

Title of Lesson: The Lorax

Subject Area: English Language Arts

Grade Level: 6th - 8th Grade

Approximate Time to Do Lesson: 3-5 days (extension available)

Rationale:

The theme of this lesson is centered on location, history, story-telling, and activism. This will aid student learning through looking at classic childhood story-telling, a cyclical view of our region's history, and whether we see this as something to change. Students will approach this lesson through interpersonal and solitary communication, kinesthetic learning, reading and writing, and visual perception. Critical information literacy will be addressed through group analysis of primary source letters and a share out of information learned.

Standards Addressed:

Reading:

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing:

- Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Speaking & Listening:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Accommodations for Diverse Learning Needs:

- Guided worksheets
- Verbal & visual instructions
- Group learning
- Case-based, real-world learning
- Group discussions & share-outs
- Demonstrations
- Learning stations
- 21st Century Skills
- Opportunities for self-reflection
- Sense of purpose

Lesson Objectives:

Students will work to decide what their stance is on the future mining of their community through classic literature, primary sources, news articles, & (as an extension if time permits) research. They will write a letter to express their viewpoint to the mining company of their choice.

Lesson Procedures:

- Day 1: In class reading of the childhood story *The Lorax*, journal prompt writing based on the story, and collaborative class Google slideshow creation of their Lorax forests.
- Day 2: Story of local activist Donald Snitgen, critical analysis of primary source letters (guided with handout in groups), class vote & wrap-up of Little Presque Isle fight, group discussion, journal prompt.
- Day 3: Yellow Dog Plains & Eagle Mine introduction, stations to list positive & negatives of mining, analysis of local news article on current exploratory mining, reflection on Lorax slideshow, letter writing example, drafting worksheet, type up of letter on Google assignment.
- Days 4-5: More time may be given for revision of letters and research into mining history of the area or the mining companies involved before letters are drafted.

Assessment:

Students will be assessed individually on their journals, contribution to the Google slideshow, and their typed letters. Group assessment will be done on the primary source literacy worksheet and the news article analysis.

Supporting Materials:

- Google slideshow with teacher notes & ideas
- 6 primary source letters by Donald Snitgen with guided primary source analysis worksheet
- Newspaper article & guided annotation group worksheet
- Guided letter writing handout for drafting

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