



Lorax Film – Teacher Notes

For **question #1**, discuss the real world versions of the film characters.

- First Nations leaders and environmental advocacy groups (our “Lorax”)
- Today’s younger generation as the “boy who plants the seed” in the film
- Once-ler - Industries, unethical corporations; consumers

For **question #2**:

- Barbaloots leave because truffula trees are being cut down (lose home, food)
- Swamee Swans can no longer sing and leave because of air pollution
- Fish leave because of water pollution and water is drying up
- Lorax leaves because all is destroyed and there is nothing left to protect

For **question #3**, some students may need guidance depending on their knowledge of modern environmental issues. Here are some issues that can be discussed that were represented in the film:

- Air pollution and acid rain
- global warming
- deforestation
- water pollution
- habitat destruction and extinction of species (importance of biodiversity)
- consumerism and waste
- industrial pollution from factories, mining, vehicles, etc.

For **question #4**, discuss why the industrialist has only realized his mistake at the end of the film. Why did he not listen to the Lorax sooner to prevent a bleak future? What are the warning messages we hear about the environment and how are people generally responding? How have you responded as an individual?

For **question #5**, discuss the message of stewardship that is common to the film and article. Challenge students to think about something concrete they can do to ensure a positive future for nature today. (You can introduce the Maclean’s

article and small assignment on creating an action plan for becoming more environmentally friendly)