

THE LORAX AND FOREST PARK

Chris Knab Field/Lit 10-6-99

BRIEF OVERVIEW:

After reading *The Lorax* by Dr. Seuss, students will conduct a survey of Portland's Forest Park to determine where and why littering occurs. Students will analyze how littering changes the character of the park.

GEOGRAPHIC QUESTION:

1. Where does littering occur in Forest Park and how does it modify/change the environment of the park?

NATIONAL GEOGRAPHY STANDARDS:

14-How human actions modify the physical environment

15-How physical systems affect human systems

STATE CONTENT STANDARDS:

Scientific Inquiry

Personal/Social Perspective

Geography

CONTENT STANDARDS/BENCHMARK FOR FIFTH GRADE-PPS:

•**Scientific Inquiry**-Ask questions/make predictions that are based on observation and can be explored through investigations.

•**Personal/Social Perspective**-Identify a personal or community health risk.

OBJECTIVES:

1. Students will interpret data they've collected regarding where people litter and the type of litter they collect.
2. Students will draw conclusions about why people litter and about what they litter.
3. Students will draw conclusions about whether or not littering modifies the environment of Forest Park.
4. Students will discuss what they can do within their own neighborhood to eliminate littering.
5. Students will identify on a map areas where litter has accumulated.

MATERIALS:

1. The Lorax by Dr. Seuss. (1971). New York. Random House.
2. Visual Survey Index field sheet for Litter
3. Interview Survey
4. Field Journal for each student to record any other observation
5. Gloves and collection bags
6. Chart paper

Student Interview Sheet

interviewer

1. Why are you visiting Forest Park today?
2. Have you been here before?
3. What was the purpose of your visit today?
4. Did you bring disposable items like,?
5. How are you planning to dispose of them?
6. Were you surprised by the lack of or amount of litter?
7. What do you think causes people to litter?
8. What can we do to alleviate this problem?

INTRODUCTION:

Today we will be visiting an imaginary place where brown barbaloots live with their friends. As I'm reading, I want you to listen for places where either a person or a community is put at risk.

PROCEDURE:(in classroom, prior to field trip).

1. Teacher reads The Lorax by Dr. Seuss. As the story is being read, 1/2 of the class is listening for examples of places where there is a risk to individuals, 1/2 of the class will be listening for examples in the story, where there is a risk to community.
2. After the story has been read, students will form two groups, (risk to community, risk to individual), compile lists of their examples, and share 3-5 examples with the whole group.
3. Class will discuss whether or not there are any examples of where individual/community risk connect. Are all examples of risk to individual automatically a risk to community? Are all examples of risk to community automatically a risk to the individual? Why or why not?
4. Class will make predictions about what kind of litter they think they will find and who they think contributes of the litter problem.
5. Give students a map of MacClay Park Trail and have them predict where litter might occur.

PROCEDURE:(at the Pittock Mansion).

1. Discuss/review purpose of field study. Go over safe and respectful procedures to be followed during the walk.
 - stay on trail at all times
 - leave all natural plants as you found them
 - remain respectfully quiet and use 6 inch voices at all times
 - use gloves to collect litter. DO NOT collect anything potentially unsafe-needles, glass.....
2. Have students spread out throughout the trail concentrating on the areas they predicted would have the most litter. Collect data, using survey sheet and collection bags.
3. Students will convene at the trail's end and spend 10 minutes in quiet reflection using their field guide to record their observations.

PROCEDURE:(in classroom, after the field trip).

1. Students mark collection bags with their team number.
2. Teams will sort their collected litter and sort by type of material(using the categories on their sheet).
3. Students will compile a class graph (an enlarged version of the litter survey), using data from all the groups.
4. Students will discuss how they feel littering affects Forest Park. Were they surprised about the litter they found? How close were their predictions?

ASSESSMENT:

On Demand Writing Assessment-

Have students reflect on what they observed through their field work and subsequent graphing activity. Using their field journals require students to write what they believe to be 2-4 causes of littering in their neighborhood.

EXTENSIONS:

1. Have students visualize the forest they have just visited. What might the Once-ler have found appealing about our Forest Park? What might he have created instead of a thneed? Write about this creation, including what it will be called and its use will be.
2. Take the position of either the Once-ler or the Lorax and explain why your point of view has the most value in relation to using/not using Forest Park resources.
3. Have students draw a mental map of Forest Park (the trail), both before and after the trip. Compare both maps.
4. Have students brainstorm ways litter has affected their school or neighborhood. Repeat the same predictions about who litters their playground and collect data regarding type of litter found on their play ground or in their neighborhood.
5. Students brainstorm ways they can reduce the litter problem at their school.
6. Have students design a new survey sheet about litter issues. Survey students in other classes.
7. Assign areas of responsibility for which individual classes are responsible. Design school signs such as those found on stretches of highway which credit those responsible for keeping the area litter-free.