



## Unit Essential Questions

How can art be used to compare and contrast the land of the Lorax before and after the Onceler?

How do you analyze the mood in a piece of artwork using key vocabulary?

### PROJECT DESCRIPTION

In this project, students will listen to the story The Lorax by Dr. Seuss. Students will discuss the art elements they see in the text. They will sketch and use oil pastels to recreate their own scene analysis of the illustrations before and after the Onceler. Students will also relate to the changes of mood throughout the story. Students will then create a persuasive writing piece comparing and contrasting the Lorax's habitat.

### LEARNING TARGETS

“I Can...”

- Create a persuasive piece to compare and contrast the scenes in the Lorax's habitat before and after the Onceler
- Create a piece of art that shows the cause and effect of the pollution that occurred in the Lorax

[www.artsnowlearning.org](http://www.artsnowlearning.org)

Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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Cherokee County (GA) School District and ArtsNow, Inc.

Approx. Duration of Project: 2-3 days of 30 -45 minutes

Project Description	Learning Targets
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**ESSENTIAL QUESTIONS**

<ul style="list-style-type: none"> <li>• How can art be used to compare and contrast the land of the Lorax before and after the Onceler?</li> <li>• How do you analyze the mood in a piece of artwork using key vocabulary?</li> </ul>
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**STANDARDS**

Curriculum Standards	Arts Standards
<p><b>S3L2.</b> Obtain, evaluate and communicate information about the effects of pollution (air, land, and water) and humans on the environment.</p> <p><b>ELAGSE3RI6:</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>ELAGSE3RL5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><b>TAES3.4:</b> Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> <li>• Uses technical theatre elements to design costumes, props, sets, sound and lighting.</li> <li>• Incorporates technical theatre elements such as costumes, props, sets, sound, lighting, into dramatizations.</li> </ul> <p><b>VA3PR.1</b> Creates artworks based on personal experience and selected themes.</p> <p>a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</p> <p>b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).</p> <p>c. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).</p> <p>d. Combines materials in new and inventive ways to make a finished work of art.</p>

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	<p><b>VA3PR.2</b> Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</p> <ul style="list-style-type: none"><li>a. Creates drawings with a variety of media (e.g., pencils, crayons, pastel).</li><li>b. Draws lines with varied weights and in varied ways.</li><li>c. Uses directional lines (vertical, horizontal, diagonal).</li><li>d. Creates landscape with foreground, middle ground, background.</li><li>e. Achieves distance through diminishing sizes and placement of objects higher on the page</li></ul> <p><b>VA3AR.1</b> Discusses his or her artwork and the artwork of others.</p> <ul style="list-style-type: none"><li>a. Describes how size, colors, lines, shapes, and textures are organized in artwork to create a focus or center of interest (emphasis).</li><li>b. Demonstrates a respect for art forms and art objects.</li><li>c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.</li><li>d. Uses art terminology with emphasis on the principles of design. (e.g., balance, proportion, rhythm, emphasis, unity, contrast).</li><li>e. Recognizes that lines can be used to suggest movement, feelings, sounds, and ideas.</li><li>f. Points to descriptive, directional, and expressive lines in artworks.</li><li>g. Explains how texture (implied and actual) is used in two-dimensional shapes and three-dimensional forms.</li><li>h. Identifies intermediate and complementary colors, tints, and shades of colors.</li><li>i. Recognizes value as the lightness and darkness of a color.</li><li>j. Distinguishes between 2-D shapes and 3-D forms.</li><li>k. Recognizes the division of picture plane into foreground, middle ground, and background.</li><li>l. Describes how negative and positive space is</li></ul>
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	<p>related. m. Recognizes and compares symmetrical and asymmetrical balance in artworks.</p>
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**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>• Compare/Contrast</li> <li>• Cause and Effect</li> <li>• Pollution</li> <li>• Conservation</li> <li>• Environment</li> <li>• Air Pollution</li> <li>• Land Pollution</li> <li>• Water Pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Lines: an identifiable path created by a point moving in space; can vary in width, direction, and length; Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin</li> <li>• Color: the element of art that is produced when light, striking an object, is reflected back to the eye</li> <li>• Shape: a flat, enclosed area of an artwork created through lines, textures, colours or an area enclosed by other shapes</li> <li>• Form: refer to a three-dimensional composition or object within a three-dimensional composition</li> <li>• Texture: the perceived surface quality of a work of art</li> <li>• Shade: created when only black is added to a hue. This results in a rich, often more intense and darker color</li> <li>• Warm colors: such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire</li> <li>• Cool colors: such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass</li> <li>• Proportion: concerned with the scale and size of an object (a whole) in relationship to another object (another whole)</li> <li>• Contrast: a principle of art, referring to the</li> </ul>

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	arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc..)
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### TECHNOLOGY INTEGRATION

<p><i>The Lorax</i> (Ebook Read-Aloud) by Dr. Seuss: <a href="https://www.youtube.com/watch?v=xzf6dQyNN7s">https://www.youtube.com/watch?v=xzf6dQyNN7s</a></p> <p>Warm Colors Mood- To demonstrate the “before” part of the story: <a href="https://www.youtube.com/watch?v=P1j_DThGI9M&amp;feature=youtu.be">https://www.youtube.com/watch?v=P1j_DThGI9M&amp;feature=youtu.be</a></p> <p>Cool Colors Mood- To demonstrate the “after” part of the story: <a href="https://www.youtube.com/watch?v=p1jpKTYmlzA&amp;feature=youtu.be">https://www.youtube.com/watch?v=p1jpKTYmlzA&amp;feature=youtu.be</a></p> <p>Vic Munez Artwork: <a href="http://time.com/3775724/portraits-with-purpose-vik-muniz-in-waste-land/">http://time.com/3775724/portraits-with-purpose-vik-muniz-in-waste-land/</a></p>
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### ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"><li>Teacher will observe the students for the understanding of appropriate usage of unit vocabulary through their persuasive writing.</li></ul>	<ul style="list-style-type: none"><li>Persuasive Writing Piece</li><li><b>Project 3 Rubric (See Download)</b></li></ul>

### MATERIALS

<ul style="list-style-type: none"><li>The Lorax Book- eBook</li><li>Pastel Card paper</li><li>Black Sharpies</li><li>Pencils</li><li>Pastels</li><li>Fixatives (after drawing is complete- Spray and let dry so pastel does not smudge)</li><li>Loose-leaf paper for writing piece</li></ul>
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Activating Strategy (5- 10 min)
<ul style="list-style-type: none"><li>Read and listen to the first half of the eBook of <u>The Lorax</u> by Dr. Seuss.</li></ul>

Approx. Duration of Project: 2-3 days of 30 -45 minutes

### Main Activity

#### PART 1:

- After the first half of *The Lorax* with the students, discuss as a group the art elements they saw while reading.
- Use this *The Lorax* movie clip to help with recalling the mood of the “beginning” part: [https://www.youtube.com/watch?v=P1j\\_DThGI9M&feature=youtu.be](https://www.youtube.com/watch?v=P1j_DThGI9M&feature=youtu.be)
- Students will fold paper in half. (landscape) Label “Before the Onceler” on the left hand side of the paper with center adjustment and “After the Onceler” on the right hand side of the paper with center adjustment.
- Then they will lightly sketch the horizon line, the foreground and the background on both sides of the paper. Once the students sketch, they will use the black sharpies to outline their drawings.
- Students will then use oil pastels to recreate the before scene. This will be where the colors are warm. Remind students to include the characters: Barbaloot Bears, Truffala trees, Hummingfish, and Swammie Swams.

#### PART 2:

- Read the second half of *The Lorax* with the students. Discuss as a group the art elements they saw while reading the second half of the story.
- Use this movie clip to help with recalling the mood of the “ending” part: <https://www.youtube.com/watch?v=p1jpKTYmlzA&feature=youtu.be>
- Students will then use oil pastels to recreate the “After the Onceler” scene. Remind students to think about how many characters have vanished from the setting. How did the colors change? What happened to the Truffla trees?
- In whole group, teacher will lead a discussion referring to theatrical set rendering. Using the illustrations that the student created we can discuss how a set might be designed and assembled in a theatrical performance.
- Use a sample drawing of the scene done in black and white and have the students experiment with a flashlight and colored light filters to recreate the mood of their illustration as a model of the set.

#### PART 3:

- To conclude the project, in whole group, discuss the point of view from the main characters (Onceler/ Lorax). Have students pair up and recreate a quick conversation between the characters. Point of view must be clearly identified and supported.
- Students will then create their own persuasive writing piece using their Suess inspired illustration picture to compare and contrast the Lorax’s habitat before and after the Onceler.

Extension Activity: Discuss the artist Vik Munez. Use the pictures attached to discuss his artwork and what inspires him. Students will be able to create their own art pieces using garbage collected.

<http://time.com/3775724/portraits-with-purpose-vik-muniz-in-waste-land/>

### REFLECTION

#### Reflection Questions

Approx. Duration of Project: 2-3 days of 30 -45 minutes

- *How does the Land of the Lifted Lorax compare after the Onceler?*
- *How would you describe the mood of the scene before and after the Onceler?*
- *What was the main cause of the destruction to the Land of the Lifted Lorax?*

### DIFFERENTIATION

#### **BELOW GRADE LEVEL:**

Folded paper available and provide pencil sketch of background, foreground and horizon line. Provide sentence starters for students. Include a visual word bank for additional support.

**ABOVE GRADE LEVEL:** Third Panel of the storyboard with the possibly of the UNLESS scene and how they think it would look (possible outcomes, new small plants growing, grass beginning to grow again etc...) .

#### **EL STUDENTS:**

Make sure to use the ebook link provided below because it has the words to the story along with the pictures.

### ADDITIONAL RESOURCES

The Lorax eBook:

<https://youtu.be/aKmbSjIXzFk>

### APPENDIX

- Project 3 Rubric

### CREDITS

U.S. Department of Education

Arts in Education--Model Development and Dissemination Grants Program

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