

A Teacher's Resource Guide for

THE ADVENTURES OF HAROLD AND THE PURPLE CRAYON



Enchantment Theatre Company

Presented by the
Center for the Performing Arts at Penn State

Monday, October 5, 2009

10:00 a.m.

Eisenhower Auditorium

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Welcome!

Thank you for choosing to participate in the 2009-2010 season of the Center for the Performing Arts Informance Series--a living laboratory of live theatre! The educator resource materials you will find on this website provide you with valuable information about Enchantment Theatre Company's production of ***The Adventures of Harold and the Purple Crayon***.

We encourage you to use these materials to integrate the arts into your classroom, particularly as related to the Informance of ***The Adventures of Harold and the Purple Crayon*** you and your students will be attending. This will help your students receive the full benefit of the theatre experience. Because we know your classroom time is precious we have pointed out subject area connections that follow the Pennsylvania Academic Standards and the Pennsylvania Department of Education and Department of Public Welfare Learning Standards for Early Childhood. We hope that you find these materials worthwhile and meaningful for your students. Please note that this is a guide for your use, and we encourage you to freely adapt it to suit the needs and interests as well as the age level of your students. Additionally, we have created the handout "How to Be a Good Audience" for you to go over with your students prior to the Informance.

By bringing your students to Enchantment Theatre Company's production of ***The Adventures of Harold and the Purple Crayon*** we get the opportunity to live our vision of enriching lives through inspiring experiences. Thank you and please let us know what you think: e-mail Amy Vashaw at advl@psu.edu.

We look forward to seeing you in our audience!

A handwritten signature in black ink that reads "Amy Dupain Vashaw". The signature is written in a cursive style with a long, sweeping underline.

How to Be a Good Audience

A **theatre** is a charged space, full of energy and anticipation.¹ When the **house lights** (the lights that help you see around you) go down, the excitement level goes up! Theatres are designed so that the voices of the singers and actors and the music of the musicians can be heard. But this also means that any sound in the **audience** (that's you!)—whispering, crunching your papers, talking, and wiggling—can be heard by other audience members and by the performers. This can spoil a performance for the performers and the other audience members.

The performers on stage show respect for their art form and for you, the audience, by doing their very best possible work. You show respect for the performers by looking and listening carefully.

Applause (clapping) is the best way for you to share your enthusiasm and to say thank you to the performers. Applaud at the end of a performance. Sometimes the audience will clap during a performance, after a performer sings by him or herself—a **solo**. Audience members may feel like laughing if the action on stage is funny, or crying if the action is sad. You can show respect for the performers in many different ways, depending on the performance. You might sit quietly at a dance performance. You might clap and sing at a music performance.



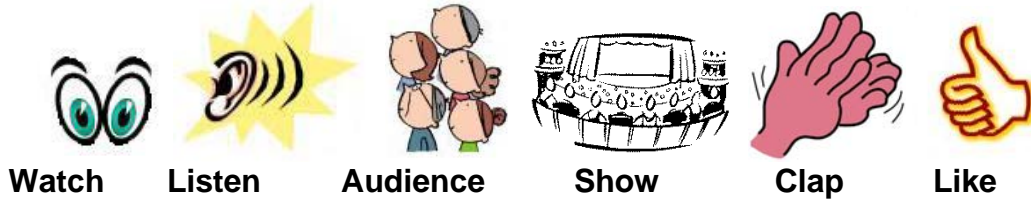
best way for you to share say thank you to the end of a performance! will clap during a performer sings by him or members may feel like stage is funny, or crying if


At the end of the performance, the cast will take a bow for what's known as curtain call—reward them by acknowledging them with your applause. At this time you may rise from your seat to give a **standing ovation**.

Best Practices for watching *Harold and the Purple Crayon*

- Notice how costumes and lights add to the performance.
- Show the performers your respect. Do not talk or whisper during the performance. There is no open food, drink or gum in the theatre. There are no cell phones allowed—including texting.
- Listen carefully and watch closely
- Clap at the end! Performers will take a bow. If you really like it, give the actors a **standing ovation** (rise from your seat and clap hard)!
- Enjoy! **Enchantment Theatre Company** performs for you—they have worked very hard to bring the production of *Harold and the Purple Crayon* to the Center for the Performing Arts and to share it with you.

¹ PA Academic Standards for the Arts and Humanities 9.4. Aesthetic Response C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts






Hooray! You are going to  *The Adventures of Harold and the Purple Crayon* at the theatre!²

When you  and  to a play, you are part of the . The  is an important part of the .

To hear all the songs and what the actors say,

the  must  carefully! If you talk, people in

the  will not be able to hear. When the play ends,

 to let the actors know you  the .

² PA Learning Standards for Early Childhood: Arts and Humanities 9.4: Aesthetic Response to Works in the Arts: Know how to show appreciation of works of arts.

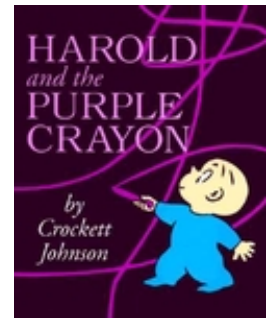
About Eisenhower Auditorium



Eisenhower Auditorium is 35 years old. Notice that the lobby and the upstairs conference room are the only places where there are windows.

On the stage we want it perfectly dark and plain. Then we add the lights and props.

2,500 seats means 2,500 people can come see a show at the Center for the Performing Arts! How many seats are in your classroom? How many classrooms do you have in your school?³



About the Story of Harold and the Purple Crayon

Harold and the Purple Crayon was written by Crockett Johnson. It was first published in 1955. It was his most popular book and led to a book series including *Harold's Fairy Tale* (1956), *Harold's Trip to the Sky* (1957), *Harold at the North Pole* (1958), *Harold's Circus* (1959), *A Picture for Harold's Room* (1960), and *Harold's ABC* (1963).

The protagonist (who the story is about), Harold, is a curious four-year-old boy who, with his purple crayon, has the power to create a world of his own simply by drawing it.⁴

Harold wants to go for a walk in the moonlight, but there is no moon, so he draws one. He has nowhere to walk, so he draws a path. He has many adventures looking for his room, but, in the end, he draws his own house and bed and goes to sleep.

³ PA Learning Standards for Early Childhood Mathematics 2.2.A—make estimates of a set of objects up to and including 20 objects; PA Academic Standards Mathematics 2.1.3B use whole numbers and fractions to represent quantities

⁴ PA Learning Standards for Early Childhood: AL 1: Demonstrate Initiative and Curiosity; AL3: Reasoning and Problem Solving

What is an Adaptation:

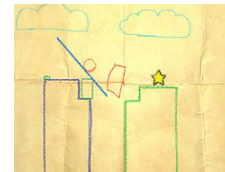
Harold and the Purple Crayon

Because the story of *Harold and the Purple Crayon* is so good, it has inspired many artists to take the story book and change it into new forms, or ways of knowing it⁵. In 1959, two years after the story was written, Harold was made into a 7 minute short film directed by David Piel and narrated by Norman Rose. You can watch it on YouTube

(http://www.youtube.com/watch?v=h_gc6ZoUVgA&feature=related). In 1971 Gene Deitch directed an animation, *A Picture for Harold's Room*, and in then two more. In 1993, the animations were packaged with a documentary, and sold as the *Harold and the Purple Crayon and Other Harold Stories* set. In 2002, the stories were adapted into a 13 episode television series for HBO.

There have also been theater adaptations. The informant today is a theater adaptation. Listen to our *In the Know* podcast interview www.cpa.psu.edu/prek-12/harold.html with Enchantment Theatre Company Artistic Director Landis Smith and learn about how he had to get permission from Crockett Johnson's estate to make an adaptation.

The book inspired programmer [Petri Purho](#) to create the computer game [Crayon Physics Deluxe](#).^{[7][8]} This game has been used frequently in children's and art education lesson plans.^[9]



About the author Crockett Johnson:



Self-caricature,
1941

"Crockett is my childhood nickname. My real name is David Johnson Leisk but Leisk is too hard to pronounce."⁶

Johnson was bald. Referring to his hairless head, he once remarked, "I draw people without hair because it's so much easier! Besides, to me, people with hair look funny."

He was also a painter.



Crockett in front of
his painting *Squared
Circle* (1969)

⁵ PA Learning Standards for Early Childhood: Arts and Humanities 9.1: Production, Performance and Exhibition of Art Forms

⁶ PA Learning Standards for Early Childhood: Personal-Social
3.4 Develop Care and Self-Reliance

How Crayons are Made



The Crayola FACTORY®

Two Rivers Landing, Easton, Pennsylvania

Phone: 610-515-8000 Hours: Mon - Sat: 9:30 am - 5:00 pm; Sun: 11:00 am - 5:00 pm

The Crayola FACTORY® is a colorful and interesting visitor center that allows visitors to experience more than a dozen hands-on activities as well as learn how Crayola Crayons® are made. It is open for groups to tour.

This is not the real manufacturing plant.

See this video of the how crayons are made.⁷

<http://science.howstuffworks.com/question563.htm>



⁷ PA Standards for Kindergarten: Science: Standard 3.1: Describe change to objects caused by heat, cold, light or chemicals.

Activity: Storyboard⁸

Grade Level: PreK – 1

Object: Create a classroom storyboard by drawing pictures of what you like and together drawing yourselves out of problems that occur, like Harold does!

Getting ready to play: Take a walk outdoors with the students.⁹ Look carefully at the trees, plants, rocks, and other objects you come across. Help students to notice the different “essential” shapes of objects. For example, point out that there are straight lines in the trunk of a tree, circular shapes in rocks, triangular and zig-zag shapes in flowers--or leaves on the ground or snow mounds--and in mountains.

Materials: one roll of white paper (minimum 18 inches wide and long enough for each player to have an approximately 2 foot length section); masking tape; purple crayons. Attach a long sheet of paper from one end of a classroom wall to the opposite end. Be sure to hang the paper at eye level for the students.

Making the Storyboard: Give one student at a time a purple crayon and have her press the point of the crayon against one end of the paper. Allow her to move the crayon along the paper in any way she chooses. Talk with children about what this crayon marking looks like (mountain range, river, highway, etc.) Give the next child the crayon, asking him to add appropriate details to the drawing.¹⁰ Continue by allowing each student in the group an opportunity to add something to the drawing.

Next, have the students dictate a story based on the drawing. As storylines are developed, write them down, using pictures instead of words when possible. Work together to combine the ideas and organize them into a beginning, a middle and an end. Work with the group to develop a theme similar to Harold’s, the theme of how problems can be solved through perseverance and creativity.

Copy the story so that it can be displayed, along with the initial “storyboard” drawing.

⁸ PA Learning Standards for Early Childhood: Science: 3.4 Recognize and solve problems through observation, active exploration, trial and error, interactions and discussions with peers and adults

⁹ PA Standards for Early Childhood: Science: 3.1 Take children on nature walks to observe

¹⁰ PA Learning Standards for Early Childhood: Reading, Speaking and Listening: 1:1 Connect the new information or ideas to known information

Activity: Harold Game

Print pdf file for game cards (good for coloring projects, too!)

Grade Level: 2 – 4

Adapted from the game *Harold and the Purple Crayon* by Briarpatch

Harold is out for a walk, crayon in hand. As he travels he draws his world. Let's help Harold create his new adventure!

Object of the game: Players copy the game card drawing, one at a time, onto the paper wall mural and they use it in a story. Players must remember the exact sequence of drawings on each turn. The story gets longer as players add new drawings. If you can tell the whole story from start to finish, you win!¹¹

Getting ready to play: Attach a long sheet of paper to create a paper wall mural along the classroom wall. Be sure to hang the paper at the children's eye level. Have players sit in a line in front of the paper. Leave room for the player whose turn it is to move freely in front of the paper. Pass out purple crayons. Place the game cards in random order, face down, in a stack.

Playing the Game: If it is your turn, turn over the top card in the stack. Copy the game card drawing onto the paper wall mural, and begin the story.

Example: Starting at the left hand side, the first player draws the picture on his card (say it's a bicycle) and says, "One beautiful day, Harold went for a ride on his bicycle." Put the card face down in a discard pile.

The next player who has, say, a butterfly drawing draws a butterfly and may say, "Harold was riding on his bicycle with his friend the butterfly." And the next, who has an ice cream cone drawing, may say, "Harold was riding on his bicycle with his friend the butterfly, when they decided to snack on ice cream." Keep the order of the discard game card drawings intact as they are proof of the sequence.

Each player has to start at the beginning and retell the entire sequence as they add to the drawing. You do not have to tell the story exactly, but you must repeat the sequence exactly. In fact, you may want to make up a completely new story!

Example: "Harold got a bicycle for his birthday. He named the bike Butterfly and rode off to buy ice cream."

As the story gets longer it becomes harder to remember the correct sequence. When a player makes a mistake she is out. The players who are eliminated become the monitors for the other players who are still in the game.

Winning the Game: If you are the last player left in the game, and can repeat the sequence of the entire story correctly from start to finish, you win!

¹¹ PA Learning Standards for Early Childhood: Reading, Writing, Speaking and Listening 1.6: Speaking and Listening

DRAWING LESSON

In 1955 Crockett Johnson wrote and illustrated the book *Harold and the Purple Crayon*. The performance *The Adventures of Harold and the Purple Crayon* is based on this book. Harold is the main character in the story. Harold draws what he wants, and when his drawings get him into trouble, he draws his way out of his problems.

Materials: Sheet of white paper, purple crayon

How to Begin: Draw a straight line from one side of your paper to the other side of your paper, and one third of the way from the top of your paper.¹² This is called a horizontal line.¹³ For your drawing this will be the horizon line. The horizon is where the sky touches the land. Because the sky is above and in front of you, and the ground is beneath and in front of you, the sky and the ground have to meet at the horizon.

Draw a moon like Harold's moon in the sky. The sky on your paper is the area above the horizon line. Harold's moon is crescent-shaped. It is a circle with a scoop taken out of one side.

Draw a path to walk on. Pick a point on the horizon line. Make a dot. Next pick a point at the bottom of your paper and make a dot. Make a straight line to connect the two dots. Pick another point at the bottom of your paper, at least a hand's width apart, and make another dot. Connect that dot with the SAME dot on the horizon line. Can you see that you made a triangle? The path will show that your drawing has a foreground (up close area), a middle ground (what is ahead of you but not too far away) and a background (the place to where you want to travel).

This technique is called one-point perspective. Perspective can make your flat piece of paper look like a real place. The first artist to do this was named Ambrogio, or Giotto for short. He lived from 1266(?) to 1337 in Italy. When Giotto was a little boy tending his sheep in the hills near Florence, a successful Florentine painter who was walking nearby saw him very busy at something. When he came closer, he saw that Giotto was drawing a picture of one of his sheep on a piece of slate. Never had he seen such a drawing from the hand of a child! He asked to speak with his father, and he asked his father if the boy could become an apprentice in his studio (if the boy could come to study and work with him). His father said yes. Giotto was his master's most successful pupil, and when he grew up, he was the first painter to bring realism to flat paintings. This helped lead to a renaissance--a rebirth--of painting¹⁴.

¹² PA Standards for Kindergarten: Arts & Humanities Standard 9.1: Production, Performance and Exhibition of Dance, Music, Theatre & Visual Arts: Create a picture using lines and shapes

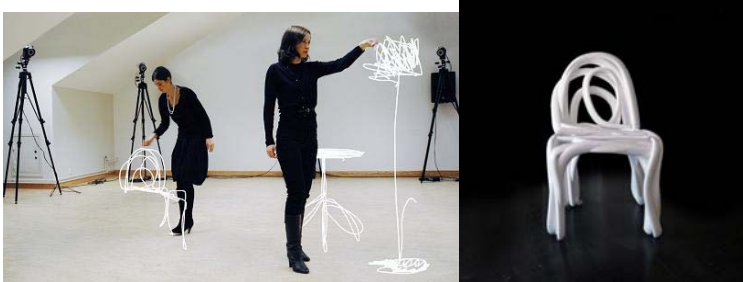
¹³ PA Standards for Kindergarten: Mathematics Standard 2.9: Geometry

¹⁴ Ruskin, Ariane. *The Story of Art for Young People*. Pantheon Books: Random House Publishing (1964).

Explore More

Sketch Furniture

Harold can draw pictures of where he wants his body to be. So does Swedish design group **FRONT** in their latest project **Sketch Furniture**. See the photos below, then watch the video *Sketch Furniture* by *FRONT* on YouTube. www.youtube.com/watch?v=8zP1em1dg5k



Some Other Make Believe Movies

The Amazing Bone
by William Steig

The Day Jimmy's Boa Ate the Wash
by Trinka Hakes Noble, illustrated by Steven Kellog

Visit our website, www.cpa.psu.edu/prek-12/harold.html, and listen to *In the Know*, a podcast interview with the Artistic Director of Harold and the Purple Crayon!

Please come again to the Center for the Performing Arts!

The Center for the Performing Arts is located in the arts corridor of the Pennsylvania State University at University Park in central Pennsylvania. Visit our website www.cpa.psu.edu for information about upcoming performances.

