

teacher resource guide

**schooltime
performance
series**



***the adventures
of harold and
the purple crayon***

**arts
education
njpac**
discover. create. grow.



about the performance

The Enchantment Theatre Company is a nonprofit arts organization based in Philadelphia, PA. For over 25 years, the company has created many theatrical productions for children, families, schools and more. Its mission is to inspire audiences in and out the classroom by bringing their imaginations to life in ways they never thought possible. Enchantment Theatre Company is dedicated to serve each and every person that will experience their company. Their values are centered in originality, imagination, transformation and community.

Enchantment has reached over 150,000 people in 35-40 states in the U.S. Currently the company is focusing on its production of *The Adventures of Harold and the Purple Crayon*, based on the popular book series written by Crockett Johnson. The story chronicles the adventures of Harold, a brave young boy who creates his own universe using his imagination and a purple crayon. The audience travels with Harold on a spaceship, to a circus and much more.

The show combines puppets, pantomime, dance, magic and original music to bring the performance to life. Enchantment Theatre Company's productions aim to bring people of all ages together for an artistic and imaginative adventure.

about harold and the purple crayon

Harold and the Purple Crayon is a classic children's book, first published in 1955. The story features a little boy who, using his imagination and a special purple crayon, creates new worlds and adventures. One night, Harold decides to go for a walk in the moonlight...but there's no moon! Using his trusty crayon, he draws a crescent moon and a path to walk on so he won't get lost. Harold's imagination soon begins to run wild — drawing an apple tree and dragon to guard it. The story details the whimsical scenarios and adventures that Harold experiences trying to find his way back to his bedroom. Harold finally draws a window around the moon above him, draws a bed and drifts off to sleep. Even 67 years after its publication date, *Harold and the Purple Crayon* is a story loved by generations and is a celebration of imagination and independent play.

in the spotlight

with Zachary Chiero, Teaching Artist & Manager, Community Relations, Enchantment Theatre



Please scan the QR code to access the *In the On the Mic: The Adventures of Harold and The Purple Crayon* podcast.

cultural connections

Crockett Johnson, whose real name was David Johnson Leisk, was born on October 20, 1906 in New York City. He grew up in Elmhurst, Queens and studied at both The Cooper Union in 1924 and New York University in 1925. Affectionately nicknamed Crockett as a child (perhaps after the 19th-century frontiersman Davy Crockett), he arrived at his well-known pseudonym, Crockett Johnson.

In the early stages of his career, Johnson was the art editor for several magazines and contributed to others. He wrote political cartoons for *The New Masses* (1934-1940) and drew a weekly comic strip, "The Little Man with the Eyes," for *Collier's* (1940-1943). In 1942, his beloved comic "Barnaby" first appeared in PM and was later syndicated in 52 newspapers across the country. America fell in love with the comic's child

protagonist, Barnaby Baxter and his bumbling fairy godmother, Mr. O'Malley. Johnson wrote "Barnaby" daily until 1946 when cartoonists Jack Morely and Ted Ferro took over. On February 2, 1952, Johnson returned to pen the final episode.

Having garnered acclaim as a comic strip writer, Johnson transitioned easily into an author and illustrator of children's books. He wrote and illustrated more than 20 books for children in his lifetime. He illustrated seven others, including *The Carrot Seed* (1945), written by his wife and well-known author Ruth Krauss. His style of illustration was minimal, using simple lines and few colors to tell a story without distraction. Johnson's best-known works relate to the adventures of Harold, small boy whose

continued on page 7

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance

If you have 15 minutes: Read (or show) some of the Harold books to your class. *Harold and the Purple Crayon, Harold's Fairy Tale, Harold at the North Pole, Harold's ABC* – Crockett Johnson – Read Aloud – Christopher Kent, STORYBOOK MATINEE: *Harold's Circus*

If you have 30 minutes (and above): Talk to your students about the *Harold* books. What do they think a live performance of these stories will be like? What characters do they think will be in the show? How do they think the performance will show Harold's drawings? Have students use their "magic drawing finger" to create drawings in the air like Harold. Start with simple shapes or letters, then objects like a tree or a rainbow. Finally, ask for some more creative air drawings like a monster or a castle.

In the show you are going to see, there are parts of five *Harold* stories woven together into one big adventure. Do you have a favorite *Harold* story? How do you think the theater company will bring the stories to life on stage?

English Language Arts
NJLSA.R7.
NJLSA.SL1.
Visual & Performing Arts
Anchor Standard 7

E

Experience the performance

Share audience expectations and appropriate behaviors for the theater with your students. Remind students that they will be seeing a live version of the books, and encourage them to pay attention to how the production uses theatrical tools (i.e. actors' movements, sound, props, costumes, scenery, etc.) to bring the books to life.

In what ways do you think the performance will be like the books? Look and listen for how the story is brought to life using movement, sound, props, costumes, or scenery.

English Language Arts
NJLSA.R7.
Visual & Performing Arts
Anchor Standard 7
Anchor Standard 8

R

Reflect, respond and read

Reflect: Have a class discussion about the students' favorite parts of the performance. Create and anchor chart that shows the ways in which the production brought the books to life. Start an SEL discussion about creating your own realities and safe spaces.

For younger students: Ask if they think Harold was nervous before his adventures. Have students think about what they are feeling right now, then do three deep belly breaths and ask how they feel afterwards. Students will share that they are feeling more relaxed, calm or even sleepy. Let students know that these feelings they are having are good. Can they think of places they've been where they've felt similarly (i.e. the park, outside in the grass, at the lake, in their yard, at a relative's house, etc.).

For older students: Ask if they think Harold actually leaves his house to go on his adventures. Did they notice that most of Harold's stories start and end in his house? Share with them that maybe Harold feels safe either in his home or in his imagination, and because of that he is willing to create a world where he has big adventures. Depending on your comfortability, ask students to either talk about places where they feel safe, or what kind of world they would create if given the opportunity.

Read: Share a few pages from the book *Harold's ABC*.

Respond: Use **Activity Sheet 1** to encourage students to create their own Harold-style drawings from letters.

What parts of the performance did you enjoy the most? What did you notice in the show that really brought the story to life? Use **Activity Sheet 1** to create your own ABC drawings like Harold.

English Language Arts
NJLSA.R7.
NJLSA.SL1.
NJLSA.SL2
Visual & Performing Arts
Anchor Standard 1
Anchor Standard 4
Anchor Standard 7
Anchor Standard 8
SEL Competency
Self-Awareness

F

Focus

Harold is excellent at using his imagination. Use **Activity Sheet 2** to inspire students' imaginations with a shape challenge. Play either or both of the games below as a class to connect their bodies, words and imaginations. Remind students that your classroom is a safe space for them to be brave and try new things.

1. Imagination Walk: Students walk around the room without talking or touching each other on your cue ("Go! Stop!"). Once they can walk the space appropriately, ask them to walk as if they are in: outer space, a rain storm, a sticky marshmallow floor, a parade, etc. Encourage them to change the speed and/or quality of their walk, and to let their faces show how it feels to be in this place/scenario.
2. This is a _____. Begin by holding an object such as a pencil. The teacher says, "This isn't a pencil, it is a microphone." Then show using the pencil as if it were a microphone. The object is passed around the room and each student imagines something new that the object could be, and shows the class how to use the object in a new way.

It's time to see if your imagination can be as big as Harold's! Use **Activity Sheet 2** to create objects out of paper shapes. Play games with your classmates that will have you moving your body in creative ways, and creating new uses for objects in the classroom. Try your favorite activity at home to challenge the creativity of your family!

Mathematics
Geometry
Visual & Performing Arts
Anchor Standard 1
Anchor Standard 2
NJ Career Readiness, Life Literacies, & Key Skills
9.4.2.CI.1
9.4.2.CI.2

O

Originate

Introduce or review sequence (beginning, middle and end) with your class. Share a few pages from the book *One Day the End* by Rebecca Kai Dotlich. Following the directions on **Activity Sheet 3**, help students create their own story, just like Harold.

Stretch your imagination to write or draw about what would happen in the middle of your own three-step story on **Activity Sheet 3**.

English Language Arts
NJLSA.W2.
NJLSA.W4.
NJLSA.SL5.
Visual & Performing Arts
Anchor Standard 1
Anchor Standard 2
Anchor Standard 5
NJ Career Readiness, Life Literacies, & Key Skills
9.4.2.CI.2

R

Rehearse

Let's bring students' three-step stories to life! Individually or in small groups, allow students to practice how they can "act out" the sequence of their story. The acting should take about the same amount of time to perform as it does for the words to be spoken out loud. Encourage students to use their bodies and facial expressions to show where they are, how they are feeling and what they are doing. Remind students that the rest of the class should be able to figure out what the elements of the story are. A classmate or teacher who is not acting should read the text as a narrator. For younger students, the teacher can be the narrator while the whole class acts out the story at the same time.

Practice acting (without speaking) the beginning, middle and end of your three-step story. Have a classmate or teacher read the text while you bring the story to life with your movements, facial expressions and imagination. Your performance should only last as long as it takes your narrator to speak the words.

English Language Arts
NJLSA.SL1.
NJLSA.SL4.
NJLSA.SL5.
NJLSA.SL6.
Visual & Performing Arts
Anchor Standard 1
Anchor Standard 2
Anchor Standard 3
Anchor Standard 4
Anchor Standard 5

M

Make magic

Decide how you would like to share the students' three-step stories. You could hang up the drawing and text pages around the room to create an art gallery-type environment. Students can walk around the room and view each other's work and/or invite other classes to see the students' work. Afterward, have your audience take a seat while individuals or groups act out their three-step stories with spoken narration. You could also send home the real or digital versions of the story pages to be viewed by friends and family at home.

It's time to share your three-step story! As an audience member, take time viewing your classmates' work in the class art gallery. When it's time for performances, sit quietly and watch your classmates perform. Applaud them for their work when they are finished. When it is your turn to perform, take a deep breath, face your audience and use your body and imagination to act out your story.

English Language Arts
NJLSA.SL1.
NJLSA.SL4.
NJLSA.SL5.
NJLSA.SL6.
Visual & Performing Arts
Anchor Standard 4
Anchor Standard 6
Anchor Standard 10

curriculum standards

National Core Arts Anchor Standards

- 1:** Generate and conceptualize artistic ideas and work.
- 3:** Refine and complete artistic work.
- 5:** Develop and refine artistic techniques and work for presentation.
- 6:** Convey meaning through the presentation of artistic work.
- 7:** Perceive and analyze artistic work.
- 8:** Interpret intent and meaning in artistic work.
- 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS

socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS

nationalartsstandards.org

common core state standards

English Language Arts

NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Visual & Performing Arts

Anchor Standard 1

Generating and conceptualizing ideas.

Anchor Standard 2

Organizing and developing ideas.

Anchor Standard 3

Refining and completing products.

Anchor Standard 4

Developing and refining techniques and models or steps needed to create products.

Anchor Standard 5

Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6

Conveying meaning through art.

Anchor Standard 7

Perceiving and analyzing products.

Anchor Standard 8

Interpreting intent and meaning.

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

NJ SEL Competencies

Social Awareness

Recognize and identify the thoughts, feelings, and perspectives of others.

Career Readiness, Life Literacies, & Key Skills

9.4.2.CI.1

Demonstrate openness to new ideas and perspectives. (2nd grade benchmark)

9.4.2.CI.2

Demonstrate originality and inventiveness in work. (2nd grade benchmark)

Mathematics

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

cultural connections

...continued

trusty purple crayon leads him on a series of fantastic adventures. Harold was introduced as the protagonist of Harold and the Purple Crayon (1955), a book so popular it inspired a series of six other titles.

In 1965, Johnson began exploring the aesthetic values of right triangles and Euclidian geometry, yielding about 100 large-scale paintings of geometric shapes. His work was abstract, representing Johnson's own mathematical ideas. He was recognized by The British Mathematical Journal in 1974 and contributed original mathematical theorems to Mathematical Gazette (1970), the IBM Gallery in Yorktown Heights, New York (1975) and the Smithsonian Museum of History and Technology (1980).

Crockett Johnson died on July 11, 1975 at the age of 68. Ruth Krauss continued writing stories for children and poem-plays for adults until her death on July 10, 1993.

vocabulary

Adaptation

The process of making a change or alteration to a process or body of work to be presented in an alternate way.

Adventure

An exciting or unusual experience that is sometimes risky.

Animation

The art and science of making drawings or images appear to move. Animated movies and television are popular forms of entertainment.

Artist

A person that is skilled in the arts (writing, drawing, acting and more).

Character

A person in a book, play or movie.

Circle

A shape with no sides (ex. a wheel or a ball).

Color

Qualities of light as our eyes see it, like a rainbow. Primary colors like red, blue and yellow cannot be made by mixing colors, but make up all of the secondary colors like purple, green and orange.

Cool Colors

One of the color groups in the color wheel. Often associated with ice, the cold and feelings such as sadness or calm.

Imagination

The act of forming a thought, picture or idea of something or someone that is not present to the senses.

Line

A dot that goes for a walk; connection of two dots.

Magic

The power of apparently influencing the course of events by using mysterious or supernatural forces.

Pantomime

A type of entertainment where performers express meaning through gestures and facial expressions accompanied by music. Talking is not allowed in pantomime.

Portrait

A drawing of a person.

Rectangle

A shape with four sides and longer lines (ex. a bus or a car).

Self-Portrait

A picture of the artist drawing it.

Square

A shape with four equal sides (ex. a house).

Tone

The style in which the author of a book conveys their attitudes; how words in a book are expressed.

Warm Colors

One of the color groups in the color wheel. Often associated with the sun, warmth, fire and feelings such as happiness or anger.



resources

Websites

ETV Commission. KnowItAll.org. 7 July 2009.

knowitall.org/

The Adventures of Harold and the Purple Crayon - HBO Family Series

hbofamily.com/programs/harold-and-the-purple-crayon.html

Harold and the Purple Crayon - The Internet Movie Database

imdb.com/title/tt0283735/

Kaboose: Harold and the Purple Crayon - The Complete Series

entertainment.kaboose.com/movies/harold-and-the-purple-crayon-the-complete-series.html

The Crockett Johnson Homepage

ksu.edu/english/nelp/purple

Harold and the Purple Crayon Discussion Guide

2.scholastic.com/browse/collateral.jsp?id=32380

The Adventures of Harold and the Purple Crayon

en.wikipedia.org/wiki/Harold_and_the_Purple_Crayon

Color Theory in Kid Terms

sciencing.com/color-theory-kids-terms-5366742.html

Crockett Johnson's Biography

nocloo.com/crockett-johnson-biography/

Books

Johnson, Crockett. *Harold and the Purple Crayon*. Harper Collins; 1955

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Mills, Winifred H. and Dunn, Louise M. *Marionettes, Masks and Shadows*. Barclay Press; 2007

Eldredge, Sears A. *Mask Improvisation for Actor Training and Performance*. Northwestern University Press; 1996

Priestly, J.B. *The Wonderful World of the Theatre*. Rathbone Books Ltd; 1959

Brook, Peter. *The Open Door*. Anchor; 1993

Campbell, Joseph. *The Power of Myth*. Anchor; 1988

Vogler, Christopher. *The Writer's Journey*. Michael Wiese Productions; 1992

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the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school — online — to teach the performing arts to your students. Our super-flexible virtual residencies are designed to meet your needs, and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school, and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something...you'll also have fun and be inspired.

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, devised theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

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