



Center for the Environment at Catawba College

Campaign for Clean Air

Clean Air in the Classroom

Stage 1 Activity 1

“The Lorax”

Overview

This fun book by Dr. Seuss proves to be a fantastic way to introduce students to the basic concepts of air quality. In the book, the smogulous smoke being put in the air by the Thneed factory made the Lorax cough, whiff, sneeze, snuffle, snarggle, snuffle, and croak. The Swomee-Swans were no longer able to sing! The Lorax had to send the birds away to find some cleaner air to live in.

Students learn that air pollution is introduced into the environment through factories manufacturing items that we wish to have whether we need them or not. They also learn that air pollution affects the animals and humans that live around the factory, and furthermore, that the air pollution does not go away quickly. Seuss uses his made up words such as the thneed and truffula trees to depict real life issues that our students need to learn about the environment.

This lesson is an adaptation of the lesson called “The Lorax”- An Environmental Issue by Kelly Morton, and can be found on the Alabama Learning Exchange (ALEX). http://alex.state.al.us/lesson_view.php?id=23952

North Carolina Standard Course of Study

This lesson meets seventh grade science competency goals 3.03, 3.04, 4.01, and 4.03 as well as seventh grade language arts competency goals 1.02, 1.02, and 4.01.

Learning Objectives

Students Will Be Able To analyze "The Lorax" as an introduction to Environmental Science.

SWBAT Evaluate the impact of humans and corporations on the environment.

SWBAT Synthesize ideas for industry and humans to work together for the good of the environment.

Materials

- “The Lorax” book by Dr. Seuss

Procedures

- 1.) Read the book as a class.

Write down all environmental issues they see in the book.

2.) Compile a common list of environmental issues. (This could be done individually, in groups, or as a class, even “think-pair-share” would be effective.)

3.) Facilitate a classroom discussion of issues (include any issues that are unspoken and are still important) Use the list provided on the webpage that lists all the topics seen in the book.

This lesson could end here and simply be used as an opening discussion of what you plan to discuss this week, or could be continued if time permits and the students need to develop better presentation skills.

4.) Assign an area or problem in the book to develop a solution that is acceptable to both industry and environment. Presentation of solution can be in the form of a PowerPoint, newsletter, public awareness announcement, newscast, or brochure.

Assessment

5.) Grade the students using the rubric that is provided (Multimodal Publication) on the webpage to match this lesson or create your own at rubistar.com.

6.) Have the students present their solutions to the class.