After reading The Lorax by Dr. Seuss, have students construct a tree map (graphic organizer) that shows their knowledge and understanding of the following as they relate to The Lorax: characters, setting, problem, solution, theme, point of view, and plot.

Focus Question: Ask students about the author's purpose in writing the book. Do you think his intentions were to entertain or to persuade? Have students cite specific reasons and examples from the book to back up their stance.

Discussion Questions:

- What is a natural resource?
- Were Truffula trees a valuable natural resource? Why?
- Why did the Once-ler chop down the first Truffula tree?
- What benefit did a Thneed have for consumers?
- What was the effect on the environment as more and more Truffula trees were cut down?
- Was it a wise decision to cut down the last Truffula tree?
- Could something like this ever happen in real life? How could the Once-ler have prevented the demise of both his business and the environment?

Activities:

1. Dividing the class into 2 teams or small groups;
Have group 1 create an advertisement persuading someone to buy a Thneed.

Have group 2 create an advertisement on behalf of the Lorax.

2. In conjunction with the advertisements, have students write a persuasive front page news article that conveys their position on the cutting down of Truffula trees to the reader.

3. Reread the last page of the text. Instruct students to write The Lorax II which lets the reader know what happened to the last of the Truffala Tree seeds.