

#11422 GREEN EGGS & HAM

PHOENIX LEARNING GROUP, 1972
Grade Level: Ps-5
10 Minutes

DESCRIPTION

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A Dr. Seuss classic about the ever-persistent Sam-I-am, who hounds and hopes to convince a nameless skeptic that green eggs and ham are a delicacy to be savored. Sam-I-am tries presenting his favorite meal in a variety of formats—in a car, on a goat—but to no avail. Will he convince his neighbor to try this peculiar dish, or is it a lost cause?

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: LANGUAGE ARTS

- Standard: [Uses reading skills and strategies to understand and interpret a variety of literary texts.](#)
- Standard: [Uses listening and speaking strategies for different purposes.](#)

Subject Area: LIFE SKILLS

- Standard: [Works well with diverse individuals and in diverse situations.](#)
- Standard: [Understands and applies the basic principles of presenting an argument.](#)

Subject Area: MATH

- Standard: [Uses a variety of strategies in the problem-solving process.](#)

Subject Area: PHYSICAL EDUCATION

- Standard: [Understands the social and personal responsibility associated with participation in physical activity.](#)

INSTRUCTIONAL GOALS

1. To present a variety of methods to employ when persuading.
2. To analyze and evaluate persuasion techniques.
3. To develop rhyming ability by introducing new vocabulary and varied sound patterns. Specifically focus on short vowel sounds and their uses in the English language.
4. To examine authorial intent in relation to the theme of a production.
5. To expose students to vocabulary and textual organization.
6. To develop phonemic and phonetic awareness.

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.

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C a p t i o n e d M e d i a P r o g r a m

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. Discuss the potential consequences when making assumptions based on looks.
2. Explain that *Green Eggs & Ham* contains only 50 different words (48 of which are monosyllabic). What are some assumptions that can be made about the production with this type of vocabulary?
3. Discuss various forms of persuasion, explaining that those who have reasonable cause are better able to persuade others.
4. The meter of *Green Eggs & Ham* is a combination of trochaic and iambic tetrameter. Define these if appropriate.
5. *Green Eggs & Ham* is the fourth best-selling children's hardcover title of all time. What are some attributes of a best-selling book? What are essential elements a reader should expect from a best-selling book?
6. Explain and discuss food aversions and acceptance of new foods into a diet.

DURING SHOWING

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

AFTER SHOWING

Discussion Items and Questions

1. What is the reason Sam-I-am cannot get the man to eat green eggs and ham?
2. What are some ways that Sam-I-am tries to get the man to eat green eggs and ham?
3. What finally convinces the man to try the dish?
4. Why does Sam-I-am want the man to try this new food?
5. What are some problems that arise when appraising something by the way it looks rather than what it is?
6. Ask the students if they have ever been judged based on appearance. Discuss judgments they have made on others based on looks? What happens as a result?

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7. In the beginning of the production, the Cat in the Hat mentions that his ". . . knowledge of eggs is tremendously wide." Ask students to name some things they know plenty about. How did they learn about them?
8. The Cat in the Hat characterizes the egg as "the glorious fruit of the noble hen." How can other foods be characterized?
9. Write another story where Sam-I-am has to convince someone else to eat his dish. Use words that are only one or two syllables. Develop new ways that this person could be persuaded to eat green eggs and ham.



Applications and Activities

1. Have students cut out a picture from a magazine or newspaper of something they didn't like when they were younger, but now they do. Analyze what changed.
2. Have the students make a list of things they have always liked. Open a discussion about whether this will ever change.
3. Read the newspaper to find a section about food (e.g., gourmet food section or a grocery store flyer). Each student could write a letter to the editor praising a food they like, or write another that suggests improvements for one they don't like.
4. Hold a newspaper scavenger hunt. Find as many of the words as possible that are in the book (preferably ones that rhyme).
5. Name a favorite food and think of words that rhyme with it. Place these words on the board. Generate a story using those words.
6. Make a list of the names and the colors of popular dishes. Choose one and draw a picture of it but change the colors. When sharing, have others guess what the dish is.
7. Make green eggs and ham by adding green food coloring to scrambled eggs. (Soy products are also available for substitution.)
8. Act out a short play or write a song attempting to persuade someone to try something he/she might not like in the beginning.
9. Give the students a copy of the [Green Eggs & Ham Caption Script](#). 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 "hummeled" and "frammeled"), ask them to generate their own definitions based on context clues in the sentence. Share with the class.
10. Complete the [Sam-I-Am's Cross-Criss Word Cross](#).

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RELATED RESOURCES

Captioned Media Program



To search the CMP media library for related titles, click on [CHILDREN'S LITERATURE](#), [CHILDREN'S SONGS](#), [DR. SEUSS](#), [ECONOMICS](#), [MATHEMATICS](#), [PERFORMING ARTS](#), or [click here](#) 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.
- [SEUSSVILLE](#)
Loaded with games, historical context, and information for kids and adults alike. This is the official Dr. Seuss Web site.
- [SEUSSVILLE UNIVERSITY](#)
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.



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C a p t i o n e d M e d i a P r o g r a m

- [THEODOR SEUSS GEISEL—“DR. SEUSS” 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.

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™ event. To learn more, click on the links listed below.

For the Classroom

- [RCAA E-ZINE](#)
- [RCAA RECOMMENDED MEDIA LIST](#)
- [RCAA ACTIVITIES PLANNER](#)
- [“READ CAPTIONS ACROSS AMERICA!™”](#)

Promotion Information

- [RCAA PROMOTING GUIDE](#)
- [RCAA FLYER](#)
- [LOGOS AND GUIDELINES](#)

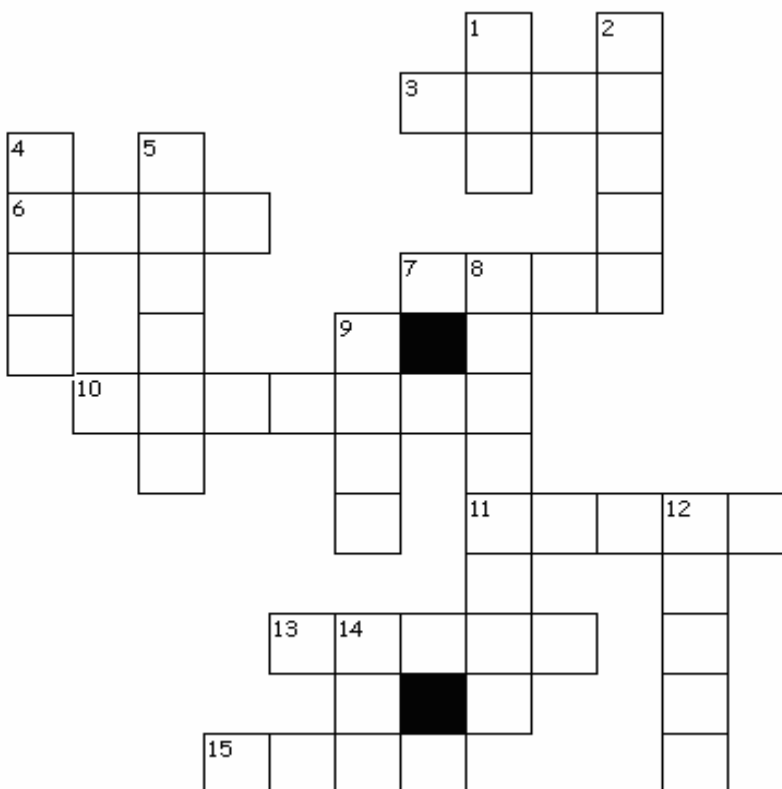


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Sam-I-Am's Cross-Criss Word Cross

Name: _____ Date: _____

Using the clues below, fill in the crossword puzzle with terms from the [Green Eggs & Ham Caption Script](#).



Across

3. If there were 20 eggs and they were divided evenly among 5 people, how many eggs would each person get?
6. "Not with a _____, not in a boat!"
7. "Not in the _____, not on a train!"
- *10. The world of Dr. Seuss is not real, but _____.
11. "Not in a _____, not with a mouse!"
13. "I would not like them here or _____!"
15. A sound that rhymes with "thump."

Down

1. "Not in a box, not with a _____!"
2. The color of Sam-I-am's eggs.
4. "The glorious fruit of the noble hen."
5. The person with green eggs and ham.
8. "I would not like them _____!"
9. The opposite of the word "light."
12. The author's last name.
14. What goes with Sam-I-am's green eggs?



*Bonus: This word is not on the caption script.

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Green Eggs & Ham Caption Script

[whimsical horn fanfare]

♪

(male narrator)
The Cat in the Hat...

That's me!

(narrator)
presents...

♪

[horns lead
electronic warbling]

♪

♪ Oh, I frequently think
every now and then ♪

♪ Of the glorious fruit
of the noble hen ♪

♪ Eggs, eggs,
E, double-G, S—eggs ♪

♪ My knowledge of eggs
is tremendously wide ♪

♪ I've eaten them boiled,
I've eaten them fried ♪

♪ Poached and shirred
and deviled and scrambled ♪

♪ Hummeled, shmummeled,
cuddled, and frammeled ♪

♪ I've eaten them beaten
and swizzled and swuzzled ♪

♪ Frizzled, cadizzled,
bamboozled, and fuzzled ♪

♪ I know every way
that an egg can be guzzled ♪

♪ And thinking of eggs
reminds me of Sam ♪

♪ Whose favorite dish ♪

♪ Is green eggs and ham ♪ ♪

[horns lead clanking bell]
♪

That Sam-I-am!
That Sam-I-am!

I do not like that Sam-I-am!

Do you like
green eggs and ham?

I do not like them,
Sam-I-am.

I do not like
green eggs and ham.

(chorus)
♪ He does not like them,
Sam-I-am ♪

♪ He doesn't like—
he doesn't like ♪

♪ Green eggs and ham ♪ ♪

Would you
like them here

C a p t i o n e d M e d i a P r o g r a m

or there?

I would not
like them here...

or there.

I would not
like them anywhere.

*I do not like
green eggs and ham.*

*I do not like them,
Sam-I-am.*

(chorus)
♪ *He doesn't like
green eggs and ham* ♪ ♪

Would you like them
in a house?

Would you
like them with a mouse?

I would not like them
in a house!

I would not like them
with a mouse!

I would not like them
here or there!

I would not
like them anywhere!

(chorus)
♪ *Green eggs and ham* ♪

♪ *He doesn't like
green eggs and ham* ♪

♪ *He doesn't like 'em* ♪

♪ *He doesn't like
green eggs and ham* ♪ ♪

Would you eat
them in a box?

Would you eat them
with a fox?

No, not in a box!
Not with a fox!

[hunting horn sounding]

[onrushing hoofbeats]
d-dr, d-dr...d-dr

*Not in a house.
Not with a mouse.*

I would not
eat them here or there.

I would not
eat them anywhere!

I would not eat
green eggs and ham.

*I do not like them,
Sam-I-am!*

[bass guitar leads]

[approaching vehicle]
Vrmmmm

Would you?
Could you? In a car?

Eat them! Eat them!
Here they are.

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C a p t i o n e d M e d i a P r o g r a m

I would not, could not,
in a car!

vrrmmmm

creak, errr

You may like them.
You will see.

You may like them
in a tree.

I would not,
could not in a tree.

Not in a car!
Now, let me be!

ch-ch, ch-ch...ch-ch

Not in a box.
Not with a fox.

Not in a house.
Not with a mouse.

*I would not like them
here or there.*

*I would not
like them anywhere.*

I do not like
green eggs and ham.

I do not like them,
Sam-I-am.

(chorus)

♪ *Sam, oh, Sam-I-am* ♪

♪ *He doesn't want 'em,
doesn't need 'em* ♪

♪ *Wouldn't touch 'em,
wouldn't eat 'em* ♪

♪ *Wouldn't like 'em,
here or there* ♪

♪ *Or any-, any-, any-, any-* ♪

♪ *Any-, any-, any--anywhere,
anywhere, anywhere* ♪ ♪

Could you,
would you, on a train?

No! Not on a train!
Not in a tree!

Not in a car!
Sam, let me be!

Not in a box!
Not with a fox!

arr, arr...arr

d-dr, d-dr...d-dr

Not with a mouse!
Not in a house!

Not here or there.
Not anywhere.

thump!

ch-ch, ch-ch..ch-ch

In the dark?

Here in the dark!

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C a p t i o n e d M e d i a P r o g r a m

Would you,
could you, in the dark?

Hnnn! I would not,
could not, in the dark!

[thunder clap]
blam!

♪

Would you,
could you,
in the rain?

I would not,
could not, in the rain.

Not in the dark.
Not in a train.

Not in a car.
Not in a tree.

I would not like them,
Sam, you see.

♪

squeak, squeak...squeak

[bell ringing]
tng, tng...tng

scrrrr

[hunting horn sounding]

arr, arr...arr

d-dr, d-dr...d-dr

♪

Would you, could you,
with a goat?

Hnnn! I would not,
could not, with a goat.

I will not eat them
here or there.

I would not
eat them anywhere!

♪

crash!

[twangy guitar leads bass]

♪

Would you,
could you, on a boat?

Hu, uh, uh, I would not,
would not, on a boat.

I will not,
will not, with a goat.

Not in the rain.
Not on a train.

[train whistle]
Toooooot

♪

crash!

♪

Whew!

Splash

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C a p t i o n e d M e d i a P r o g r a m

♪

You do not like them.
So you say.

Try them! Try them!
And you may.

Try them
and you may, I say.

Sam!

If you will let me be,
I will try them.

And you will see.

♪

Mm-mm, ooh, mm!
Hoo-hoo-hoo! Ooh! Hey!

Ah, ha, ha, ha!

♪

*I like green eggs
and ham!*

I do!
I like them, Sam-I-am!

♪ *And I would
eat them in a boat* ♪

♪ *And I would
eat them with a goat* ♪

♪ And I will
eat them in the rain ♪

♪ And in the dark
and on a train ♪

♪ And in a car
and in a tree ♪

♪ They are so good,
so good, you see! ♪

♪ So I will
eat them in a box ♪

♪ And I will eat them
with a fox ♪

[hunting horn sounding]

arr, arr...arr

♪ He will eat them
in a box ♪

♪ And he will
eat them with a fox ♪

♪ And he will
eat them in a house ♪

♪ And he will eat them ♪

♪ With a mouse ♪

♪ And he will eat them ♪

♪ *Here or there* ♪

♪ Say, he will eat them ♪

♪ Anywhere ♪ ♪

I do so like
green eggs and ham!

Thank you!
Thank you, Sam-I-am!

C a p t i o n e d M e d i a P r o g r a m

['60s jazz arrangement]

♪

♪

Funding for purchase
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U.S. Department of Education:

PH: 1-800-USA-LEARN (V).

♪

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