

## VARIATION

An alternative for younger children is to assign students to smaller groups to complete the tasks together; they remain with the same group for all three tasks. Teach the unit in sections and complete the tasks after the appropriate lessons are taught.

- Start by reading *The King's Stilts* and discuss as initially described including beginning the flip chart sheets to record their initial concepts.
- Teach the Mapmaker: Cartographer lessons. Each group should work as cartographers to design and draw the map of Binn and add to the Mapmaker: Cartographer concept list on the flip chart sheet.
- Teach the Cultural Anthropologist lessons. Retell the story, look at each group's map. Discuss what the lives of the people of Binn might be like. Students stay with their original group to work as Cultural Anthropologists and complete the Cultural Anthropologist work as described. Add new concepts to the Cultural Anthropologist flip chart sheet.

Teach the Ecologist Lessons. Review the story, map, and culture as completed. Students remain with their original group and work as Ecologists as described. Can they problem-solve how to protect the country if an alternative to the Dike Trees is ever needed? Add new concepts to the Ecologist flip chart sheet.

## OTHER SUGGESTIONS AND EXTENSIONS

1. For actual Project Group work – give the complete direction sheet to all students for reference when brainstorming and choosing responsibilities for Team 1, 2, or 3.
2. Make worksheets for each individual Team within the Project Group. Give to the group members responsible for the specific task. They can use these as they complete their assigned tasks.
3. The project could be modified for use as tasks in a learning center.
4. After students identify an alternative solution to prevent flooding, they can write an advertisement for their invented solution. Write a jingle to go with the advertisement.
5. Compose and perform the national song of the Kingdom of Binn.
6. On the day the students display their completed map project, have a Seuss Banquet. Ask parents to prepare food from the *Green Eggs and Ham Cookbook* to bring to class and share. (Share the recipes from the cookbook with parents.)

7. Come to the Seuss Banquet dressed as a character from *The King's Stilts* or another Seuss book.
8. Display your maps in the school hallway or other place where they can be seen by other students, staff, and parents.
9. After completing the Project, choose a different Seuss classic to map. The Environmentalist Team will need a few changes in directions to accommodate a different book.
10. Read about Dr. Seuss during this unit. A good children's biography is *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* (Krull 2004).

### **VARIATION: CREATE A SEUSS COUNTRY!**

#### **PROJECT GROUP – BRAINSTORM**

**Think like Dr. Seuss! You are going to create and draw a new country! Before you start work together - consider and decide:**

1. Where is the country?
2. Is the country an island? A peninsula? Part of a larger continent?
3. Name of your country (you may want to choose a theme or concept as basis for your country and its name)
4. Which biome does your new country most closely represent? Will your country have a known biome or will you create a new biome?
5. Divide into 3 Teams

**Teams will have same responsibilities as in the original directions, but will create a their own new country that is Seuss-like!**