POLITICAL DR SEUSS LESSONS OUTLINE
(Denise Anderson 2019)

This is a general outline on how I taught this unit.

1. Dr. Seuss’s thematic books and philosophy
   A. Read these books with students and explore Dr. Seuss’s political themes
      a. *The Lorax* (Environmentalism)
      b. *Sneetches* (Racism/Discrimination)
      c. *Horton Hears a Who*
         i. Dr. Seuss: U.S. occupation of Japan and treating Japanese as “people”
         ii. Philosophy: Epistemology investigates the theory of knowledge; specifically, its origin and nature. We may know something but sometimes find it difficult to explain why; we many know something to be true when others know it to be false
      d. *The Butter Battle Book* (Cold War)
      e. *Yertle the Turtle* (Dictators in WW II)
      f. *The Cat in the Hat* (Materialism/Consumerism/Resisting Authority)
      g. *The Grinch* (Tolerance/Acceptance)
      h. *Marvin K. Mooney*
         i. Watergate Scandal – not Seuss’s intent – public made the analogy with Nixon and Watergate Scandal at the time it was published
         ii. Political Cartoons
            i. 1941-1943 – WW II cartoons for New York newspaper *PM*
               1. anti-Semitic
               2. prejudice against Japanese
               3. Anger at Germany/Hitler/Nazis (Seuss was German)
               4. American sentiments about the war
   B. websites and resources
      a. [https://www.teachingchildrenphilosophy.org](https://www.teachingchildrenphilosophy.org)
      b. “The Political Dr. Seuss” (DVD, 2004) – showed sections throughout
         i. Biography
         ii. Careers in Advertising, cartooning, and then children’s books
         iii. Philosophy behind Children’s books
      c. *Dr. Seuss Goes to War* (Richard Minear, 1999) – political cartoons

2. Dr. Seuss Writing
   a. Explore rhyming patterns in Dr. Seuss writing
      i. Students find rhyming patterns in Seuss books
         1. Seuss used quatrains (four lines) for much of his writing
      ii. Rhyming games (how to rhyme/syllabication)
   b. Rhyming Process for concepts
      i. Brainstorm words on topic
      ii. Take words from brainstorm and make a rhyming list on ABC Chart
         1. Highlight words/rhyming pairs that convey concept
c. Seuss process of writing simple verse to convey deeper concepts  
   i. Cinderella activity (group/pair/individual)  
      1. Explore themes in Cinderella to include in verse/quatrains  
      2. Make rhyming words/pairs from story and theme  
      3. Students re-tell Cinderella story using Seuss rhyming patterns in quatrains  

   d. Student generates Dr. Seuss writing on topic/issue  
     i. Make a list of possible topics or issues available to students  
     ii. Students research and brainstorm words on topic/issue  
     iii. Students select key words from topic/issue  
        1. Make rhyming lists from key words  
     iv. Create a Character name and sketch what character looks like (human, rabbit, fox, etc...) – protagonist of story (ex. Chully the Bully, Zack-a-Roo the Kang-a-roo, etc...)  
        1. Make a rhyming list for Character name to include in writing  
     v. Students write at least 3 quatrains (12 lines of 4 each) on topic/issue using Dr. Seuss rhyming patterns (story)  
        1. Writing should include at least  
           a. Quatrain 1: introduce topic and character  
           b. Quatrain 2: character trying to solve issue/topic  
           c. Quatrain 3: resolution of problem/conclusion/or unanswered questions about topic and character for reader to ponder  

3. Dr. Seuss Character Art  
   a. Explore Dr. Seuss character art and style from books  
      i. *There’s a Wocket in My Pocket* – great examples of character  
      ii. *Dr. Seuss ABC*  
      iii. [www.seuss.fandom.com](http://www.seuss.fandom.com) (Seuss characters by alpha order – many examples)  
   b. Students create a watercolor of the Seuss-like character to reflect Seuss writing  
      i. Character: mood/face, clothing (can be an animal)  
      ii. Background (Seuss vegetation, buildings, etc....)
Write like Dr. Seuss

1. Brainstorm topic/issue (circle chart, alphabet chart)
   a. historical issue (slavery, civil rights, Aleut Internment)
   b. current issue (prejudice, bullying, Pebble Mine, ANWR, peer pressure)
   c. political issue (Welfare, immigration laws)

2. Make a list of Rhyming words and repetitive words/phrases

3. Make at least one silly or fun word

4. Name and sketch a character that will be in your writing

5. Write at least 12 lines of a verse about topic/issue (3 verses of 4 each)

6. Art project: draw character with sharpie – use watercolor

EXAMPLE

1. The Great Depression: consumer, economy, out of work, credit, ads, new, machines, free, changes, money, radio, electricity, business, food, homes, rich, poor, violent, nation, weak, gap between rich and poor, stock market, lost money, closed, factories, jobs, wealth, crash, farmers hard time growing crops, unstable banks, banks fail, New Deal, terrible, lost savings, lost houses, build camps near rivers, homeless, government did not help, money from charity, built shacks, made roofs to keep out rain, people angry at government, gloomy and dirty camps, grow vegetables

2. help/yelp/kelp; out of work/shout/pout/clout/doubt/flout/route/tout/
dirty camps/damp/stamp/lamp/revamp; free/see/glee;
rich/switch/witch/which/sandwich/glitch/pitch/ditch;
weak/meek/geek/peek/sleek/reek;
fail/gail/wail/whale/pail/pale/gale/shale/kale/ale/bail/bale/dale/hail/hale/male/mail/q
quail/rail/stale/tale/tail/Yale/
house/mouse/grouse/louse/
home/comb/dome/loam/foam/gnome/poem/roam/honeycomb
food/brood/mood/rude/crude/exclude/include/
bank/tank/sank/rank/lank/dank/stank/drunk/spank/Yank/
poor/floor/more/core/chore/galore/bore/door/four/for/pour/roar/store/sore/tore/
spore/shore/yore/lore/
work/bezerk/jerk/clerk/dirk/kirk/lurk/murk/perk/quirk/smirk/Turk/
gap/map/lap/cap/chap/scrap/Jap/nap/rap/rape/trap/sap/slap/snap/yap/zap
built/quilt/stilt/guilt/kilt/tilt/wilt/
job/Bob/cob/lob/rob/bob/gob/mob/sob/slob/
3. Character: Zack-a-Roo (tall, thin, wild hair, crazy nose) rhymes with
   Roo/moo/chew/poo/coo/cockatoo/kangaroo/clue/glue/boo/blue/blew/crew/dew/
drew/flew/few/goo/Bunny Foo Foo/who/Jew/
in lieu/Lou/new/gnu/sue/Sue/stew/hullabaloo/two/too/to/true/shoe/slew/view/whew
zoo/you/ewe

4. Zack-a-Roo Had the Blues (A Depression Era Story)

   Zack-a-Roo lived near the new Steel-a-Roo Building views
   This kangaroo had the blues
   He lost his job at Two Blue Shoes (the factory) and had to choose
   Should he rob? Should he sob? Should he be a slob?
   He will ask Bob!

   Bob could not help
   Zack had no job, no house, not even a louse on a mouse
   He began to
       yelp,
       yelp,
       yelp
   No one could help

   Zack built a shack next to the railroad track
   With black tacks he had the knack
   He had to cope with his new house on a slope
   Zack-a-Roo no longer wants to mope and now has reason to hope
Current Issues for Dr. Seuss Writing Project (2019)

peer pressure and competition
bullying in school
cyber bullying
attitudes
video games/internet and online addiction
cell phones/misuse/
prejudice/racism/racial equality
insecurity/lack self-confidence
immigrants – building the wall
underpaid workers (families living from pay check to pay check)
domestic violence (in home)
lack of respect for young people
respecting authority (young people)/government/defiant issues
ten teen suicide
substance abuse (alcohol, drugs)
emotional issues/mental health
distracted driving (cell phones)
eating disorders
violence in media (tv, movies, video games)
ten teen pregnancy/abortion
obesity
social media (FB, Instagram, Twitter...)
College/career readiness/scholarships/paying for college
Gender identity
sleep issues/disorders/not enough sleep
identity issues/ negative body image/finding flaws in appearance/growth issues
experiencing stress and pressure
family issues/not supportive/emotional abuse
drinking age
gun control/school safety
environmental safety/greenhouse effect/global warming
cancer/awareness/cure
fake news and media
Impact of government shut downs
Presidential elections
OBJECTIVE: Create a Seuss-like character to reflect the writing and theme of the Seuss writing.

Your work must follow these guidelines:

1. **Sketch** at least 3 designs, shapes, or ideas for this project in your sketchbook
   a. **Character**
   b. **Background** that reflects Seuss writing
2. **Draw lightly** with pencil the character and background
3. Use **watercolor** to paint the character and background
   a. Consider a **light wash** with a light color for a background
   b. Use **value** (lights and darks of a color)
   c. Consider **texture** (making things look more real)
   d. **WAIT** between each watercolor for paint to **dry** thoroughly
4. AFTER the watercolor is done, you may use a **thin black sharpie** to outline parts of the watercolor design.
5. Put **name** on the back of the watercolor
6. Fill out the Seuss Watercolor Character **rubric**
7. Most importantly, creatively express **YOU** in this project!!!
James Loves Games
(a story about video game addiction)

James loves playing games in his jet
James shoves his head set
James is kind of an addict for his video games he would get
The way he speaks in video games affects the people he’s met

James always thinks of reducing video games
James threw his video games so that he could reach what he aims
He threw video games in the fire and lit it up in flames
He took a picture of his burning video games and put it up in frames

James is now playing basketball
He is there when his friends call to go to the mall
He started to become tall
He is happy and running in the empty hall
Ronald John Paguio  
Period 4  
Art through Literature

Zeppy Got the News  
(a story about fake news)

Zeppy the panda lived in the forest called Tutty  
He chose to read the Joe’s News Pappy  
The bogus news circulated and everyone was shocked  
Because it would make the people of Tutty knocked

Zeppy,  
Zeppy,  
Zeppy thinking wisely  
What to do? What to do? to help the people of Tutty  
Interny, Rady, and Newsy his friends thought intellectually,  
And Zeppy asked the trusted authority

Authority examined, authority determined, authority confirmed  
The news was bogus and wrote by anonymous  
They were now searching who escalated the bogus  
Because Tutty people were mentally abused
Frankie Marcelo
Art Thru Literature
Period 4
3/4/19

Cella-Poon the Raccoon
(a story of cell phone addiction)

Cella-Poon the Raccoon lived in the city of Ragoon
He works in a company of phones called the Toon
People in the city of Ragoon started making a discussion
Because a lot of kids are using the phones as their addiction

Cella-Poon

Cella-Poon started worrying
For the sake of my people in Ragoon, I gotta do something
Cella-Poon started gathering people in the company Toon
And they all talked about the problem in the city of Ragoon

Cella-Poon and the people of Ragoon planned carefully
And they also asked the owner of Toon for help, Mr. Aplly
They all decided to limit the use of phones in their city
So the kids will not get addicted anymore, and they will be healthy
The Fox in the Wood
(A story about attitudes)

A childhood Mox Fox playing outside in the wood
A no-good Mox Fox saying mean words to his nieghborhood
A friendly nieghborhood who could and would do good
Mox Fox said no-good, but he should

His neighbor, Willy, tried his best to be friendly
But Mox Fox makes his way to his house like silly
The tricky Mox Fox quickly goes by his home and said something chilly
Mox Fox was rude to Willy and quite silly, silly, silly.

Willy tried his best everyday to get Mox Fox to trust
That his attitude must adjust
So Mox Fox decided that he must just trust
Now his words are not chilly or silly, thanks to Willy
Zack-a-Roo Had the Blues
(A Depression Era Story)

Zack-a-Roo lived near the new Steel-a-Roo Building views
This kangaroo had the blues
He lost his job at Two Blue Shoes (the factory) and had to choose
Should he rob? Should he sob? Should he be a slob?
He will ask Bob!

Bob could not help
Zack had no job, no house, not even a louse on a mouse
He began to
yelp,
yelp,
yelp

No one could help

Zack built a shack next to the railroad track
With black tacks he had the knack
He had to cope with his new house on a slope
Zack-a-Roo no longer wants to mope and now has reason to hope
<table>
<thead>
<tr>
<th></th>
<th>26-30</th>
<th>21-25</th>
<th>13-20</th>
<th>6-12</th>
<th>0-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME/ISSUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects a specific theme or issue that</td>
<td>Clearly appropriate</td>
<td>Satisfactorily appropriate</td>
<td>Adequately appropriate</td>
<td>Somewhat appropriate</td>
<td>Not appropriate</td>
</tr>
<tr>
<td>can be clearly seen in the writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENTS OF WRITING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing has all elements of the project</td>
<td>Complete</td>
<td></td>
<td>1 part missing</td>
<td>2 parts missing</td>
<td>3 parts missing</td>
</tr>
<tr>
<td>including circle chart, alphabet chart,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outline, rough draft, title, final draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of at least 12 lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING FORMAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written in the style of Dr. Seuss</td>
<td>Complete</td>
<td></td>
<td>1 part missing</td>
<td>2 parts missing</td>
<td>3 parts missing</td>
</tr>
<tr>
<td>including rhyming at end of lines and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>middle of lines, repeating words, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>made-up words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUPS (ASH.WL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write with no capitalization, grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usage, punctuation, or spelling errors.</td>
<td>1-2 errors</td>
<td>3-4 errors</td>
<td>5-6 errors</td>
<td>7-8 errors</td>
<td>9+ errors</td>
</tr>
</tbody>
</table>

**STANDARDS**

EL.EL2.WR.1 Revise and edit (Analysis) writing at a developing level. (AK WP.9-12.3)

EL.EL2.WR.2 Use (Analysis) vocabulary accurately when writing at a developing level. (AK WP.9-12.1)

EL.EL2.WR.6 Write (Analysis) using appropriate style and organization for the intended purpose and audience at a developing level. (WIDA CDD.9-12.W4)

EL.EL2.WR.3 Write (Analysis) a variety of sentence types using conventions of standard English at a developing level. (AK WP.9-12.1)
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>20 Points</th>
<th>15 Points</th>
<th>10 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA.HSAA.CG.1 Sketch and plan at least 3 artistic designs</td>
<td>Effectively sketch and plan 3 artistic designs</td>
<td>Adequately sketch and plan 3 artistic designs</td>
<td>Sketch basically and plan 2 artistic designs</td>
<td>Poorly sketch and plan 1 or less artistic designs</td>
</tr>
<tr>
<td>VA.HSAA.CO.1, CR.1 Use color, value, and lines to create a Dr Seuss character</td>
<td>Effectively use color, value, and lines to create a character</td>
<td>Adequately use color, value, and lines to create a character</td>
<td>Use basically color, value, and lines to create a character</td>
<td>Poorly use color, value, and lines to create a character</td>
</tr>
<tr>
<td>VA.HSAA.CO.3 Use tools and materials in a safe and respectful manner</td>
<td>Effectively use tools and materials in a safe and respectful manner</td>
<td>Adequately use tools and materials in a safe and respectful manner</td>
<td>Use tools and materials basically in a safe and respectful manner</td>
<td>Poorly use tools and materials in a safe and respectful manner</td>
</tr>
<tr>
<td>VA.HSA1.PA.1, CO.1 Artwork design reflects Dr. Seuss writing with appropriate background</td>
<td>Artwork design clearly reflects Dr. Seuss writing with appropriate background</td>
<td>Artwork design adequately reflects Dr. Seuss writing with appropriate background</td>
<td>Artwork design basically reflects Dr. Seuss writing with appropriate background</td>
<td>Artwork design poorly reflects Dr. Seuss writing with appropriate background</td>
</tr>
<tr>
<td>VA.HSAA.CO.2 Artwork reflects careful craftsmanship with paint, marker, pencil</td>
<td>Artwork clearly reflects thoughtful craftsmanship</td>
<td>Artwork adequately reflects thoughtful craftsmanship</td>
<td>Artwork basically reflects thoughtful craftsmanship</td>
<td>Artwork poorly reflects thoughtful craftsmanship</td>
</tr>
</tbody>
</table>

VA.HSAA.CG.1: Document (Comprehension) new knowledge and creative process within the student's sketchbook demonstrating independent research.

VA.HSAA.CO.1: Use the design process to formulate and develop (Knowledge Utilization) creative and unique works of art in alignment with the student's individual learning plan.

VA.HSAA.CO.2: Develop and display (Knowledge Utilization) advanced craftsmanship in various mediums.

VA.HSA1.CO.3: Use (Retrieval) tools, materials, and equipment appropriately.

VA.HSA1.CR.1: Demonstrate knowledge of the elements of line and shape by using (Comprehension) a variety of lines to create shapes, textures, patterns, and values in artwork.