

# #11421 THE LORAX

PHOENIX LEARNING GROUP, 1971 Grade Level: Ps-5 26 Minutes

### DESCRIPTION

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America™

Grickle-Grass

Word Search

The Lorax

**Caption Script** 

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not," writes Dr. Seuss in this cautionary tale of greed and environmental destruction. Narrated by the villain of the story, the Once-ler, the tale recounts how the Lorax tried to save the Truffula Forest and its inhabitants from disaster at the hands of the insatiable factory owner. The Lorax's pleas are ignored and tragedy follows. A Dr. Seuss classic, it also serves as an ecological warning that still rings true today.

### **ACADEMIC STANDARDS**

The Captioned Media Program's (CMP) standards for this lesson guide are listed below. These standards were chosen by professional educators and are hyperlinked to the Mid-continent Research for Education and Learning (McREL) Web site so that you may specify benchmarks for your class in conjunction with this media.

### Subject Area: ECOLOGY

 Standard: <u>Understands relationships among</u> organisms and their physical environment.

### **Subject Area: ECONOMICS**

- Standard: <u>Understands that scarcity of productive</u> resources requires choices that generate opportunity costs.
- Standard: <u>Understands the concept of prices and</u> the interaction of supply and demand in a market economy.

### Subject Area: LANGUAGE ARTS

 Standard: <u>Uses listening and speaking strategies</u> for different purposes.

# Subject Area: MATH

• Standard: <u>Uses a variety of strategies in the problem-solving process.</u>

### **INSTRUCTIONAL GOALS**

- 1. To introduce an ecosystem's natural balance and to depict the environmental consequences if humanity overuses natural resources.
- 2. To emphasize the effect one person's greed may have not just on others but also on the environment.
- 3. To compare/contrast the effect of supply and demand in a fantasy setting to today's society in order to demonstrate contemporary environmental issues.
- 4. To develop rhyming ability by introducing new vocabulary and varied sound patterns.

### **BACKGROUND**

"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living; it's a way of looking at life through the wrong end of the telescope, which is what I do, and that enables you to laugh at life's realities." –Dr. Seuss

The history of children's literature is richly sprinkled with authors who have been able to catalyze a child's desire to read. Dr. Seuss is no exception. When the name "Dr. Seuss" is mentioned, one of the first books ever read as a child will likely come to mind.



Theodor Seuss Geisel, better known to the world as Dr. Seuss, was born in 1904 in Springfield, Massachusetts. His father and grandfather were brewmasters in the city. His mother often soothed her children to sleep by "chanting" rhymes remembered from her youth. Ted credited his mother with both his ability and desire to create the rhymes for which he became so well known.

Geisel left Springfield as a teenager to attend Dartmouth College, where he first used the pseudonym

"Seuss" as contributor to the college's humor magazine. This is the first record of the "Seuss" pseudonym, which was both Ted's middle name and his mother's maiden name.

After Dartmouth, he attended Oxford University and then returned to the United States to pursue a career as a cartoonist. Much of his early career activity as a cartoonist was dedicated to designing marketing campaigns for Standard Oil until his focus shifted during World War II. It was during the war that he began working as an editorial cartoonist developing a series of animated U.S. Army training films.





























































Before his "big break" into children's literature, the first book he published, *And to Think I Saw It on Mulberry Street*, was rejected over 30 times before it was printed by Vanguard Press in 1937. It was the printing and release of *The Cat in the Hat* in 1957 that made him the influential children's book author that is thought of today. When Seuss died following years of illness on September 24, 1991, he had written and illustrated 44 children's books. His books have been translated into more than 15 languages and over 200 million copies have been sold internationally.

### **BEFORE SHOWING**

- 1. Ask the students what they know about Dr. Seuss. Most students will probably mention *The Cat in the Hat* book or character, Seuss's rhyming schemes, and his fabricated words. Add to their input until they are ready to view the production.
- 2. Ask the students to provide the meanings for the terms *pollution*, *greed*, and *environment*, or have them look up the definitions in the dictionary. Once the class has established definitions (preferably written on the board), ask the class if they can generate associations between the words. Ask them what connects these words together, and remind them to try to find these connections as they view the film.
- 3. The Lorax is arguably Seuss's most controversial work. It was banned in some schools and libraries for its political content centering on lumberyards and pollution. The lumber industry and the families associated with it in the Pacific Northwest did not appreciate parts of the book. For example, the Once-ler's characterization seemed, to them, both a political and personal criticism. As a result, they did not want their children to have access to the book. As a class, briefly discuss the effects book banning might have on them and their families. Explore why books might be banned (such as political or religious reasons). If appropriate, discuss with the class what they know about the laws surrounding book banning.

### **DURING SHOWING**

- 1. View the media more than once, with one showing uninterrupted.
- 2. Pause the media after significant events, including any literary, ecologic, or economic elements, to address them specifically.
- 3. Give students time to write down everything mentioned.































































### **AFTER SHOWING**

### **Discussion Items and Questions**

- 1. Who does the Lorax claim he is? Why does the Lorax want to speak for the trees?
- 2. What are some techniques the Lorax uses to plead with the Once-ler?
- 3. Why does the Once-ler want the Truffula Trees in the beginning of the story? What does he make with their tufts that everyone wants?
- 4. How does greed play a role in this film?
- 5. How does the Once-ler feel at the end of the film when he is talking to the little boy? What evidence from the film is there to support these thoughts?
- 6. What does the environment look like when the Once-ler first arrives? What does it look like after his business closes? What causes this change?
- 7. How does the Once-ler treat the Lorax when they first meet? During the time his business begins developing? After he goes out of business? What causes these changes?
- 8. The Truffula Trees are valuable natural resources in the beginning. What makes them valuable to the Once-ler and his buyers?
- 9. What new contraption does the Once-ler invent? How does this help his business? What effect(s) on the environment does it produce?
- 10. When something becomes scarce, and yet it is still something consumers want/need, what happens to its price?

# **Applications and Activities**

1. Give the students a copy of <u>The Lorax Caption Script</u>. Ask them to individually circle words they do not know, or provide a vocabulary list for review. Once this has been completed, break the students up into groups and ask them to help each other define the words. If the words are invented (such as "Thneed" and "Barb-a-loots"), ask

them to generate their own definitions. Share with the class.

- 2. Have the students draw another animal that might have appeared with the Barb-a-loots, Humming Fish, and Swomee-Swans. Have them name and characterize their animals in Seuss's fashion.
- 3. Have the students read *The Lorax* and then view the film again. Using a Venn Diagram, compare and contrast both. Have the students infer why the film deviated from the book.
- 4. Break the students up into groups of two or three and give them each a theme found in the film (such as greed). Ask them to quote the text (at least twice) where their theme presents itself. Have them share with the class.





























































- 5. Brainstorm with the students as to what the Once-ler could have done differently to keep the ecosystem balanced while still maintaining his business. Ask them if this is possible. If not, why not? If so, how could he do it?
- 6. Have the students bring paper cups (or supply them) to class. Have the students write their name and room number on the bottom. Ask them to fill their cups with soil. Each student will plant a seed in his/her cup. On a 3 by 5 inch card, write down how they will care for their seeds. The students could write fantasy stories about how their seeds grew or multiplied, and/or graph the growth of the seeds.
- 7. Review what a rain forest is and have them design a poster to discourage the destruction of the rain forest.
- 8. Have the students either generate a Web site or create a book that parallels a theme presented in the film. Share with the class.
- 9. Ask the students if they know of anything negative happening to their local environment. Gather input as to how they might help change this situation. They might write letters to the editor of the local newspaper, pick up litter, or plant a tree on school grounds.

### **RELATED RESOURCES**

# **Captioned Media Program**



 To search the CMP media library for related titles, click on <u>CHILDREN'S LITERATURE</u>, <u>DR. SEUSS</u>, <u>ECOLOGY</u>, <u>ECONOMICS</u>, <u>ENDANGERED SPECIES</u>, and <u>MATHEMATICS</u>, or <u>click here</u> to enter your own keyword.

### 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.

### DR. SEUSS ACTIVITY PAGES

Focuses on the books *The Cat in the Hat; Oh, the Places You'll Go!;* and *Green Eggs & Ham.* This page has many fun and educational activities for young students.





























































• "GO, CLASS, GO: USING DR. SEUSS IN EARLY READING INSTRUCTION"

Presents methods researched by Tamby Allman using Dr. Seuss's books as a way to help young deaf and hard of hearing students develop reading comprehension; she discusses activities and her own research.

# PRESCHOOL DR. SEUSS ARTS AND CRAFTS Involves several books by Seuss, this teacher-generated site has a variety of lessons for the preschool scholar.

# Loaded with games, historical context, and information for kids and adults alike. This is the official Dr. Seuss Web site.

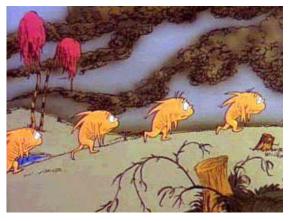
# Includes reading, math, science, and reasoning activities that feature Seuss characters. This Web site is dedicated to creating an interactive learning environment that focuses on fun and education.

- <u>TEACHING SHORT VOWEL DISCRIMINATION USING DR. SEUSS RHYMES</u> Uses rhyming words from Dr. Seuss books to help identify rhyme and vowel sounds; focuses on short vowels *u* and *o*.
- BIOGRAPHY
  Visit the Dr. Seuss National Memorial
  Sculpture Garden right in your classroom!
  This Web site is full of information on Dr.
  Seuss, his characters, and what has been done to honor Seuss's memory.

THEODOR SEUSS GEISEL—"DR. SEUSS"

**SEUSSVILLE** 

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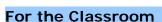


### READ CAPTIONS ACROSS AMERICA™

Reading is an integral part of a person's life, but we all know reading fluently takes practice. The National Education Association's (NEA) "Read Across America" is an event that calls for every child to celebrate reading on March 2, Dr. Seuss's birthday.

But that's not all! In 2006, the CMP partnered with the NEA to create Read Captions Across America™, the nation's first reading event that emphasizes the importance of captioned media as a reading tool. We encourage teachers to support the CMP and its focus on increasing literacy by showing captioned media in their classrooms.

Join in on the fun by having your own Read Captions Across America $^{\text{TM}}$  event. To learn more, click on the links listed on the following page.



- RCAA E-ZINE
- RCAA RECOMMENDED MEDIA LIST
- RCAA ACTIVITIES PLANNER
- "READ CAPTIONS ACROSS AMERICA!™"

#### **Promotion Information**

- RCAA PROMOTING GUIDE
- RCAA FLYER
- LOGOS AND GUIDELINES

























































# **Grickle-Grass Word Search**

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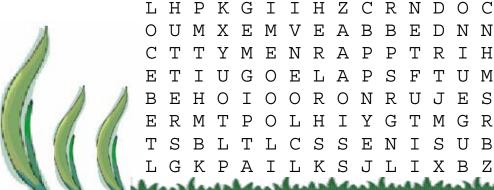
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Oh no! Lost in the Grickle-grass are words from *The Lorax* Caption Script. Can you help the Lorax find his words?

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m E}$ S Ε Z B G D Ε 0 0 GG Τ Μ s A KRNHE Ι R F ΑG Τ ΗР ΚG Ι Ι H ZC R N D 0 U MXEMVEAB В Ε D Ν Ν Y M E NRAP Τ Ρ TR Ι Η Ι  $\mathbf{E}$ LAP S F Τ Ε U G 0 U M ЕНО Ι OORONRU JE RMT POLH ΙΥ GТ Ε GR TLCSSENISUB SBL



**SEED** 

HUMMING

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**SHUTTER SMOG SWOMEESWAN TUFT WEARY** 



**BARBALOOT** 

BREEZE

**BUSINESS** 

CHOPPED

**ECOLOGY** 

GREED

**ENVIRONMENT** 

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# The Lorax Caption Script

[whimsical horns And why was it lifted lead brass fanfare] and taken somewhere ['60s jazz orchestration] from the far end of town where the Grickle-grass grows? The old Once-ler still lives here. [strings join] Ask him. He knows. You won't see the Once-ler. [strings rise] Don't knock at his door. (male vocalist) He lurks in his Lerkim At the far end of town on top of his store. where the Grickle-grass grows > And on grickly midnights And the wind smells in August, he peeks slow-and-sour when it blows > out of the shutters and sometimes he speaks And no birds ever sing excepting old crows > and tells how the Lorax was lifted away. ♪ Is the Street of the Lifted Lorax (Once-ler) It all started way back... ) Grickle-grass, such a long, long time back... Grickle-grass ▶ Way back in the days Street when the grass was still green of the Lifted Lorax > and the pond was still wet Grickle-grass, and the clouds were still clean Grickle-grass ▶ and the song Somebody lifted
 ■
 Somebody lifted
 of the Swomee-Swans the Lorax away 11 rang out in space... (male narrator) What was the Lorax? one morning, And why was it there? I came to this glorious place.

























































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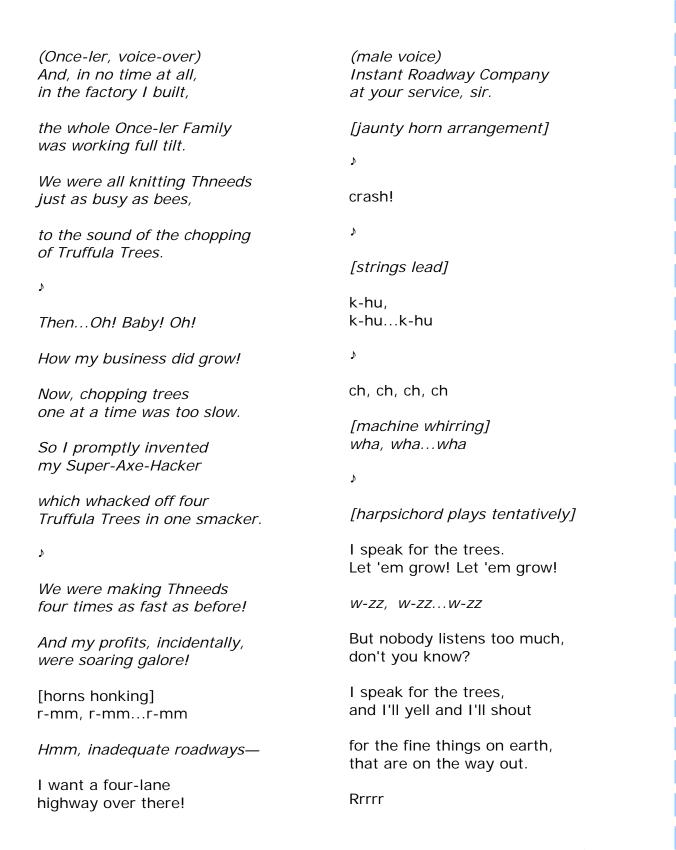
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under the trees

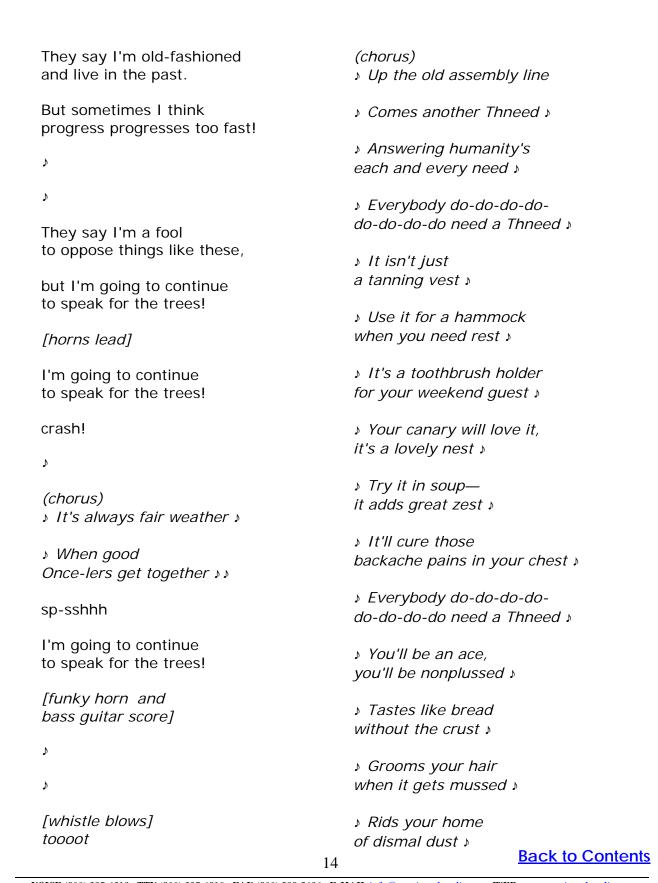
Look, Lorax, calm down—no cause for alarm. What you doin' in my tree stump, buddy? I chopped down just one tree. Your tree stump? Your tree stump? I'm doing no harm. Mister! I am the Lorax. This thing is most useful. I speak for the— This thing is a Thneed. Forget it. A Thneed, a Fine-Something-I don't really need the stump. That-All-People-Need! You can have it, It's a shirt. little fellow. It's a sock. [comical score It's a glove. surges and sputters] It's a hat. But it has other uses. Yes, far beyond that. Ah, just enough to finish the cuffs. You can use it for carpets. A thing of beauty is a joy forever. For pillows! For sheets! Now, who'd you say you were, little fella? Or curtains! Or covers for bicycle seats! Mister! I am the Lorax. I speak for the trees. Sir! You're crazy. You're crazy with greed. I speak for the trees, for the trees have no tongues. Why, there's no one on earth who would buy that fool Thneed! And I'm asking you, sir, at the top of my lungs bmm, bmm...bmm That thing, that horrible [approaching car] vrmmmm thing that I see e-rrrrr What's that thing you've made out of my Truffula Tree? e-rrr **Back to Contents** 11

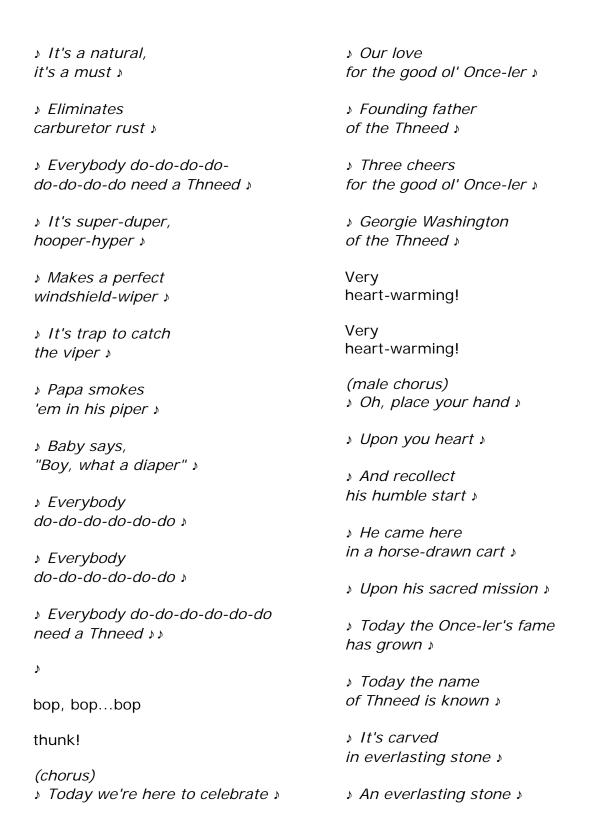
(chorus) v-rrr Don't stand around gawkin', turn left at Weehawken The birth of an industry, you poor, stupid guy. > To the Once-ler's house we go ♪ You telling me what the public will buy? Don't waste your time talkin', turn left at Weehawken bang! → To the house of the glorious Once-ler we go Please, I object, in the name of the trees. Opportunity's knockin' there'll be no more squawkin' All complaints will be filed We're gonna get rich filthy rich ▶ in this box, if you please. No more holes in our stockin', [voice-over] turn left at Weehawken I'd reached the stage where potential was known. To the house of
 ■
 To the house of
 the glorious Once-ler we go )) Too big for one Once-ler alone. Gentlemen, I wish to speak for the trees. I called my brothers, uncles, and aunts and said, Here are some facts to cogitate and ruminate. "Listen here! Here's a wonderful chance It takes ten months for a Truffula seed to germinate. "for the whole Once-ler Family to get mighty rich! It takes ten long years before the seed grows into a sapling. "Get over here fast! Take the road to North Nitch. It takes ten more years... k-uh, k-uh Turn left at Weehawken. Sharp right at South Stitch."











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Funding for the Captioned Media Program is provided by the U.S. Department of Education

Perpetuate and demonstrate

 And seen on television > Miss Funtzler, Miss Funtzler? (chorus) ▶ For he's Yes. a jolly good Once-ler Mr. Once-ler? Aren't we all? 
 In the property of the property o Miss Funtzler, send in Miss O'Shmuntzler. ▶ For he's a jolly good Once-ler. Aren't we all? >> Miss O'Shmuntzler, for Mr. Once-ler. (group) 999,995... Take a letter, Mr. Once-ler? 96, 97, 98, 99, → Take a letter. one million! Miss O'Shmuntzler > [cheering] → To my cousin, Yenna Yuntzler, Yay! general manager > Stop it! Thneeds Incorporated, Stop it! Stockholm, Sweden 33 There's something Dear Yonni, I'm overjoyed I've got to tell you. to hear how our business Oh, it's Nature Boy, in the Scandinavian market is, the garden club member. by leaps and bounds speedin', Now, listen all of you. the entire international picture I am the Lorax. is most exuberantly I speak for rosy and... the trees. riiing Whoops! (Miss Funtzler) That was Oh, Mr. Once-ler, he's back. the Lorax. That Lorax nut He *spoke* is back again. for the trees—heh!

Funding for the Captioned Media Program is provided by the U.S. Department of Education

[xylophone plays comically] Please think about it, won't ya? Yes, I am the Lorax who speaks for the trees [strings rise] which you seem to be choppin' as fast as you please. ▶ Every once in a while, But I'm also in charge I sit down with myself asking > of the Brown Bar-ba-loots, "Once-ler, why are who played in the shade you a Once-ler?" in their Bar-ba-loot suits → And I cringe and happily lived, I don't smile > eating Truffula Fruits. As I sit there *Now...*thanks to your hacking on trial, asking > my trees to the ground, "Aren't there's not enough you ashamed, Truffula Fruit to go 'round. "you old Once-ler? I see your point, yes, I do see your point. "You ought to be locked They loved living here. But I can't let them stay. "in a hoosegow, you should. They'll have to find food. And I hope that they may. "The things that you do Good luck, boys. Good luck! are completely ungood." [chorus sings mournfully] [laughing] Yeah, but if ▶ Bar-ba-loot Suits ▶ / didn't do them → Hikin' off to somewhere → Then someone in our Bar-ba-loot Suits >> else would > [strings fall mournfully] "That's a very good point,

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Let me say a few words about Gluppity-Glupp.

Your machinery chugs on, day and night without stop,

making Gluppity-Glupp and also Schloppity-Schlopp.

(chorus)

Schlopp-schlopp, glyl-glyl schlopp-schlopp, glyl-glyl schlopp

→ Dunkl-Dunkl, gn-wah, glon-ha, glyl →

→ Dunkl-dunkl, gn-wah →

Schlopp-schlopp, glyl-glyl schlopp-schlopp, glyl-glyl schlopp.

→ Dunkl-dunkl, gn-wah, glon-ha, glyl →

(Lorax)

You're glumping the pond where the Humming-Fish hummed!

No more can they hum,

for their gills are all gummed.

So I'm sending them off.

Oh, their future is dreary.

I hear things are just as bad up in Lake Erie.

On hard, dry land 
 In a land 
 In a

▶ People ain't fish so they can't understand ▶

What happens when simple things get out of hand

And the fish and his family's on hard, dry land

Well, Mr. Once-ler?

First the poor Bar-ba-loots then the poor Swomee-Swans—

now the poor Humming-Fish.

Oh, Mr. Lorax— Mr. Lorax.

This cursed factory of mine.

Now, at last, I understand.

(Miss Funtzler) Mr. Once-ler, Mr. Once-ler!

Oh yes, Miss Funtzler.

Stock market's just closed and Thneeds Incorporated stock

is up up 27 and 5/8 points.

Wow! Wow! Rowdy-Dow!

















































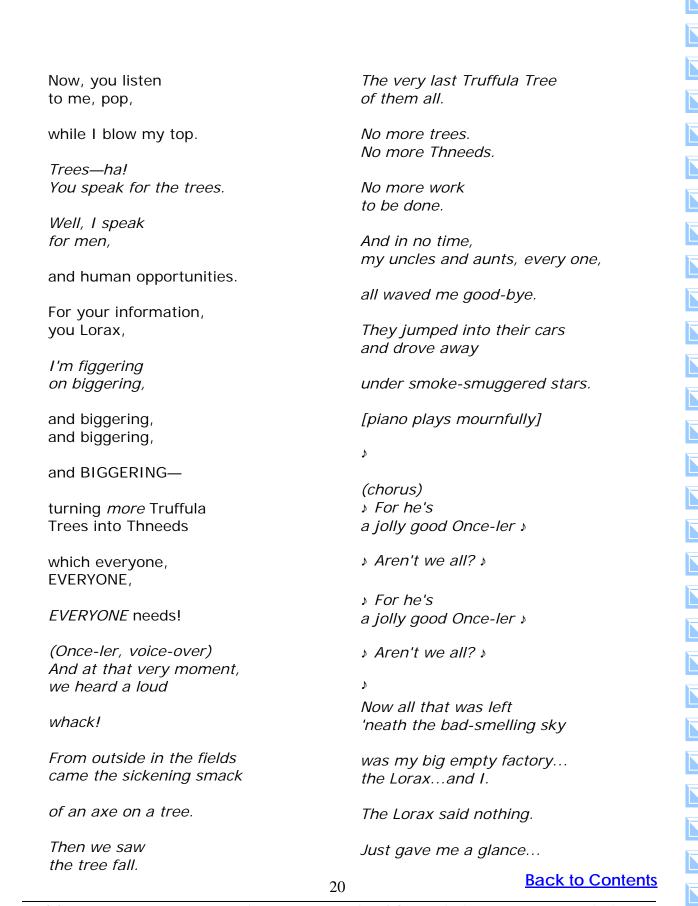












♪ That somebody ought ♪ just gave me a very sad, sad backward glance... Unless someone like you cares as he lifted himself a whole awful lot, by the seat of his pants. nothing is going And I'll never forget to get better. the grim look on his face It's not. when he heisted himself and took leave of this place, Hold on a minute. Where is it now? through a hole in the smog, without leaving a trace. Don't go, don't go— I've got something And all that the Lorax for you. left here in this mess. Ah, here it is. was a small pile of rocks, It's a Truffula Seed. with one word... It's the last one of all. Unless? Catch, don't muff. Yes, unless. [strings wilt] What's an "unless"? You're in charge of the last of the Truffula Seeds. [softly] ♪ Just a faraway word ♪ And Truffula Trees are what everyone needs. → Just a faraway thought → Plant a new Truffula. A thought? Treat it with care. About what? Give it clean water. About something I ought? And feed it fresh air. Well... Grow a forest. Protect it → A thought about something from axes that hack. that somebody ought >

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A thought

about something >

Then the Lorax and all

of his friends may...come back.

[horns rise] [whimsical brass band playing "Truffula Trees"]

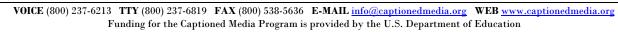
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