

# JACKED!

2020/2021  
SEASON

## INTERACTIVE EDUCATOR'S GUIDE

### NOTE TO EDUCATORS:

*Jacked!* is a 40-minute production that can be viewed all in one sitting or as three approximately 13-minute episodes.

We have created a series of Classroom Activities for your students. Please feel free to do all or some of these activities in whatever order and structure works best for your classroom.

Should you decide to watch *Jacked!* in three episodes, for your convenience we have numbered the activities and colored the headers of each activity page.

Thank you for joining us for *Jacked!*

For best user experience  
[download Acrobat Reader here](#)

— METRO THEATER COMPANY EDUCATION TEAM

BY  
IDRIS  
GOODWIN

## TAKE A LOOK AT WHAT'S INSIDE THE INTERACTIVE GUIDE:

### [ABOUT THE PLAYWRIGHT](#)

### [CLASSROOM ACTIVITIES](#)

with Missouri GLE and National Core Arts Standards

**EPISODE 1 ACTIVITY** SPOKEN WORD POETRY

**EPISODE 1 ACTIVITY** WHAT COMES NEXT?

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**EPISODE 3 ACTIVITY** CREATE YOUR OWN STORYBOARD

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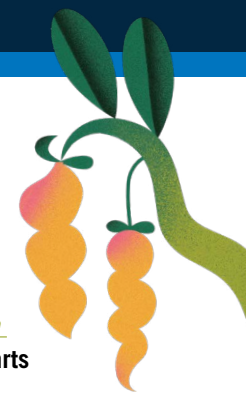
Look for the Home icon to bring you back to this page!

## SYNOPSIS

It's *Jack and the Beanstalk* with a modern-day twist. In this reimagined world, Jack and his mother struggle to live happily ever after. When his farm can't feed him, his community can't support him, and his mother can't take care of him, Jack takes matters into his own hands. After climbing the beanstalk and stealing the giant's goose, Jack flees home and discovers that the goose's golden eggs have a mysterious, intoxicating power over the adults around him that turns his world upside down. How can something so good make everything bad? Can Jack turn things around to save his village? *Jacked!* fuses storytelling and poetry, visual art and animation, with nonstop hip-hop and break-beat music. This is a fresh, energetic and timely one-hour play that encourages a gentle dialogue for children about substance abuse and its effects on our communities.

### REMINDER:

*Jacked!* can be viewed all in one sitting or as three ~13-minute episodes.



## IDRIS GOODWIN



Idris Goodwin is a multidisciplinary arts leader and creative community builder. Across two decades he's forged a multi-faceted career as an award-winning script writer for stage and screen, Break Beat poet, director, educator, and organizer. He is the new director of the Colorado Springs Fine Arts Center at Colorado College. The author of *FREE PLAY: Open Source Scripts Toward an Antiracist Tomorrow*, Goodwin is committed to using the arts to spark meaningful conversation.

His plays include the widely produced *And In This Corner: Cassius Clay*, *Ghost* adapted from the novel by Jason Reynolds, *How We Got On*, *This Is Modern Art* co-written with Kevin Coval, *Bars and Measures*, *The Raid*, and *Hype Man: a break beat play*. His *The Way The Mountain Moved* was commissioned and produced as part of Oregon Shakespeare's American Revolutions series. Idris also created the *FREE PLAY* project, which consists of five open sourced plays that can be used to create conversation around race and the Black experience in America. Find out more about this project in our resource section!

His work has been produced by or developed with Metro Theater Company, The Actor's Theater of Louisville, Steppenwolf Theater, The Kennedy Center, The Denver Center for The Performing Arts, Cleveland Playhouse, Seattle Children's Theater, Nashville Children's Theatre, Boulder Ensemble Theater, TheaterWorks, Berkeley Rep's Ground Floor Program, La Jolla Playhouse, The Eugene O'Neill Center, The Lark Playwriting Center and New Harmony Project.

Idris has received support from the NEA, The Ford, Mellon and Edgerton Foundation, and is the recipient of InterAct Theater's 20/20 Prize and The Playwrights' Center's McKnight Fellowship. Idris is a member of The Dramatists Guild and serves on the boards of TYA/USA and The Children's Theatre Foundation of America.

## VOCABULARY

### Gold Standard:

When the United States first started using paper money, all of the paper money represented actual gold that was stored in a big fort. If a person wanted to trade the government their paper money for gold, they were able to do that. Using paper money made it easier to trade with other countries. The United States no longer uses the gold standard.

### Trickle Down Economics:

This idea says that if big businesses, like McDonald's or Target, or very wealthy people, pay less taxes, it will be good for all of the country because those business owners will create new jobs and opportunities for other people if they don't have to pay as many taxes.

### Taxes:

When a person makes income, or money, a part of what they make is taken by the government to help pay for things like schools, taking care of bridges and roads, health programs, or other programs that the government pays for.



## SPOKEN WORD POETRY

Here's an example of what some of the script of *JACKED!* looks like:

I was poor / hungry  
 living on a farm  
 Scrawny  
 Lean  
 legs and arms  
 pockets empty

Cupboards lean  
 Wasn't always like that  
 It was a sight, back  
 when  
 Used to be  
 All you'd see  
 Was  
 Green on green on green  
 Green on green on green  
 Green on green on green

**Spoken word poetry is poetry that is meant to be performed.**

It is often, but not always, connected to issues of social justice. Spoken word is a catchall for any kind of poetry meant to be spoken out loud – for example, rap can be considered spoken word.



- Have students create their own spoken word poems or raps, using the beat that has been provided. Have them think of a memory – one where they can recall lots of details about what happened in the memory, like a special holiday celebration.
- Then, have students write about that memory, keeping in mind the elements of poetry: repetition, alliteration, imagery, onomatopoeia, etc. Encourage students to think not only about how the poem reads, but also how it will sound.
- Then, have students perform their pieces.

Start the Spoken Word Poetry Activity by first watching our video on YouTube. [Click here to watch.](#)

### NATIONAL CORE ARTS STANDARDS

#### MUSIC (MU) CR3.2.2:

Convey expressive intent for a specific purpose by presenting a version of personal musical ideas to peers or an informal audience.

#### THEATRE (TH) PR61.5:

Present drama/theatre work informally to an audience.





## COLLAGE ACTIVITY

### Suggested items:

- scrap paper
- stickers
- markers
- crayons
- magazines
- scissors
- glue

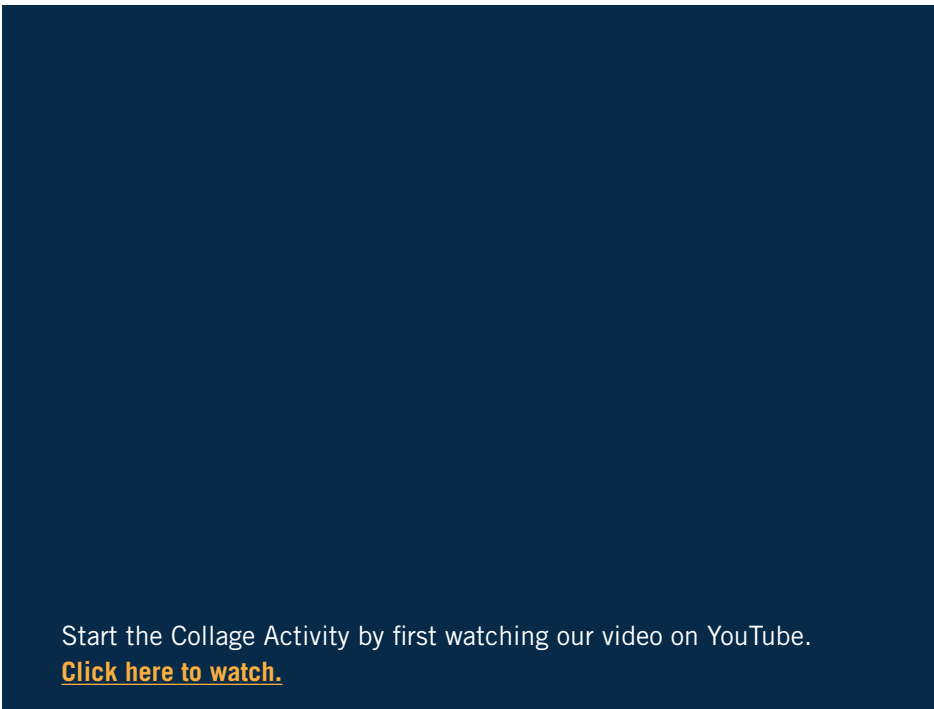
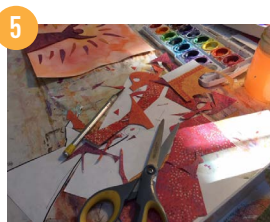
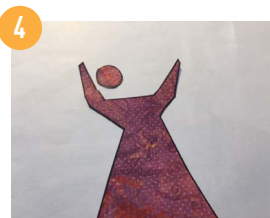
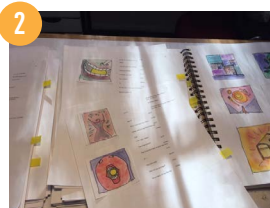
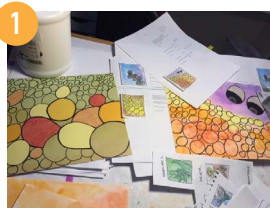
**Collages are a great way to figure out how you feel and think about things.**

A collage is a piece of art made by sticking different materials, such as photographs, pieces of paper, words from magazines, fabric, and/or other craft supplies to a piece of paper or object. Through creating a collage, you can come up with a story that you might not have thought of otherwise!



- **Using items you have access to at home (be sure to ask your grownups before using), create a collage inspired by the collages you saw in the first part of the play.**
- **As you create your collage, think about what story you are creating!**
- **A fun next step is to write a story or scene inspired by your collage.**
- **Share your collage and story/scene with your family and friends!**

### COLLAGE PROCESS EXAMPLE:



Start the Collage Activity by first watching our video on YouTube. [Click here to watch.](#)

#### MISSOURI STANDARDS

##### VISUAL ARTS (VA) CR2A.3:

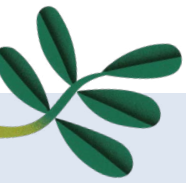
Create personally satisfying artwork using a variety of artistic processes and materials.

##### VISUAL ARTS (VA) CR2C.2:

Repurpose objects to make something new.



## FAIRYTALE TABLEAUS



### **\*\*Virtual Hint\*\***

This activity is best accomplished in breakout rooms in a virtual setting. Even though students may be in different spaces, encourage them to find ways to work together. When you come back together to share, have anyone in the “audience” turn their camera off, so you can see the students who are sharing.

If your class cannot use breakout rooms, pick a fairytale as a class and come up with a “twist” together. Then, each student can create their own individual statue for the beginning, middle, end, and twist for your story!

**JACKED!** retells the story of *Jack and the Beanstalk* in a new way.

Have your students try their hand at retelling a fairy tale by creating tableaus (or frozen pictures) of a fairytale.



- Have students step into role as a fairytale character in small groups and create three frozen pictures for their fairytale – one each for the beginning, middle, and end.
- Then, add a twist! Have the students change one of their frozen pictures in order to update or change the story, just like the playwright, Idris Goodwin, does for **JACKED!**



A scene from *Jacked!*

#### NATIONAL ARTS CORE STANDARDS

**THEATER (TH) PR6.1.4:**  
Share small-group drama/theatre work, with peers as audience.

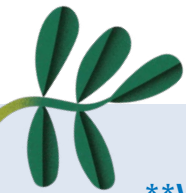
**THEATER (TH) RE7.1.4:**  
Identify artistic choices made in a drama/theatre work through participation and observation.



# EMPATHY INTERVIEWS

**JACKED!** takes a story we think we know, and helps us understand it from a different perspective.

Have your students step into role as reporters to practice understanding other perspectives.



**\*\*Virtual Hint\*\***

This activity would work well in breakout rooms. If you cannot use breakout rooms, the teacher can step into role as the reporter and interview students either individually or in small groups.



- Have students pair up with someone they don't know well and take turns asking each other questions. Stress that students should focus on listening without interrupting.
- Here are some questions to help you get started, but feel free to create your own.

**Q: Who is someone in your family or community who is important to you? Why?**

**Q: What's something you like to do for fun?**

**Q: What's your favorite subject in school?**



Start the Empathy Activity by first watching our video on YouTube. [Click here to watch.](#)

**MISSOURI STANDARDS**

**MISSOURI COMMUNICATION ARTS GRADE LEVEL EXPECTATIONS LS1B K-8:** Demonstrate listening behaviors.

**MISSOURI PERSONAL AND SOCIAL DEVELOPMENT GRADE LEVEL EXPECTATIONS PS2A, B, C K-8:** Interacting with others in ways that respect individual and group differences.



## SAY IT LIKE ME



### **\*\*Virtual Hint\*\***

This activity is just as fun to watch as it is to participate in! Try this in the big group!

**In the play, a few actors play all of the characters.**

You may have noticed those actors changing their voice to represent each different character. This activity invites students to try out different voices of their own.



- **Have students get into pairs. One student starts the conversation. The student should explore pitch, energy, and/or volume in the way they speak, as though they are playing a character different from themselves.**
- **Their partner must match the vocal qualities of the student who initiated the conversation.**
- **Students can communicate with real words or in gibberish.**
- **After chatting for a minute, the pair can start over with the other student initiating a conversation. The conversations should be brief.**



Actor Jarris L. Williams (Jack) in the recording booth at Doorway Studios.

#### NATIONAL CORE ARTS STANDARDS

##### **THEATRE (TH) CR3.1.3.B:**

Participate and contribute to vocal exploration in an improvised drama/theatre work.

##### **THEATRE (TH) RE9.1.1:**

Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).

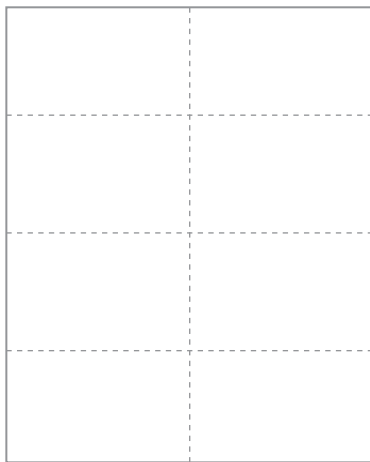




# CREATE YOUR OWN STORYBOARD

In *Jacked*, animation brings the story and characters to life.

Often, before animation experts begin the drawing process, they sketch out a storyboard of what is going to happen in the story.

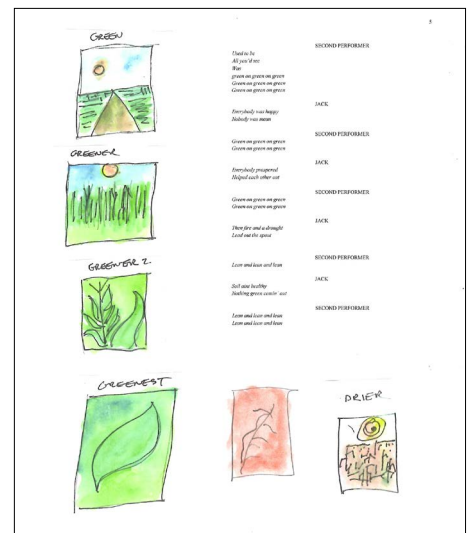
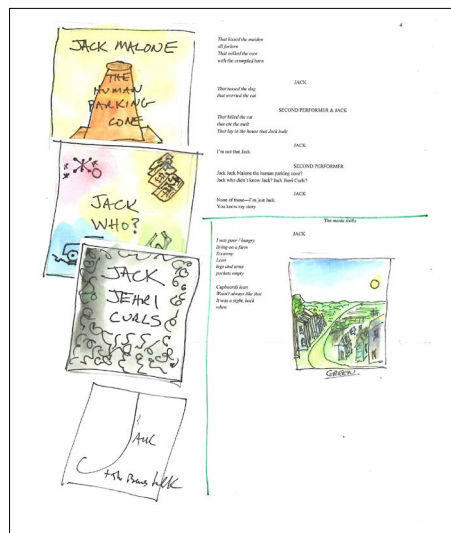
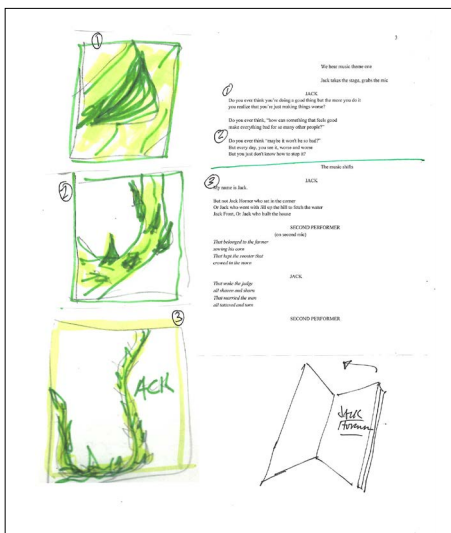


Drawing template example



- Have your students create their own storyboard by folding a piece of paper with strong creases until they have 8 even rectangles when the paper is unfolded.
- Once they have finished folding the paper, it's time to dive into the creative process!
- They can use words and pictures to tell a story with a beginning, middle, and end as they move across each square. Work from left to right and then from top to bottom.

## STORYBOARD EXAMPLE:



### NATIONAL CORE ARTS STANDARDS

#### VISUAL ART (VA) CN10.1.2A:

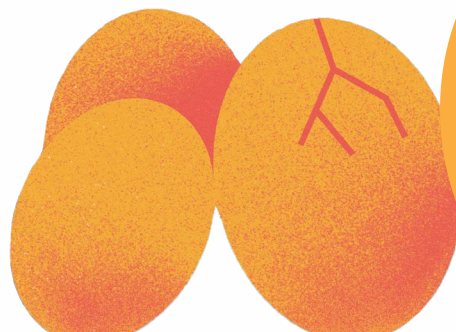
Create works of art about events in home, school, or community life.

#### VISUAL ART (VA) CR1.1.3A:

Elaborate on an imaginative idea.



1. What do you think the egg could represent in the real world?  
\_\_\_\_\_
2. At the beginning of the play, Jack asks, “Do you ever think you’re doing a good thing but the more you do it you realize that you’re just making things worse?” Can you think of a time when you have done something with good intentions, but then found out it hurt someone?  
\_\_\_\_\_
3. Why did Jack choose to steal the goose that laid the golden eggs?  
\_\_\_\_\_
4. *JACKED!* is a new and different retelling of the fairytale *Jack and the Beanstalk*. If you know the story of *Jack and the Beanstalk*, why do you think the playwright made the changes he did to the story?  
\_\_\_\_\_
5. If you were to rewrite a fairytale, which one would you rewrite?  
\_\_\_\_\_
6. Why do you think Gina Giant decides to speak up at the end of the play, when Jack is stuck on the beanstalk between the giants in the sky and the townsfolk down below?  
\_\_\_\_\_
7. At the end of the play, all the townsfolk work together to farm and make their soil healthy again. What’s a time people in your community came together to help each other out?  
\_\_\_\_\_
8. The actors play multiple characters throughout the play. What were some of the ways you noticed the actors bring to life these different characters?  
\_\_\_\_\_
9. Visual art is used to enhance the storytelling in *JACKED!* Was there a collage or piece of art that stuck out to you? Why?  
\_\_\_\_\_
10. Jack’s mama and the other townsfolk are all part of Jack’s community. What is a community? Who all makes up your community? Are you part of more than one community?  
\_\_\_\_\_
11. Why do you think Jack’s mama tells him that “It’s not your fault”? How do you think Jack felt when she said that?  
\_\_\_\_\_
12. At the end of the play, Jack talks about gardening with his mama and calls that “a powerful feeling.” What does he mean by that? What’s something good in your life that gives you a powerful feeling?  
\_\_\_\_\_
13. How did music play a role in the play? How would the play have been different if there hadn’t been music?  
\_\_\_\_\_



***JACKED!***  
Works both as an updated version of a well-known story, and as an allegory of the effects of addiction on our central character’s story.

# FOR EDUCATORS: QUICK FACTS ABOUT PARENTAL ADDICTION



Between 2009 and 2014, **1 IN 8 CHILDREN** in the United States lived in households with at least one parent who had a past year substance use disorder



**1 IN 10 CHILDREN** lived in households with at least one parent who had a past year alcohol use disorder



**1 IN 35 CHILDREN** lived in households with at least one parent who had a past year illicit drug use disorder

**IN 2014, OVERDOSES BECAME THE #1 CAUSE OF ACCIDENTAL DEATH** in America, with more deaths than car crashes, gun violence, or breast cancer

SOURCES: [https://www.samhsa.gov/data/sites/default/files/report\\_3223/ShortReport-3223.html](https://www.samhsa.gov/data/sites/default/files/report_3223/ShortReport-3223.html)  
<https://www.nea.org/advocating-for-change/new-from-nea/teaching-children-opioid-crisis>

## RESOURCES



### PARENTAL ADDICTION:

<https://sesamestreetincommunities.org/topics/parental-addiction/>

### HOPE CREATES:

St. Louis based organization focused on empowering youth/young adults in recovery from addiction through expressive arts.

<https://www.hopecreates.org>

### FREE PLAY:

Open Source Scripts Toward an Antiracist Tomorrow  
[tyausa.org/freeplay](http://tyausa.org/freeplay)

3311 Washington Ave.  
St. Louis, Missouri 63103  
P: 314.932.7414 F: 314.932.7434

[metroplays.org](http://metroplays.org)

### MISSION

Inspired by the intelligence and emotional wisdom of young people, we create professional theater, foster inclusive community and nurture meaningful learning through the arts.

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