



### LESSON SUMMARY

To give students an opportunity to recognize the importance of managing our forests.

## Activity Information

**Grade Level:** Junior

**Estimated Duration:** 2 to 3 weeks

**Materials:** One copy of *The Lorax* by Dr. Seuss. New York: Random House, 1971.

**Setting:** Indoors

**Key Vocabulary:** Seriating, inferring, predicting, interpreting, hypothesizing

## ACTIVITY #1

The Lorax is a story that helps students understand the problems that can result from poor forest management and to predict the benefits of good forest management. Choose some of the following activities to do as a class, or have students do them independently at an activity centre.

- a) Pretend you are a great scientist. Your task is to design a machine or apparatus that will clean up the environment. Draw a diagram and write a few sentences outlining how your invention works. Make the invention or machine out of some of the following materials: cardboard boxes, egg cartons, paper rolls, tongue depressors, construction paper, empty thread spools, pipe cleaners, balloons, drinking straws, aluminum foil, paper cups.
- b) The Lorax has called a meeting to discuss closing the Once-ler's Thneed factory. In attendance are the Lorax, the Once-ler, all of the Once-ler's relatives, the townspeople, the Bar-ba-loots, the Swomee-Swans, and the Humming-Fish. The chairperson of the meeting is the town mayor. Choose one of these roles and role-play the meeting.
- c) A team of three students represents the Lorax and another team of three represents the Once-ler. Each team records its opinions on cutting the Truffula Trees and then presents them in a group debate. Based on this debate, the audience (the rest of the class) decides whether the Truffula Trees should be cut down.
- d) You are the Truffula forest manager. What messages can you give the Once-ler so that all of the Truffula trees won't disappear? Write down your conversation with the Once-ler and role-play with a partner.
- e) Write a story using one of the following ideas: Write a sequel to the Lorax. You now have the last seed of the Truffula Tree? What will you do with it?
- f) You are the Lorax. You have a chance to speak to all of the people who are buying Thneeds to try to convince them to save the Truffula Tree. Write your speech. The Bar-ba-loots are very sick because they have no Truffula Fruit to eat. What could you do to make them feel better? Outline how you can help them solve this problem. You are a Swomee-Swan or a Humming-Fish. You must leave the land of the Truffula Trees because of the pollution. Where will you live? What food will you find there? How will you adapt to your new home? You are the Once-ler. Write an advertisement for your Thneeds. Try to convince other students that they must have Thneeds.
- g) Draw a detailed picture of the land of the Lorax before and after the Once-ler arrived.
- h) Cut and paste a poster of the lesson taught by the Lorax. Be sure to incorporate different types of pollution and the cause/effect on the environment of poor resource management.

- i) Create a model of the Lorax forest community. Include the living components, such as the Truffula Trees, Humming-Fish, Bar-ba-loots, Swomee-Swans, the Lorax, and the Once-ler and the non-living components, such as the buildings, the machinery, the equipment, and the materials produced by the Thneed factory. Use a sand table, flannel board, crafts, cut and paste, or modeling clay.
- j) Create paper bag puppets of the Once-ler and the Lorax. Create a puppet play about the Lorax or a sequel to the story.
- k) Paint a picture of your favourite part of the story. Provide at least three background details. Write a sentence or two explaining why this is your favourite part. 1) Write a character sketch of the Lorax or the Once-ler. Describe the kind of person the character is. Have you ever met anyone like the character? What did you like or dislike about this person?