Theater

Curriculum Guide for Wild Swan Theater's production of

Jack and the Beanstalk

An English fairy tale, adapted for the stage by Jeff Duncan
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*A note on standards: Suggested Classroom Activities have the ability to meet Common Core and GLCE standards. Please review these standards before implementing the suggested classroom activities.
ABOUT THIS STUDY GUIDE

The *Jack and the Beanstalk* Study Guide is an educational resource providing concrete learning experiences along with background and summary information to aid in understanding concepts of each production and Wild Swan Theater. We have provided Common Core Standards as well as Grade Level Content Expectations for each of the classroom activities in a separate section so that you can see how these lessons can become an integral part of your educational setting. The Study Guides follow a standard format so you can determine which parts best fit the needs of your classroom. Wild Swan Theater strives to ensure that each Study Guide contain current information and is helpful to you, so please do not hesitate to contact us if you have any suggestions at wildswan@wildswantheater.org. Thank you!

ABOUT WILD SWAN THEATER

MISSION STATEMENT:

*Wild Swan Theater is dedicated to producing professional theater of the highest artistic quality for families and to making that theater accessible to everyone including low income, minority, and disabled children through low ticket prices and innovative outreach programs.*

HISTORY AND ACTIVITIES:

In 1980, Dr. Hilary Cohen and Ms. Sandy Ryder founded Wild Swan Theater with a desire to reach youth and families with affordable, accessible theater productions of the highest quality. They set out to create theater that was so thrilling and relevant for youth that it had the power to inspire a lifelong love of drama, art, history, and literature. More than 33 years later, Wild Swan Theater is still delighting children with a potent combination of some of the world's greatest stories and myths, original composition music, dance, masks, puppets, and the visual poetry of American Sign Language (ASL).

Since its founding, Wild Swan made a commitment to make theater accessible to patrons with special needs. In the early 1980s, we were one of the first theater companies in the nation to incorporate ASL into all of our mainstage performances, and invented a new aesthetic for the theater by fully integrating ASL actors into the central action of the play. We also pioneered other audience accessibility tools such as onstage touch tours and audio described performances for audience members who are blind; and pre-performance workshops for audiences who are developmentally disabled. In addition to providing a warm welcome to children with special needs, our productions have also introduced the poetry of sign language to hundreds of thousands of hearing children and adults while also
raising their awareness and understanding of people whom they might consider to be different.

Wild Swan’s performance style, which incorporates storytelling and live action with puppets, masks, music and dance, has received critical acclaim as well as an enthusiastic following. The Detroit News has praised the work as "professional children's theater at its very best," and the Flint Museum of Art has described it as "superb theater that enhances life and its joys." Henry Ford Museum and Greenfield Village has called Wild Swan "one of the finest theaters for families in the nation."

Wild Swan has won recognition for its artistic excellence through support from the National Endowment for the Arts, the National Endowment for the Humanities, the Michigan Council for Arts and Cultural Affairs, and the Michigan Humanities Council.

Wild Swan Theater won one of Michigan’s highest honors in 1998—the Governor’s Arts-in-Service Award. In 2001 we received the James A. Neubacher Award from the University of Michigan (for 22 years of making theater accessible for more than 10,000 special needs children and adults). Other awards include the 2001 Great Lakes Community Arts Award (one of Michigan’s highest honors), the 2001 NEW Center’s Excellence in Management Award, and the 2003 NEW Center’s Excellence in Community Education Award. In 2008, we were selected to receive the Heartspring Award for Innovation and Creativity in Special Education. This national award recognized the company’s commitment to making drama accessible to all audience members, including those with visual, auditory, or mobility impairment.
About American Sign Language in Wild Swan Theater Productions

Wild Swan Theater wants to create theater productions that all audience members can enjoy. There are many things a theater company can do to make attending a play a good experience for people who have disabilities. For example, Towsley Auditorium has two special seating sections for people who use wheel chairs. Not only is there lots of room for wheel chairs or other kinds of mobility devices, but there is room for friends and family members to sit together. Wild Swan also offers backstage "touch tours" and "audio-description" for people who are blind.

Wild Swan Theater includes American Sign Language in all its performances that are part of its season of productions at Washtenaw Community College. American Sign Language (ASL) is the language that children and adults who are deaf use to communicate. Wild Swan uses ASL so that people who are deaf will be able to understand and enjoy live theater. When you see a Wild Swan production, you will notice several things about the signing. You will notice that the people who do the signing, the interpreters, are part of the production and wear costumes just like the rest of the actors. You will also notice that the interpreters are very good actors as well as experts at ASL. Finally, you will notice that the signing is an important part of what you see on the stage.

Sometimes when other theater companies include sign language, the interpreters are placed off to the side of the stage, and they are not part of the production. When people who are deaf come to the play, they have to look one place to see the signers and another place to see the play itself. That usually means that they miss some important parts of the play or of the sign language. Wild Swan decided that it wanted to make sure the people who are deaf never miss anything.

That is why when you come to a Wild Swan production, you will see the signing completely woven into the performance. That way people who are deaf can see what the speaking actors are doing and what the signing actors are doing at the same time. You might even notice that the speaking actors and the signing actors work together. Sometimes a speaking character gets an idea from a signing actor or the signing actors helps the speaking actor to make a decision. When you watch a Wild Swan production see if you can pick out some examples of times when the speaking and signing actors work together. Many hearing people know some sign language. When you attend a Wild Swan production, perhaps you will learn some new signs. That is another reason that Wild Swan uses sign language in its plays. We hope that hearing people will learn a little more about sign language and find out what a beautiful and interesting language it is.
When you come to see Jack and the Beanstalk you will notice that American Sign Language Interpreters are part of the play. They are signing the dialogue of the show for audience members who may have difficulty hearing. American Sign Language is a language used by the deaf and hearing impaired community. Using sign language in Wild Swan Theater shows enables more people to enjoy a theatrical production.

Below is the basic sign language alphabet. Can you make the letters of the alphabet using the chart below?

Classroom Activities:

- Try spelling your name using sign language or try spelling the names of some of the characters in the play: Jack, Giant, Mother, Father, Cook, Spielman, and Milky White.

- The Giant often argues with the Cook shouting "Oh yes it is" versus “Oh no it’s not,” back and forth. With a partner, try using sign language to have this bickering match.

- Sign a message of friendship to classmate.
About the Play

*Jack and the Beanstalk* is an English fairy tale, written many, many years ago and was adapted for the stage by Jeff Duncan.

Once upon a time, long ago and far away, Jack’s father and his magic harp disappeared, leaving behind Jack and his mother who were very poor. They had to sell their cow, Milky White. Jack sold the cow for five beautiful, magic beans. When he took the beans home his mother was so mad that she threw them out the window. The next morning there was a giant beanstalk that had grown up to the sky. Jack climbed up the beanstalk all the way into the sky and he found a castle. The castle belonged to the big, bad Giant. Jack met the Cook for the Giant and ate some food, but when the giant came home the Cook hid Jack. The giant ate his supper and then asked for his magic harp. When the Giant fell asleep Jack ran home with the harp, because it was Jack’s father’s harp. Jack went back up the beanstalk two more times. The first time he brought back a chicken that lays golden eggs. The second time when he went to rescue his father, who was locked in the Giant’s dungeon, the giant ran after Jack. Jack climbed down the beanstalk and chopped it down before the giant could catch him. Jack and his mother and his father lived happily ever after.

The Characters:

**JACK:** A young boy who goes to market to sell his cow, but finds himself on a huge adventure instead.

**MOTHER:** Jack’s mom, who is always worried about Jack getting himself into a whole bunch of trouble.

**GIANT:** A big, bad man, who Jack tries to outsmart, in the castle at the top of the beanstalk.

**COOK:** The Giant’s personal cook, who helps keep Jack safe, while he is in the Giant’s castle.

**SPIELMAN:** A trickster who trades Jack his cow for five magic beans.

**MILKY WHITE:** Jack’s dancing cow.
Origins of the Play:

The exact origin of Jack and the Beanstalk is unknown, but the original author was British. Before it was made into a book, the story gained popularity because when a person would hear it, he or she would go tell it to their friends and family. In 1807, Benjamin Tabart was the first to make the story into a book. Joseph Jacob’s version of the story is the most commonly reprinted, and it was originally made into a book in 1890. The story was made into a play by Charles Ludan and then adopted by Jeff Duncan. Today there are many different versions of the story. In our version of the tale, the Giant is unnamed, but many plays based on the story name him as Blunderbore. In Italy, a similar tale is popular, called Thirteenth. France has its own version, too, called How the Dragon was Ticked. The Devil With the Three Golden Hairs is the name of the German version.
Dramatic Play & Theater Extensions:

ACTION CHARADES

1. Cut out the sentence strips.
2. Demonstrate miming the first sentence. Elicit who the character is that was being acted out and what action the character was doing.
3. Write the first sentence on the board as an example of a successful action charade sentence.
4. Ask for a volunteer to mime the next sentence. Have the class guess which character the student is portraying and what action that character is doing.
5. To add a competitive edge to the activity,

SENTENCE STRIPS:

- ----------------------------------------------
  Jack is taking Milky White to the market.

- ----------------------------------------------
  Milky White is dancing.

- ----------------------------------------------
  Spielman is giving Jack five magic beans.

- ----------------------------------------------
  Mother is shouting at Jack.

- ----------------------------------------------
  Mother is throwing the beans onto the ground.

- ----------------------------------------------
  Jack is climbing up the beanstalk.
Jack is hiding behind the plant.

The giant is stomping around his castle.

The giant is sleeping.

The hen is laying a golden egg.

The harp is playing music.

The cook is stirring the food.

The giant is chasing Jack.

Jack is running.

Jack is climbing down the beanstalk.
Growing Beanstalks:

In Jack & the Beanstalk, Jack’s seed grew into a giant beanstalk. Although that is just a fairy tale, part of it is true. Beans do grow from seeds. Plant your own beanstalk by following the directions below.

SCIENCE PROJECT

Materials:
- Dirt/Potting Soil
- 1 Styrofoam cup for each student, labeled with the students’ names
- 3 Lima beans for each student
- Water

Directions:
- Have each student:
  1. Put dirt in his/her Dixie cup.
  2. Plant his/her beans by burring them into the dirt
  3. Water his/her beans each day over the next few weeks
  4. Watch the beans grow!

LANGUAGE ARTS CONNECTION

Create your own beanstalk story:
1. “(Student’s name) & the Beanstalk Book” on the cover
2. First day: describe the steps you just took to plant the bean seeds and then draw a picture of what see
3. Every other day, observe your beanstalks and draw a picture. (Some days there may be no change... but that is okay!) Record it anyway.
4. Once your beanstalks begin to grow, measure them and record your results in your journal.
Discussion questions:

Referring to the story and the beanstalk-growing project, discuss the following questions.

What was it about the beans in Jack & the Beanstalk that was magic?

Are there really magic beans?

How long did it take the beanstalk to grow in the story?

How long does it take real beanstalks to grow?

Will any of your beans be magic beans?

What did we do different than what Jack and his mother did?

What do seeds need to grow?

What would happen if you tried to climb your beanstalk?

What kinds of plants could we climb without breaking them?
Jack Coloring Page:
Giant Coloring Page:
Rhymes from various versions of Jack and the Beanstalk:

The Giant’s rhyme

Fee! Fie! Foe! Fum!
I smell the blood of an Englishman.
Be he alive, or be he dead,
I’ll grind his bones to make my bread!

The Cook’s song

Rockabye Giant in the sky
You are so mean, you make people cry.
When you wreak havoc, the walls will fall
And down will come Giant, big feet and all.

Beans, Beans, Beans
Baked beans,
Butter beans,
Big fat lima beans,
Long thin string beans—
Those are just a few.

Green beans,
Black beans,
Big fat kidney beans,
Red hot chili beans,
Jumping beans too.

Pea beans,
Pinto beans,
Don’t forget shelly beans.

Last of all,
Best of all,
I like jelly beans!
Connections to Music:

In Jack & the Beanstalk, the Giant steals the magical harp from Jack's father.

Facts about Harps:
- Harps are played all across the world
- Harps have 3 parts:
  - A neck
  - A resonator
  - Strings
- Harps come in lots of different shapes and sizes
- A person who plays the harp is called a harpist or a harper
- Harp playing uses all your fingers and your thumbs… except not your pinky fingers because they are too short and weak

Can you think of any other instruments that have strings?

Or that you play with your fingers?

Or that come in different shapes and sizes?
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Dramatic Play & Theater Extension: Action Charades

Common Core Standards

**Kindergarten:** Reading Standards for Literature 3: With prompting and support, identify characters, settings, and major events in a story.

Reading Standards for Literature 10: Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Language Standards 5: With guidance and support from adults, explore word relationships and nuances in word meanings.

**Grade 1:** Reading Standards for Literature 6: Identify who is telling the story at various points in a text.

Reading Standards: Foundational Skills 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Reading Standards: Foundational Skills 4: Read with sufficient accuracy and fluency to support comprehension.

**Grade 2:** Reading Standards for Literature 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Standards: Foundational Skills 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Reading Standards: Foundational Skills 4: Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening Standards 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Grade 3:** Reading Standards: Foundational Skills 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Reading Standards: Foundational Skills 4: Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening Standards 2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade Level Content Expectations

Kindergarten: R.NT.00.05 Narrative Text: Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.
S.DS.00.03 Discourse: Respond to multiple text types by reflecting, making meaning, and making connections.

Grade 1: R.WS.01.07 Word Recognition: Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.
S.DS.01.03 Discourse: Respond to multiple text types by reflecting, making meaning, and making connections.

Grade 2: R.WS.02.11 Reading Word Recognition and Word Study: In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
S.DS.02.03 Speaking Discourse: Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

Grade 3: R.CM.03.02 Comprehension: Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
S.DS.03.03 Speaking Discourse: Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

Growing Beanstalks

Common Core Standards

Kindergarten: Writing Standards 2: Use a combinations of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Writing Standards 3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Grade 1: Writing Standards 6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Language Standards 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 2: Writing Standards 6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Writing Standards 8: Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards 5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language Standards 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 3: Writing Standards 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing Standards 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Language Standards 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade Level Content Expectations

Kindergarten: W.GN.00.03 Writing Genre: Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.

W.PR.00.03 Writing Process: Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.

W.SP.00.01 Spelling: In the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.

Grade 1: W.GN.01.03 Writing Genre: Write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.

W.PR.01.02 Writing Process: Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.

Grade 2: W.GN.02.03 Writing Genre: Write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.

W.PR.02.01 Writing Process: Set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.
L.RP.02.01 Listening Response: Listen to or view knowledgeably and discuss a variety of genre.

Grade 3: W.GN.03.03 Writing Genre: Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

W.PR.03.01 Writing Process: Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

L.RP.03.04 Listening Response: Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).