*Loraxstein*

*Pre-reading activity*

Remember the five **conflicts** in literature and consider our new one: Man vs. WYBION. Keep in mind the effect that technology (and man’s use of it to control the world) has on how we live our lives. We are going to read *The Lorax* by Dr. Seuss which discusses these **motifs**.

Framing Dr. Seuss’s *The Lorax*

What is a “**framing device**”? My best guess:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is a “**framing device**”?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Different kinds of **point of view**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = from “I, me, my” perspective

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = from another’s perspective

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = restricted, “in the story”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = all knowing, can see thoughts

*The Lorax* actually tells two stories. Dr. Seuss used a **framing device** called a **flashback**. In a flashback (which is kind of framing device), the story starts at one point in time and then goes to another point further in the past. Although the narrative shifts in chronology, it stays consistent in **point of view**. Outline the plot of *The Lorax* below*:*

The first story happens at the same time as the person reading the story. It happens in the present.

* The Beginning:
* The Middle:
* The End:

The second story is the actual meeting of the Onceler and the Lorax.

* The Beginning:
* The Middle:
* The End:

Questions of clarification

* How do the characters handle the difference between a need and a want? Think about needs and wants in your life. How do you relate to specific characters in the book?
* What are the basic needs for life and how that might differ from culture to culture?
* Reflect on recent purchases. Are they needs or a wants?
* How do needs and wants help with creating, lengthening, and bettering life?
* After answering the questions on this page and contributing to class discussions from this page, review the Learning Targets (Purpose, Organization, and Diction) rubric on the back of this page. On the back of this page, write an expository (informative), third person paragraph that explains all of the terms in bold on this page and explains how they are used in *The Lorax* as an example. In other words, define all five words and say how they are depicted in *The Lorax.* **Please circle all five words in your response so that it is easy for Mr. Foster to see you show proficiency in the “Purpose” learning target.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain? | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.** |
| **To earn a 4.0** | **Find and explain an author’s craft technique that is not one of the bolded terms and explain it.** | | | |
| **Organization**: Did I choose and implement a logical & effective structure so that my audience can understand? | **I can** structure ideas to  make my goal **obviously**  clear; my transitions are  **smooth and artistic.** | **I can** structure ideas to  **make my** goal clear; my  transitions are **clear,**  **obvious and useful.** | **My** structure **implies** that  my goal clear; **some of my**  transitions help move  between ideas. | **My** structure is **confusing**  and/or **misleading; my**  transitions are **lacking or**  **ineffective.** |
| **To earn a 4.0** | **Topic sentence encompasses the purpose of the response; there are at least 4 transitions and the majority of them are complex sentences, not just simple transitional phrases from the clock poster.** | | | |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax** | **I can** use **artistic** &  **accurate** authorship  through **specific, mature**  word choice and syntax. | **I can** use **satisfactory** &  **consistent** authorship by  using **specific** words &  syntax. | **I can only** use  **inconsistent** authorship  by using **vague** words and  **basic, predictable** syntax. | **I can only** use **poor**  authorship by using  **inaccurate, immature,**  **weak** words & syntax. |
| **To earn a 4.0** | **There are zero “graveyard” words and at least two English 11 vocabulary words are used correctly.** | | | |

Framing devices in *The Lorax* Answers

The **first** story happens at the same time as the person reading the story. It happens in the present.

* The Beginning: The Onceler gets payment to tell the story of The Lorax.
* The Middle: The Onceler tells the story.
* The End: The Onceler, now really sorry for his actions, gives away Truffula seeds so that new trees can grow.

The **second** story is the actual meeting on the Onceler and the Lorax.

* The Beginning: The Onceler discovers the Truffula Trees.
* The Middle: The Onceler decides to make money from the trees and sets up a factory, while the Lorax—who speaks for the trees—tries to keep him from destroying the land.
* The End: The Oncelor cuts all the Truffula Trees and runs out of any means to make money, while the Lorax gets lifted away.

**Here is the class wide feedback that learners got after writing it in 2015:**

In general, they were horrible. Most common errors are below.

1. Topic sentence did not make sense. It was an informative paragraph that explained five things. If it was an informative paragraph that explained the multiple colors of the rainbow, the topic sentence would be, “There are many colors of the rainbow: red, orange, yellow, etc….”
2. Diction, diction, diction. Do not use the graveyard words. If you don’t know how to replace “good/bad/things” then try to think about being more specific, then try a thesaurus app or book, then come ask Mr. Foster…use more adjectives and adverbs…vary your syntax by changing up the format of the first three words of each sentence.
3. Transitions exist and are important and connect ideas and are an essential part of “organization”. Use the clock poster and the “complex sentences” poster to help you.
4. “How: how is that thing true in *The Lorax*? Don’t just say “there is a flash back in *The Lorax*” instead explain that “in *The Lorax* there as a flashback when…” This helps show “Purpose” because the purpose of this writing was to explain each of the terms.

**Here is the class wide feedback that learners got after writing it in 2016:**

* + 1. Here are the “right” answers: flashback is the story in the middle, point of view is first person limited, the framing device is the flashback, the motif prominent motif is the use of colors to show tone of the text, most obvious conflict was man vs. nature (you could argue man vs. man or man vs. self, possibly though)
    2. The text is a book and a “big text,” so, as you wrote this by hand, it should be punctuated like this: The Lorax
    3. If I wrote a circled capital letter T, that means you are lacking a transition. Use the clock poster (basically you should have four different red ones from that poster) and the complex sentences poster and your work during the SAT warm ups to insert an appropriate transition and improve your “Organization” score
    4. If I wrote TS, I meant Topic Sentence. The definition of a topic sentence (which you already wrote on your green sheet) is to say what the whole paragraph is about. Revise your topic sentence to depict the entire purpose of the entire paragraph to demonstrate proficiency in the “Organization” learning target.
    5. The task at hand was to explain what all five bolded terms (point of view, framing device, conflict, motif, and flashback) mean and how they showed up in The Lorax. Without doing this, you did not show 3.0 in “Purpose”
    6. Instead of just circling a number, I circled specific words on the rubric to make it very clear which words you should add to your summative feedback cheat sheet.
    7. As usual, blue squiggly lines (mechanics errors) and boxed words (diction errors) need to be put on your orange sheet.