



## Language Arts: Poetic Devices

### Students will

- Read “The Story of the Opera”
- Listen to the online selection “Jack’s Song” from *Jack and the Beanstalk* included with the lesson and read the lyrics along with the song
- Complete and discuss the appropriate portions of the **Activity Worksheets**

**Copies for Each Student:** Lyric sheet for “Jack’s Song” and the selected **Activity Worksheets**

**Copies for the Teacher:** “Answer Keys” for **Activity Worksheets**

### Getting Ready

Decide which section(s) of the worksheet you wish your group to complete. Prepare internet access for Jack and the Beanstalk online listening systems. Gather pens, pencils and additional writing paper as needed for your group.

### Introduction

Read “The Story of the Opera” to your students. Give each student a copy of “Jack’s Song” and have them read it aloud. After reading it through once, have the students listen to the song:

<http://www.operatales.com/jack-beanstalk.shtml>

### Review

Depending on which **Activity Worksheets** your class will complete, use the **Poetic Devices** on page 6 to review parts of a poem, rhyme scheme, alliteration, metaphors or foreshadowing with your students.

### Guided/Independent Practice

Depending on your grade level, the ability of your students, and time constraints, you may choose to have students work as a whole class, in small groups, with a partner, or individually. Read the directions on the **Activity Worksheet**. Provide instruction and model the activity as needed. Have students complete the portion(s) of the **Activity Worksheet** you have chosen with opportunity for questions.

### Evaluation

Have students share their answers individually or by groups and explain why they gave their answers. The teacher may want to guide the discussion with the sample answers provided.

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## **TEKs: Language Arts**

### 110.16.B.4 Reading/Comprehension of Literary Text/Poetry

Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

### 110.18.B.4 Reading/Comprehension of Literary Text/Poetry

Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language contributes to the meaning of a poem.

## **Correlates**

Music

## **Gardner's Intelligences**

Verbal-Linguistic, Musical, Interpersonal

## **Bloom's Taxonomy**

Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis

## **Sources:**

Jack and the Beanstalk Libretto

Strachan, Terry, Richard, Poetry: an introduction, Edinburgh University Press, 2000.

[www.operatales.com/jack-beanstalk.shtml](http://www.operatales.com/jack-beanstalk.shtml)

[www.operatales.com/about.shtml](http://www.operatales.com/about.shtml)

[www.wikipedia.com](http://www.wikipedia.com)

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## Our Librettist: John Davies

**John Davies** believes that when young people have fun doing something for the first time, it's a pretty good bet they'll want to do it again. It is with this in mind that he wrote *Jack and the Beanstalk*, along with several other children's operas based on popular fairy tales. *Opera Tales*, his operas for young people, are designed to encourage an interest and enthusiasm for literature and music through each performance. More than 60 opera companies and university opera programs in the United States and Canada have presented one or more operas from the *Opera Tales* collection.

*Jack and the Beanstalk* was written in 1993 in response to a request from Arkansas Opera Theater. They needed a children's opera that could be performed by three singers. *Jack and the Beanstalk* contained the larger-than-life characters which were perfectly suited a children's opera. Davies borrowed energetic, fun and highly accessible music from English operetta composer Sir Arthur Sullivan, wrote the libretto and *Jack and the Beanstalk* was born.

Davies is not only known for his skill as a librettist. He has been performing and directing opera throughout the United States since 1974. Davies has sung leading roles with companies including the Metropolitan Opera, San Francisco Opera, and the opera companies of Boston, Philadelphia, Salt Lake City, Atlanta, St. Louis, Kansas City, Omaha, Cincinnati, Phoenix, Nashville, and Anchorage. He has also performed in concert as a bass-baritone soloist with the symphony orchestras of Boston, San Francisco, St. Louis, Detroit, San Antonio, Indianapolis, Chattanooga and Syracuse. He has directed numerous productions throughout the United States and served as Artistic Director of the Empire Opera Theater which he founded in 1997.

Davies graduated from Boston University with a Degree in Vocal Performance and received his early professional training as an Apprentice at The Santa Fe Opera and as a member of the Western Opera Theater of the San Francisco Opera. A devoted father of six, Davies continues his quest to bring opera to young audiences through the simplest of means: good, old-fashioned fun.

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## The Story of the Opera

*Jack and the Beanstalk* is a one act opera based on the traditional children's story. The story is set in a fictitious old English village. The action takes place in and near the small cottage of Jack and his mother.

The opera opens with a narrator introducing the story. Jack enters, and introduces himself in the first aria of the opera. He is the famous Jack B. Nimble, center figure for all fairy tales involving a boy named Jack.

Jack's mother enters. She tells Jack that they must sell their cow to buy food. She asks Jack to take the cow to Old Market Street and sell her. Jack is sad at the thought of selling the cow, knowing that she in turn will become someone's dinner.

On the way to Old Market Street Jack meets a Trouble Man. He is a dustman, a stranger, who offers to buy the cow. He offers Jack five magic beans in exchange. Jack accepts his offer and takes the beans home.

Jack's mother cannot believe that Jack has been tricked. Now they will surely starve to death because of his stupidity! She throws the beans out of the window, and they both go to bed hungry.

During the early morning hours, Jack and his mother wake to a thundering sound and a shaking of the cottage. A huge beanstalk has grown up past the roof of the cottage and into the sky. Jack, being an adventurous boy, climbs the beanstalk. At the top he finds a large house where there lives a dishonest Giant and his kindly Wife. The Giant isn't totally happy with being mean and dishonest. He wonders why he is so dishonest and likes the taste of blood. His Wife is not sure how to respond to his wonderings.

While the Giant's Wife is alone, Jack enters and asks her for some food. She gives him something to eat. Hearing her husband returning, she has Jack hide so that the Giant will not be tempted to eat him. The Giant smells Jack, however, and begins searching for him. The Giant's wife tells him he is mistaken, and helps keep him from finding Jack. The Giant is determined to find whoever is hiding in his house. Jack decides to disguise himself as a spirit, and confronts the Giant. The Giant is shaken, and turns to his hen that lays the golden eggs to calm him. He talks of how he stole the hen from Jack's father years ago.

Jack decides to steal the hen back from the Giant. The Giant's Wife helps him. As he is running away with the hen, the Giant chases after him. Jack makes it to the beanstalk and climbs down. Seeing that the Giant is still after him, Jack chops the beanstalk with an axe. The beanstalk falls, the Giant with it. The Giant lands on his head, and loses his memory. He forgets his name, and that he is supposed to be bad. He realizes the trouble he has caused by stealing and being so mean. The Giant decides to be good, and to treat others as he would like to be treated.

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# “Jack’s Song”

Music By: Sir Arthur Sullivan  
Libretto By: John Davies

If you give me your attention, I will tell you who I am  
My name is Jack Be-nimble and I’m known throughout this land  
I am a famous fellow as you very soon shall see  
For every Jack in this whole world is named after me

I’m Jack-o-lantern, Jack B. Quick, I’m Jack of all the trades  
A lumberjack, a jumping jack, I am the Jack of spades  
Jack in the box, Jack rabbit, I’m the Jack whose friend is Jill  
I’m very good at playing jacks, there’s no one with my skill

Yes my name is Jack

With a jack knife in my pocket I’ll not fear if I get lost.  
And I always take my jacket, just in case I meet Jack Frost  
There is no one in this kingdom who is quite as brave as me  
For I am the bravest boy that any boy could ever be.

If I met a scary Dragon breathing fire from his nose,  
I’ll run around him three times and then step upon his toes  
If a Giant tries to catch me ‘cause he thinks I might taste yummy,  
I’ll bop him on the head until he cries out for his mummy.

For I am brave Jack

I’ll tell you about a magic trick if you would like to know  
I can plant these stones right in the ground and make a garden grow  
I have cabbages and broccoli and pumpkins and potatoes  
Some radishes, asparagus some spinach and tomatoes

So if you’re very hungry there’s no need for you to worry  
I’ve told my magic seeds that we are rather in a hurry  
For I haven’t had a bite to eat since ever and a day  
And if I do not find some food I’m sure to waste away

For I’m hungry Jack  
(His name is Jack)  
I wish I had some Flap-Jacks  
I’m hungry Jack

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## Poetic Devices

### Did you know...?

The words of a song in an opera (the lyrics) often come from poetry

An aria is a song in an opera sung by one character. “Jack’s Song” is an aria, and the lyrics work exactly like the lines and stanzas of a poem.

When a poem is set to music it becomes a song. The rhythm of the poem usually matches the rhythm of the music.

**Parts of a Poem:** Compare a poem to a paragraph - a paragraph is made up of sentences that are written together and divided by punctuation. A poem is made up of stanzas and lines. A stanza is a group of lines put together. Stanzas are usually divided by a space and may not contain punctuation. Lines of a poem are not always complete sentences.

**How a poem sounds:** When you read a paragraph, there is a pause at punctuation marks. In a poem there is often a sense of rhythm and rhyme in the lines and stanzas.

**Rhyme Scheme:** Poets will often use rhyme patterns in their poems. Usually the rhyme is found at the end of a line and the pattern is called a rhyme scheme.

**Alliteration:** Alliteration is the use of the same consonant sounds in words that are near each other. Have you ever heard the tongue twister: “She sells sea shells by the seashore”? This is an example of alliteration.

**Metaphor:** A metaphor compares two things without using the words “like” or “as.” It creates a strong image in our mind and poets use metaphors to make their writing more powerful. For example: “Mr. Jones is an ox” creates the image that Mr. Jones is very strong, just like an ox. It is more direct than a simile because it does not contain “like” or “as.”

**Simile:** A simile is a comparison between two things using the words “like” or “as.” For example: “Mr. Jones is as strong as an ox” or “Mr. Jones strong is like an ox.” In this comparison, I know that oxen are very strong so if Mr. Jones is like an ox, he must be very strong as well. Authors use similes in the same way. They compare things in their poems to help create images in the reader’s mind. This makes the poem more meaningful.

**Foreshadowing:** Using hints or clues to suggest what will happen later in the story.

## Activity Worksheet 1: Rhyme Scheme

### Did you know...?

The words of a song in an opera (the lyrics) often come from poetry

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One of the ways authors express meaning in poetry is to create rhymes. If two words rhyme, that means they have the same sound at the end. For example, rug and bug both have the -ug sounds at the end, they are words that rhyme. In a poem, sometimes the author will create lines that end with rhyming words. Rhymes come in different patterns in a poem. These patterns are called rhyme schemes.

When we label a poem for rhyme scheme we label each line with letters. The letters are in alphabetical order and lines that have words that rhyme are labeled with the same letter.

Find and label the rhyme scheme in the poem below:

If you give me your attention, I will tell you who I am \_\_\_\_\_  
My name is Jack Be-nimble and I'm known throughout this land \_\_\_\_\_  
I am a famous fellow as you very soon shall see \_\_\_\_\_  
For every Jack in this whole world is named after me \_\_\_\_\_

I'm Jack-o-lantern, Jack B. Quick, I'm Jack of all the trades \_\_\_\_\_  
A lumberjack, a jumping jack, I am the Jack of spades \_\_\_\_\_  
Jack in the box, Jack rabbit, I'm the Jack whose friend is Jill \_\_\_\_\_  
I'm very good at playing jacks, there's no one with my skill \_\_\_\_\_

With a jack knife in my pocket I'll not fear if I get lost. \_\_\_\_\_  
And I always take my jacket, just in case I meet Jack Frost \_\_\_\_\_  
There is no one in this kingdom who is quite as brave as me \_\_\_\_\_  
For I am the bravest boy that any boy could ever be. \_\_\_\_\_

If I met a scary Dragon breathing fire from his nose, \_\_\_\_\_  
I'll run around him three times and then step upon his toes \_\_\_\_\_  
If a Giant tries to catch me 'cause he thinks I might taste yummy, \_\_\_\_\_  
I'll bop him on the head until he cries out for his mummy. \_\_\_\_\_

I'll tell you about a magic trick if you would like to know \_\_\_\_\_  
I can plant these stones right in the ground and make a garden grow \_\_\_\_\_  
I have cabbages and broccoli and pumpkins and potatoes \_\_\_\_\_  
Some radishes, asparagus some spinach and tomatoes \_\_\_\_\_

So if you're very hungry there's no need for you to worry \_\_\_\_\_  
I've told my magic seeds that we are rather in a hurry \_\_\_\_\_  
For I haven't had a bite to eat since ever and a day \_\_\_\_\_  
And if I do not find some food I'm sure to waste away \_\_\_\_\_

## Activity Worksheet 2: Alliteration

### Did you know...?

The words of a song in an opera (the lyrics) often come from poetry

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When a poem is set to music it becomes a song. The rhythm of the poem usually matches the rhythm of the music.

Alliteration is the use of the same consonant sounds in words that are near each other.

Find alliteration in the following stanzas of "Jack's Song" and circle the consonant sound. Underline every "jack" sound and write the total in the space below.

I'm Jack-o-lantern, Jack B. Quick, I'm Jack of all the trades

A lumberjack, a jumping jack, I am the Jack of spades

Jack in the box, Jack rabbit, I'm the Jack whose friend is Jill

I'm very good at playing jacks, there's no one with my skill

With a jack knife in my pocket I'll not fear if I get lost.

And I always take my jacket, just in case I meet Jack Frost

There is no one in this kingdom who is quite as brave as me

For I am the bravest boy that any boy could ever be.

How many "jack" sounds did you find? \_\_\_\_\_



## Activity Worksheet 4: Foreshadowing

Using hints or clues to suggest what will happen later in the story is called foreshadowing. This technique is found in poetry and storytelling in general.

After hearing the story of *Jack and the Beanstalk*, underline the lines in the following stanzas that contain foreshadowing.

If I met a scary Dragon breathing fire from his nose,  
I'll run around him three times and then step upon his toes  
If a Giant tries to catch me 'cause he thinks I might taste yummy,  
I'll bop him on the head until he cries out for his mummy.

I'll tell you about a magic trick if you would like to know  
I can plant these stones right in the ground and make a garden grow  
I have cabbages and broccoli and pumpkins and potatoes  
Some radishes, asparagus some spinach and tomatoes

So if you're very hungry there's no need for you to worry  
I've told my magic seeds that we are rather in a hurry  
For I haven't had a bite to eat since ever and a day  
And if I do not find some food I'm sure to waste away

This song occurs at the beginning of the opera. What events happen later in the story that are foreshadowed in the stanzas above?

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I have cabbages and broccoli and pumpkins and potatoes  
Some radishes, asparagus some spinach and tomatoes  
So if you're very hungry there's no need for you to worry  
I've told my magic seeds that we are rather in a hurry  
For I haven't had a bite to eat since ever and a day  
And if I do not find some food I'm sure to waste away

F  
F  
I  
I  
J  
J

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## ANSWER KEY 2

### Activity Worksheet 2: Alliteration

#### Did you know...?

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When a poem is set to music it becomes a song. The rhythm of the poem usually matches the rhythm of the music.

Alliteration is the use of the same consonant sounds in words that are near each other.

Find alliteration in the following stanzas of “Jack’s Song” and circle the consonant sound. Underline every “jack” sound and write the total in the space below.

- Examples of Alliteration are in bold font.

I’m **Jack**-o-lantern, **Jack** B. Quick, I’m **Jack** of all the trades

A lumber**jack**, a **jumping jack**, I am the **Jack** of spades

**Jack** in the box, **Jack** rabbit, I’m the **Jack** whose friend is **Jill**

I’m very good at playing **jacks**, there’s no one with my skill

With a **jack** knife in my pocket I’ll not fear if I get lost.

And I always take my **jack**et, **just** in case I meet **Jack** Frost

There is no one in this kingdom who is quite as **brave** as me

For I am the **bravest boy** that any **boy** could ever **be**.

How many “jack” sounds did you find? **13**

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## ANSWER KEY 3

### Activity Worksheet 3: Metaphors

A metaphor compares two things without using the words “like” or “as.”  
Underline the metaphors in the stanza below:

I'm Jack-o-lantern, Jack B. Quick, I'm Jack of all the trades  
A lumberjack, a jumping jack, I am the Jack of spades  
Jack in the box, Jack rabbit, I'm the Jack whose friend is Jill  
I'm very good at playing jacks, there's no one with my skill

What do these metaphors tell us about Jack? Give specific examples.

Jack-o-lantern: Jack is mischievous and tricky  
Jack B. Quick: Jack is fast - this is also a reference to a nursery rhyme  
Jack of all the trades: Jack knows how to do a lot of things  
Lumberjack: Jack is strong and handy with tools  
Jumping jack: Jack is quick and jumpy  
Jack of spades: Jack likes to play games  
Jack in the box: Jack is quick and surprising  
Jack rabbit: Jack is fast  
Jack whose friend is Jill: Jack is well liked, another reference to a nursery rhyme

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## ANSWER KEY 4

### Activity Worksheet 4: Foreshadowing

Using hints or clues to suggest what will happen later in the story is called foreshadowing. This technique is found in poetry and storytelling in general.

After hearing the story of *Jack and the Beanstalk*, underline the lines in the following stanzas that contain foreshadowing.

If I met a scary Dragon breathing fire from his nose,  
I'll run around him three times and then step upon his toes  
If a Giant tries to catch me 'cause he thinks I might taste yummy,  
I'll bop him on the head until he cries out for his mummy.

I'll tell you about a magic trick if you would like to know  
I can plant these stones right in the ground and make a garden grow  
I have cabbages and broccoli and pumpkins and potatoes  
Some radishes, asparagus some spinach and tomatoes

So if you're very hungry there's no need for you to worry  
I've told my magic seeds that we are rather in a hurry  
For I haven't had a bite to eat since ever and a day  
And if I do not find some food I'm sure to waste away

This song occurs at the beginning of the opera. What events happen later in the story that are foreshadowed in the stanzas above?

1st Stanza, lines 3-4: A giant tries to catch Jack and eat him.

2nd Stanza, lines 1-2: Jack plants magic beans in the ground and grows the beanstalk which leads him to food.

3rd Stanza, line 2: The magic beanstalk grows in one night.