

**#3596**

## **CRAYONS AND MARKERS**

Grade Levels: PS-4

10 minutes

FILMS FOR THE HUMANITIES AND SCIENCES

1 Student Activity Sheet

### **DESCRIPTION**

---

Gives a brief history of writing and drawing from prehistoric humans to the present, including some writing implements. Visits a factory where crayons and markers are made, noting that one hundred million crayons are made annually.

### **ACADEMIC STANDARDS**

---

#### **Subject Area: Economics**

- ◆ Standard: Understands the concept of prices and the interaction of supply and demand in a market economy
  - Benchmark: Knows that money is a good that can be used to buy all other goods and services
  - Benchmark: Understands that when consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments, which are used in turn by businesses to pay for productive resources and to pay taxes

#### **Subject Area: Historical Understanding**

- ◆ Standard: Understands and knows how to analyze chronological relationships and patterns
  - Benchmark: Knows how to construct time lines in significant historical developments that mark at evenly spaced intervals the years, decades, and centuries
  - Benchmark: Knows how to identify patterns of change and continuity in the history of the community, state, and nation, and in the lives of people of various cultures from times long ago until today

### **VOCABULARY**

---

1. stone
2. tool
3. picture
4. nib
5. code

6. feather
7. wax
8. smooth
9. even
10. (to) carve
11. (to) melt
12. (to) smudge
13. (to) sketch
14. (to) cap



## BEFORE SHOWING

1. Ask students to name tools that people can use to write or draw with (e.g., pen, crayon). List the words on the blackboard. Which tools are better for drawing? For coloring? Why?
2. Ask students why it's a special gift that people can write or draw. What great things can people do by writing or drawing (e.g., write poems or paint wall decorations)?

## AFTER SHOWING

### Discussion Items and Questions

1. After students have watched the video, ask them the following questions:
  - a. What did cave dwellers like to draw?
  - b. How did they draw on the cave walls?
  - c. Why was a goose useful in the old days?
  - d. What is charcoal? What can you do with it?
  - e. What are crayons made of today?
  - f. How is the crayon machine like a sieve?
  - g. What happens to broken crayons in the factory?
  - h. What's the difference between a marker and a crayon?
  - i. What do you prefer to use—crayons or markers? Why?
2. Divide students into groups. Give each group one of each, black only: charcoal, marker, crayon, and colored pencil. On one sheet of newsprint, have each student experiment with straight and wavy lines using the different tools. Have them discuss with their group the kind of lines each tool makes.
3. Write the names of tools used on the blackboard, across columns. Brainstorm with the class words that describe lines made by the tools.



### Applications and Activities

#### 1. Slide Show

Discuss cave drawings in class. What was their purpose? (To record stories.) Why were animals drawn? (Hunting stories or mythology.) Give each student a set of markers and clear acetate film. Have students draw their idea of a cave drawing with

their markers on acetate. Instruct them to avoid smudging their art. Project the drawings on an overhead projector. Ask each student to tell what their cave drawing means.

## 2. Crayon Etchings

Give each student several light-colored crayons, one thick black crayon, a blunt scraping tool (bobby pin, paper clip, etc.), and a small sheet of paper. Pressing firmly, students should draw a picture all over the paper using light-colored crayons. Then they should cover the whole drawing with black crayon. To etch, the students should scrape parts of the black crayon to reveal colors underneath. Have them talk about how the picture glows and the surface texture.

## 3. Color Fun

- a. Discuss the primary colors (red, yellow, blue). Make three columns on the blackboard, giving the headings of the three primary colors. Ask students to name things that are usually associated with the colors.
- b. Give students primary color paints, a mixing tray, a brush, and some newsprint. Have them experiment with mixing colors. What do they get when they mix red with yellow? (Orange.) Yellow with blue? (Green.) Red with blue (Purple.) What would they get if they mixed all of the colors?

## 4. Card Message

Give students a stiff piece of paper. Have them fold it in half to make a card. Give them a choice of markers or crayons. Have them choose their favorite colors to draw on the front of the card. Have them write a one-line message inside the card and sign it. Have them give the card to a special friend.

## 5. A Colorful Tale

Divide students into groups. Have groups choose one of the following scenarios for a story:

- a. In the Kingdom of Tara, the royal family loved only one color. Everything had to have at least a bit of that color.
- b. You are in a rocket ship. You go inside one of the colors of the rainbow. You discover a world of one color. Have each group tell the story to the class in words and/or pictures. For example: (Story 1) King Henry had a red beard. His daughter wore a red dress. (Story 2) The city was green. The people drank green water. Their hair and eyes were green.

## RELATED RESOURCES

### Captioned Media Program

- Drawing with Charcoal and Conte Crayons #8256
- Pencils and a TV Show #3641
- Writing: Uses and Importance #3423



## World Wide Web

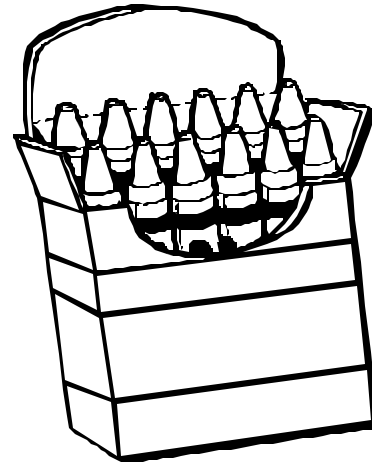


The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **CRAYOLA**

<http://www.crayola.com/>

Educators, parents, and Crayola Kids sections at this colorful sight! Generate cards, locate lesson plans by subject and media, or choose from a huge array of clickable pull-down menu categories.



- **DRAW WITH UNCLE FRED**

<http://www.unclefred.com/index.html>

Click through pictured directions for some fun and simple cartooning.

- **RADICAL MAN'S CARTOONING TIPS**

<http://www.radicalman.com/tips/main.htm>

Over 140 really simple tips and tricks to improve your cartooning. Easy navigation. Fun as an independent activity.

- **THE CARTOON CORNER ART PAGE**

<http://www.cartooncorner.com/artspage.html>

Lots of fun information, samples, and suggestions directly from the cartoonist.

- **MARK KISTLER'S IMAGINATION STATION**

<http://www.draw3d.com/>

Learn to draw 3-D with a public television drawing teacher. Drawing lessons, contests, encouragement, and more.

- **PAPYRUS: GIFT OF THE NILE**

<http://menic.utexas.edu/menic/cmec/out/papyrus/papyrus.html>

From the University of Texas, detailed background information about gathering this plant and turning it into a writing surface. Sequenced in a visual essay with numerous closeup graphics.

## STUDENT ACTIVITY SHEET

---

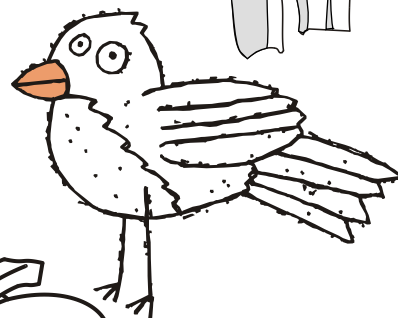
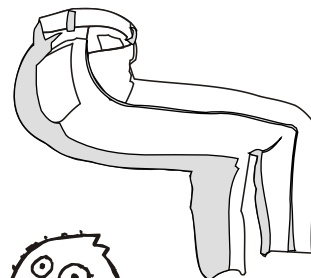
- Mystery Word, Guess It, Draw It, and Read It

### STUDENT ACTIVITY SHEET

#### 1) MYSTERY WORD

What color fits all the words?

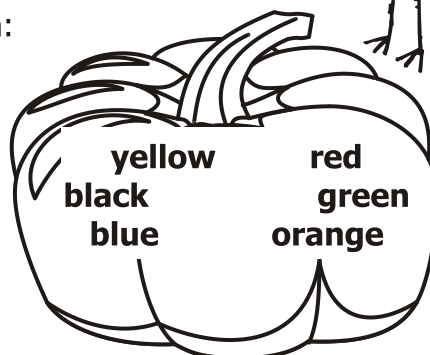
\_\_\_\_\_ berry  
 \_\_\_\_\_ jeans  
 \_\_\_\_\_ jay



#### 2) GUESS IT

Pick colors from the pumpkin. Which colors go with:

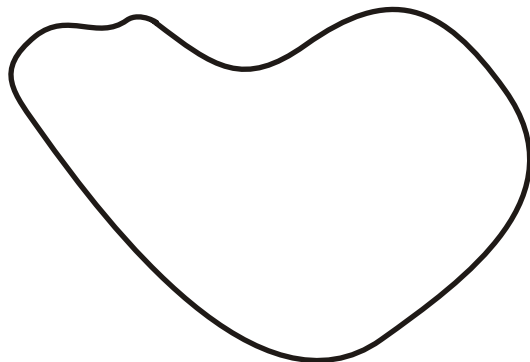
Halloween: \_\_\_\_\_  
 Valentine: \_\_\_\_\_  
 Traffic lights: \_\_\_\_\_



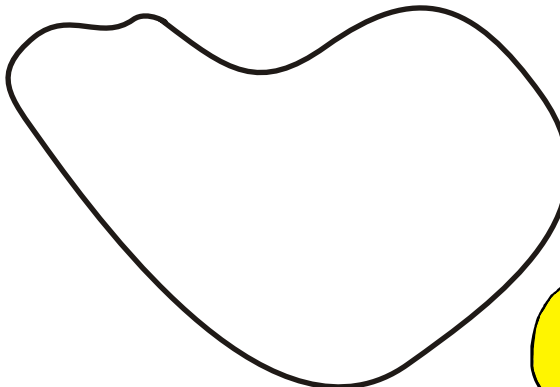
#### 3) DRAW IT

Paint inside the shapes. Mix the colors. What color do you get?

Red + White



Black + White



#### 4) READ IT

Read the story silently, and answer the questions below.

"I hate white," said Mouse. "You are white," said Balloon. He gave her glasses. They were green. Mouse put them on. She looked in the mirror. She was green. "Yech!" she said. She tried red glasses. "Yech! I love white now," she said.

What color did Mouse not like? \_\_\_\_\_  
 What did Balloon give her? \_\_\_\_\_  
 Did she like her new colors? \_\_\_\_\_