

1-12-2006

# How Do Colors Make You Feel?

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## Repository Citation

Phillips, Erin, "How Do Colors Make You Feel?" (2006). *Interactive Homework*. 10.  
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### How Do Colors Make You Feel?

Dear Family Partner,

In *The Giver*, Jonas is beginning to master the ability to perceive color. With each color, Jonas is experiencing different emotions. We have just defined mood and have learned that the dominant feeling (mood) one perceives can be affected by the words we read, the music we listen to, and/or the color we see. I hope you enjoy this activity with me. Identifying what feelings each color evokes in my life will help me relate to Jonas as he associates colors with varying feelings (both positive and negative) to the new memories being transmitted to him.

This assignment is due \_\_\_\_\_.

Thank you,

\_\_\_\_\_  
(Student Signature)

*(If your child has received more than one interactive homework assignment this week, please feel free to ask for extended time. Thanks.)*

**OBJECTIVES:** Students will identify the mood (the dominant feelings) associated with colors.

**MATERIALS:** Colored paper squares, markers

**ACTIVITY:** Create a book of moods

**PROCEDURE:**

1. Jonas associated the color red with positive feelings such as happiness, contentment, and peacefulness. As we just read, Jonas now associates the color red with feelings such as sadness, fear, and anger. Jonas “felt himself overwhelmed with a new perception of the color he knew as red”. On each color square write what feelings that color causes you to experience.
2. Underneath the feelings you listed for each color, write what about the color made you feel that way. (i.e. the color red brought on feelings of happiness, contentment, and peacefulness when Jonas associated red with things such as apples, Fiona’s hair, and flowers. The color red also created feelings of sadness, fear, and frustration for Jonas when he saw the dead and mutilated elephant.)
3. Who is your family partner? \_\_\_\_\_
4. After you have written at least two feelings per color square and have written what about each color made you feel that way, ask your family partner what feelings each color creates for him/her (add your family partner’s feelings to each color square).
5. Underneath the feelings your family partner added to each color square; write what about the color made them feel this way.

**DISCUSSION:** With your family partner, decide which feeling listed on each paper square is the dominant feeling (mood). Circle the dominant feeling and then fill in the following blanks for each color: (you should have the same number of circled moods as there are color paper squares. You should have 6 moods).

We choose the following mood for this color because:

*Red-* \_\_\_\_\_

*Orange-* \_\_\_\_\_

*Yellow-* \_\_\_\_\_

*Green-* \_\_\_\_\_

*Blue-* \_\_\_\_\_

*White-* \_\_\_\_\_

6. Draw a picture illustrating 3 of the 6 moods you and your family partner identified. Draw three pictures on the backs of three squares. The picture you draw on each square, should correspond with the mood depicted on that square.
7. When you are finished with both your drawings and listing of feelings, staple the color paper squares together. You have now created your book of moods! (do so as modeled in class and turn it in)

**HOME-TO-SCHOOL COMMUNICATION:**

Dear Family Partner,

Please give me your reactions to your child's work on this activity.

Check Yes or No for each statement.

Yes    NO

\_\_\_    \_\_\_ 1. My child understood the homework and was able to talk about it.

\_\_\_    \_\_\_ 2. My child enjoyed the activity.

\_\_\_    \_\_\_ 3. This assignment helped me know what my child is learning in reading.

Any other comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Family Partner Signature: \_\_\_\_\_

Thank you for your participation,  
Ms. Phillips and Mrs. Shaw