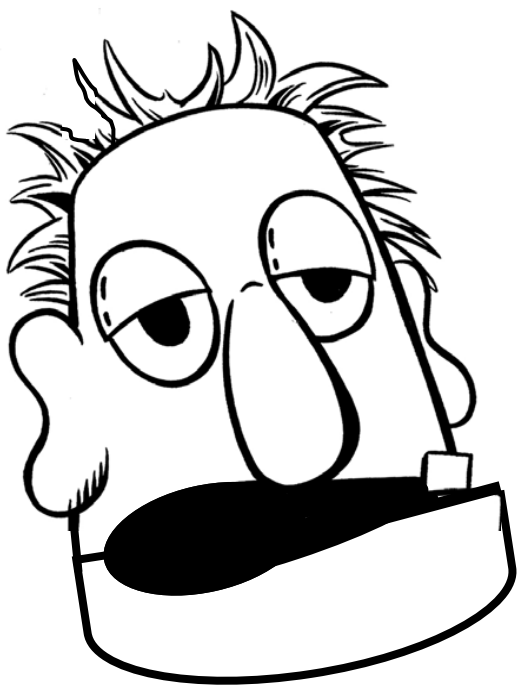
TAES.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

TAES.11 - Engaging actively and appropriately as an audience member in theatre or other media experiences

Music—Georgia Performance Learning Standards

MGM.7 - Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works using appropriate vocabulary.



“The Giant Growled...”

The Giant Growled... is played like the favorite classic Simon Says. Have your class stand up and act out the scenes from the show as you call them out. Students who act when you don't say “The Giant growled...” are out of the game. Continue until only one child remains.

Count from 1-5

‘Moo’ like a cow

Throw the beans

**Climb up
the beanstalk**

Jump up and down

Hide under the table

Stomp like an giant

Count some gold

Fall asleep

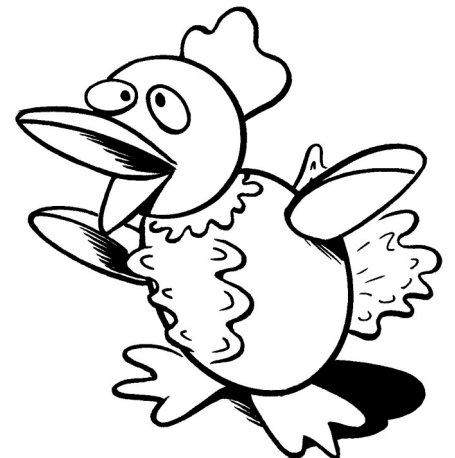
Lay an egg

Play the harp

Run!

**Climb down
the beanstalk**

**Chop down
the beanstalk**





Bean Poll



Using the survey, have students poll different classrooms. As a class, compile the statistics into a short summary. Look for the least favorites and most favorites.

<u>BEAN</u> <u>POLL</u>	LIKE?	DISLIKE?	NEVER TRIED?
Pole Beans?			
Green Beans?			
Baked Beans?			
Butter Beans?			
Soy Beans (edamame)?			
Bean Soup?			
Bean Burritos?			
Chili with Beans?			
Bean Salad?			
Rice and Beans?			
Soyburgers?			
Soy Milk?			