



Jack and the Beanstalk

Script
by
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Based on the English Folk Tale

Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Jack and the Beanstalk* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Jack and the Beanstalk* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Jack and the Beanstalk is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on the folk tale *Jack and the Beanstalk*.

- Have you read or heard of this story as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Jack and the Beanstalk* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Jack and the Beanstalk*, how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Jack and the Beanstalk* is friendship.

The Magik Must-Reads (Grade 4—Grade 5) for *Jack and the Beanstalk* are:

The Wind in the Willows by Kenneth Grahame

Piper Reed, Forever Friend by Kimberly Willis Holt; Christine Davenier (Illus)

Wings by William Loizeaux; Leslie Bowman (Illus)

Holes by Louis Sachar

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of friendship show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?
- How were the settings similar to each other? How were they different?
- How were the settings related to the theme of friendship? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: Write Your Own Story

In *Jack and the Beanstalk*, Jack and his mother sell his best friend, Mabel the cow, for magic beans. The beans grow into a beanstalk and lead Jack to the land of giants where he plans to take their gold to help his family. After years of taking from the Giants, Jack is caught and learns the value of true friendship over greed. Using the worksheet below, plan a story about a character who discovers the importance of friendship. On a separate sheet of paper, write a first draft of your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story. When you finish, share your final story with your class again. How are your classmates' stories similar? How are they different?

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Name of the friend:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

- 1) Jack had 1,362 coins in his coin jar. He went to the market and bought 6 loaves of bread for a total of 136 coins. How many coins does he have left?

- 2) Mabel the cow ate 45 pounds of hay for lunch for 3 days in a row. How many pounds of hay did she eat at the end of the 3 days?

- 3) Jack's garden has 11 empty rows ready for new seeds. If Jack plants 9 seeds in each row, how many seeds did he plant?

- 4) Mrs. Giant must make enough quiches for her giant family. She has 25 members in her family and each member will eat 12 quiches. How many quiches must she make?

- 5) The Goose laid 84 golden eggs total at the end of 7 days. If she laid an equal amount of eggs each day, how many eggs did she lay after 1 day?

- 6) The Giants had 112 golden coins. If Mrs. Giant divided the coins and gave Jack 4 coins a day, how many days could she give him coins until she runs out?

- 7) Jack had to give Mrs. Giant 1,245 kisses by the end of the month. When he check his tally marks, he had already given her 987 kisses. How many kisses does Jack owe Mrs. Giant?

- 8) Mabel the cow gave 1,135 gallons of milk in January, 1,456 gallons in February, and 2, 112 gallons in March. How many gallons of milk did she give total at the end of the three months?

5: Grow a Beanstalk

Plants are a very important part of our Earth. To grow healthy plants, nutrients from the minerals in soil and fresh water are needed. Use lima beans to grow a beanstalk and find out how plants are affected by what nutrients we give them.

Materials:

- Lima Beans
- 6 Clear Drink Tumblers
- Soil
- Measuring cup
- Large Ziplock Bag, Gallon sized
- 1 cup of Salt
- Tap Water
- Distilled Water
- Window with Plenty of Sun

Before We Begin:

Separate into groups. In your groups talk about what you already know about a plant's life cycle. Write down all the information your group talked about.

In this experiment we will be focusing on how water affects the growing cycle of a plant. To do this we will be looking at 3 types of water sources. Tap water, salt water, and distilled water.

Do some research about:

What makes distilled water different from tap? What does salt do to water? What is found in tap water?

Make a Prediction:

What do you think will happen to the beans if we use salt water? What do you think will happen to the beans if we use tap water? What do you think will happen to the beans if we use distilled water? Consider the how fast they will grow, the stem length, the size of the leaves, even the color.

Grow a Beanstalk:

1. Put soil in your tumblers, about a thumb deep
2. Label 2 tumbler SALT
3. Label 2 tumblers TAP
4. Label 2 tumblers DISTILLED
5. Mix 1 cup of salt with 2 cups of water into a bottle
6. Place 2 lima beans into the soil of each tumbler, about half way down
7. For each tumbler use $\frac{1}{4}$ cup of the assigned water type and water each bean
8. Place the 2 SALT tumblers in a large Ziplock bag and seal the bag up very tight.
9. Repeat step 9 for the TAP and DISTILLED labeled tumblers.
10. Place the bag in front of a window where there is plenty of sunlight
11. Everyday two days, check on the beans to see if a beanstalk begins to grow. Record your observations in the charts on the following page.

5: Grow a Beanstalk

SALT Day 1	SALT Day 3	SALT Day 5	SALT Day 7	SALT Day 9	SALT Day 11

TAP Day 1	TAP Day 3	TAP Day 5	TAP Day 7	TAP Day 9	TAP Day 11

DISTILLED Day 1	DISTILLED Day 3	DISTILLED Day 5	DISTILLED Day 7	DISTILLED Day 9	DISTILLED Day 11

5: Grow a Beanstalk

Follow Up Questions:

1. What were the final results after 11 days? Be sure to include observations about the color, height, and any leaf size if applicable.

2. Why do you think the plants reacted this way to the types of water?

3. How did the salt water affect the bean seed?

4. Compare and contrast how the distilled water and tap water affected the bean seed.

5. If you were to do this experiment again, what other liquids would you try? What do you think the outcome would be?

6: Jack on Trial

Though Jack did it to help his family, he still stole from the Giants. Suppose *Jack and the Beanstalk* happened today and your classroom was the courtroom in Jack's trial. Separate into the groups of prosecution, defense, and jury. As a class research how trials are arranged and conducted. Then try to recreate a trial using the following characters:

Jack

Prosecutors (They accuse Jack of stealing from the Giants)

Defense Attorneys (They defend Jack's actions)

Witness #1– Mrs. Giant (She's accusing Jack of stealing)

Witness #2– Jack's Mother (She's defending her son's actions)

Jury (After hearing both sides they decide if Jack is guilty or not)

Guidelines

Jack, you are the man on trial. Of course, you want the jury to see your logic as to why you did those actions. Prepare a statement that has 3 examples from the play as to why you needed to go to the Giant's home. Remember, there are witnesses to your actions so think about what they might say about you. You may have to defend yourself before they get a chance to speak.

Prosecutors, your job is to make sure the jury sees Jack as a criminal. Prepare a statement that shows your point of view. Your statement must have 3 examples from the play of Jack's actions that make him the "criminal" in this case. Then prepare 7 questions each for Mrs. Giant and Jack's Mother. You want the answers to your questions to help your side of this case. Remember, your goal is to convince the jury that Jack's actions are wrong.

Defense Attorneys, Jack is your client. Your job is to defend him and show that his actions are justified. Prepare a statement that has 3 examples from the play where Jack is an upstanding, moral character. Then prepare 7 questions each for Mrs. Giant and Jack's Mother. You want the answers to your questions to help your side of this case. Remember, your goal is to convince the jury that Jack's actions were innocent and justified.

Continued on next page

6: Jack on Trial

Guidelines

Witness #1— Mrs. Giant, you are the key witness to convincing the jury that Jack’s actions were wrong. Prepare a statement that recalls each time Jack visited you in the play. Explain what happened each time, what he did, and what he stole. Remember, you’ll be asked questions by both the prosecution and the defense. Make sure you know everything that happened so you aren’t stumped by either side.

Witness #2— Jack’s Mother, you are the key witness to convincing the jury that Jack’s actions were innocent and not without reason. Prepare a statement that recalls each time Jack did something upstanding in the play. Explain what happened each time, what he did, and point out how his actions showed good character. Remember, you’ll be asked questions by both the prosecution and the defense. Make sure you know everything that happened so you aren’t stumped by either side.

Jury, your role is to listen to the both sides of the trial. Take notes about everything that is said. Once everyone has spoken, work together to decide if Jack is guilty or not guilty. Every person on the jury must agree on the same decision for it to be announced in court. If not every jury member agrees, then they must try to convince the others or be convinced to change their opinion. Once everyone is in agreement, the verdict can be announced and the Judge (your teacher) can rule a sentence.

Follow Up Questions:

What was it like to be those characters in the trial?

What was helpful when you were preparing your statements?

What was a challenge when trying to make convince the jury or other jury members?

Why do you think lawyers for the prosecution are needed? For the defense?

Which “job” do you think was harder, being the jury, the prosecution, the defense, the witnesses, or the man on trial? Why?

For the side that lost the trial, how would you change your strategy to build a stronger case?

7: Create a Diorama

Teacher: For this exercise, provide modeling materials with a variety of colors and textures, as well as structural materials, such as cardboard and glue. Equalize student access to materials by making this an in-class exercise, rather than an at-home exercise.

A diorama is a three-dimensional (“3-D”) scene. A diorama tells a story: it includes a setting, at least one character, and some kind of action.

Using materials provided by your teacher, make a diorama that shows a scene from *Jack and the Beanstalk*. Think about what your setting should look like, who you want to be in the scene, and what you want them to do.

When you finish, share your diorama with the class. Answer these questions:

- Where does your diorama take place?
- Who is in your diorama?
- What are they doing?
- Why did you choose this scene to depict?
- What materials did you use to make your diorama? How did you build it?
- Did any of your classmates make the same scene as yours?
 - How are your dioramas similar?
 - How are they different?
- Did any of your classmates make the scene right before or after yours? Can you tell the whole story with your class’s dioramas?

Use the space below to make a planning sketch of your diorama.

8: The Golden Harp

In the play of *Jack and the Beanstalk*, the giant uses a golden harp to cheer up Mrs. Giant. Harps create sound by plucking the strings that are pulled tightly across the top and bottom of the harp. The strings *vibrate*, a fast back-and-forth movement, and that is what makes sound. Create your own magic harp and listen to the sounds the strings make when you pluck them.

Guiding Questions:

How do you think are sounds made?

How does sound get from the source (like, the teacher's mouth) to your ears?

Can you make a sound using your hands? Mouth? Feet?

What are things we use everyday that vibrate and make a noise?

What has a high pitch sound?

What has a low pitch sound?

What has a soft sound?

What has a loud sound?

Make a Golden Harp

Materials:

- Shoe Box
- Gold Paint
- Paint Brushes
- Rubber bands in different thickness

Steps:

1. Use a shoebox (with a lid) and paint the insides, outside, and lid with gold paint.
2. Let it dry.
3. With an adult's help cut out a rectangular shape in the center of the lid.
4. Take four or five rubber bands of different thicknesses.
4. Stretch the rubber bands across the shoebox with the lid on top.
5. Now you can strum them or pluck them and listen for the different sounds.
6. Listen to the pitch each rubber band makes as you pluck it. Can you arrange the strings in order of lowest pitch to highest pitch?

You may want to try different size bands and different size boxes to see how the sounds change. You could even create an entire string section of a pretend orchestra!

This lesson was inspired from Mr. Roger's Neighborhood on PBS. To check out this lesson or other amazing lessons on music visit www.pbskids.org/rogers/R_house/object1.htm

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A,C
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
4	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
4	Math 5.OA.1-2