

I. Lesson Topic

Draw parallels between the story of The Lorax, written in 1971 by Dr. Seuss, and the environmental saga of the Anaconda Copper Mining Company in southwest Montana.

II. Montana Standards and Benchmarks

Science

Standard 5: Benchmarks 2, 4

Social Studies

Standard 5: Benchmarks 1, 2

III. Objectives

Students will:

Discuss the concept of supply and demand, and identify this concept in the book as well in the history of the Anaconda Mining Company.

Discuss how the destruction of one resource can impact many other resources.

Identify the “second chance” given to the boy in the story and compare that “second chance” to the billion dollar restoration/reclamation effort in the Clark Fork Watershed.

III. Materials/Equipment/Resources Needed

“The Lorax” by Dr. Seuss

IV. Assessment

Students take a multiple-choice test (see attached) before and after the unit.

V. Procedure

The teacher will read “The Lorax” to the class. The *Lorax Notes* outlines teacher input on a page-by-page basis. Students will discuss the story’s similarities to the history of the Anaconda Copper Mining Company in southwest Montana.

VI. Resources

The Lorax, by Dr. Seuss

VII. Extensions

1. Students write a short sequel to the Lorax, starting with the Truffula Seed (or \$1 billion dollars of restoration and remediation) that the Onceler tosses at the end of the book.

VIII. Science Process Skills

a. Knowledge

Observing

b. Comprehension

Generalizing, defining problems, identifying cause and effect

c. a. Analysis

Comparing, formulating questions

IX. Montana Standards and Benchmarks

Science

Standard 5: Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.

Benchmarks: **2.** Apply scientific knowledge and process skills to understand issues and everyday events.

4. Use scientific knowledge to investigate problems and their proposed solutions and evaluate those solutions while considering environmental impacts.

Social Studies

Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

- Benchmarks:**
1. identify and explain basic economic concepts (e.g. supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).
 2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.