



#11421 THE LORAX

PHOENIX LEARNING GROUP, 1971
Grade Level: Ps-5
26 Minutes

DESCRIPTION

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“Unless someone like you cares a whole awful lot, nothing is going to get better. It's not,” writes Dr. Seuss in this cautionary tale of greed and environmental destruction. Narrated by the villain of the story, the Once-ler, the tale recounts how the Lorax tried to save the Truffula Forest and its inhabitants from disaster at the hands of the insatiable factory owner. The Lorax's pleas are ignored and tragedy follows. A Dr. Seuss classic, it also serves as an ecological warning that still rings true today.

ACADEMIC STANDARDS

The Captioned Media Program's (CMP) standards for this lesson guide are listed below. These standards were chosen by professional educators and are hyperlinked to the Mid-continent Research for Education and Learning (McREL) Web site so that you may specify benchmarks for your class in conjunction with this media.

Subject Area: ECOLOGY

- Standard: [Understands relationships among organisms and their physical environment.](#)

Subject Area: ECONOMICS

- Standard: [Understands that scarcity of productive resources requires choices that generate opportunity costs.](#)
- Standard: [Understands the concept of prices and the interaction of supply and demand in a market economy.](#)

Subject Area: LANGUAGE ARTS

- Standard: [Uses listening and speaking strategies for different purposes.](#)

Subject Area: MATH

- Standard: [Uses a variety of strategies in the problem-solving process.](#)

INSTRUCTIONAL GOALS

1. To introduce an ecosystem's natural balance and to depict the environmental consequences if humanity overuses natural resources.
2. To emphasize the effect one person's greed may have not just on others but also on the environment.
3. To compare/contrast the effect of supply and demand in a fantasy setting to today's society in order to demonstrate contemporary environmental issues.
4. To develop rhyming ability by introducing new vocabulary and varied sound patterns.

BACKGROUND

"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living; it's a way of looking at life through the wrong end of the telescope, which is what I do, and that enables you to laugh at life's realities." –Dr. Seuss

The history of children's literature is richly sprinkled with authors who have been able to catalyze a child's desire to read. Dr. Seuss is no exception. When the name "Dr. Seuss" is mentioned, one of the first books ever read as a child will likely come to mind.



Theodor Seuss Geisel, better known to the world as Dr. Seuss, was born in 1904 in Springfield, Massachusetts. His father and grandfather were brewmasters in the city. His mother often soothed her children to sleep by "chanting" rhymes remembered from her youth. Ted credited his mother with both his ability and desire to create the rhymes for which he became so well known.

Geisel left Springfield as a teenager to attend Dartmouth College, where he first used the pseudonym "Seuss" as contributor to the college's humor magazine. This is the first record of the "Seuss" pseudonym, which was both Ted's middle name and his mother's maiden name.

After Dartmouth, he attended Oxford University and then returned to the United States to pursue a career as a cartoonist. Much of his early career activity as a cartoonist was dedicated to designing marketing campaigns for Standard Oil until his focus shifted during World War II. It was during the war that he began working as an editorial cartoonist developing a series of animated U.S. Army training films.

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C a p t i o n e d M e d i a P r o g r a m

Before his “big break” into children’s literature, the first book he published, *And to Think I Saw It on Mulberry Street*, was rejected over 30 times before it was printed by Vanguard Press in 1937. It was the printing and release of *The Cat in the Hat* in 1957 that made him the influential children’s book author that is thought of today. When Seuss died following years of illness on September 24, 1991, he had written and illustrated 44 children’s books. His books have been translated into more than 15 languages and over 200 million copies have been sold internationally.

BEFORE SHOWING

1. Ask the students what they know about Dr. Seuss. Most students will probably mention *The Cat in the Hat* book or character, Seuss’s rhyming schemes, and his fabricated words. Add to their input until they are ready to view the production.
2. Ask the students to provide the meanings for the terms *pollution*, *greed*, and *environment*, or have them look up the definitions in the dictionary. Once the class has established definitions (preferably written on the board), ask the class if they can generate associations between the words. Ask them what connects these words together, and remind them to try to find these connections as they view the film.
3. *The Lorax* is arguably Seuss’s most controversial work. It was banned in some schools and libraries for its political content centering on lumberyards and pollution. The lumber industry and the families associated with it in the Pacific Northwest did not appreciate parts of the book. For example, the Once-ler’s characterization seemed, to them, both a political and personal criticism. As a result, they did not want their children to have access to the book. As a class, briefly discuss the effects book banning might have on them and their families. Explore why books might be banned (such as political or religious reasons). If appropriate, discuss with the class what they know about the laws surrounding book banning.

DURING SHOWING

1. View the media more than once, with one showing uninterrupted.
2. Pause the media after significant events, including any literary, ecologic, or economic elements, to address them specifically.
3. Give students time to write down everything mentioned.



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AFTER SHOWING

Discussion Items and Questions

1. Who does the Lorax claim he is? Why does the Lorax want to speak for the trees?
2. What are some techniques the Lorax uses to plead with the Once-ler?
3. Why does the Once-ler want the Truffula Trees in the beginning of the story? What does he make with their tufts that everyone wants?
4. How does greed play a role in this film?
5. How does the Once-ler feel at the end of the film when he is talking to the little boy? What evidence from the film is there to support these thoughts?
6. What does the environment look like when the Once-ler first arrives? What does it look like after his business closes? What causes this change?
7. How does the Once-ler treat the Lorax when they first meet? During the time his business begins developing? After he goes out of business? What causes these changes?
8. The Truffula Trees are valuable natural resources in the beginning. What makes them valuable to the Once-ler and his buyers?
9. What new contraption does the Once-ler invent? How does this help his business? What effect(s) on the environment does it produce?
10. When something becomes scarce, and yet it is still something consumers want/need, what happens to its price?

Applications and Activities

1. Give the students a copy of [The Lorax Caption Script](#). Ask them to individually circle words they do not know, or provide a vocabulary list for review. Once this has been completed, break the students up into groups and ask them to help each other define the words. If the words are invented (such as "Thneed" and "Barb-a-loots"), ask them to generate their own definitions. Share with the class.
2. Have the students draw another animal that might have appeared with the Barb-a-loots, Humming Fish, and Swomee-Swans. Have them name and characterize their animals in Seuss's fashion.
3. Have the students read *The Lorax* and then view the film again. Using a Venn Diagram, compare and contrast both. Have the students infer why the film deviated from the book.
4. Break the students up into groups of two or three and give them each a theme found in the film (such as greed). Ask them to quote the text (at least twice) where their theme presents itself. Have them share with the class.



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C a p t i o n e d M e d i a P r o g r a m

5. Brainstorm with the students as to what the Once-ler could have done differently to keep the ecosystem balanced while still maintaining his business. Ask them if this is possible. If not, why not? If so, how could he do it?
6. Have the students bring paper cups (or supply them) to class. Have the students write their name and room number on the bottom. Ask them to fill their cups with soil. Each student will plant a seed in his/her cup. On a 3 by 5 inch card, write down how they will care for their seeds. The students could write fantasy stories about how their seeds grew or multiplied, and/or graph the growth of the seeds.
7. Review what a rain forest is and have them design a poster to discourage the destruction of the rain forest.
8. Have the students either generate a Web site or create a book that parallels a theme presented in the film. Share with the class.
9. Ask the students if they know of anything negative happening to their local environment. Gather input as to how they might help change this situation. They might write letters to the editor of the local newspaper, pick up litter, or plant a tree on school grounds.

RELATED RESOURCES

Captioned Media Program



- To search the CMP media library for related titles, click on [CHILDREN'S LITERATURE](#), [DR. SEUSS](#), [ECOLOGY](#), [ECONOMICS](#), [ENDANGERED SPECIES](#), and [MATHEMATICS](#), or [click here](#) to enter your own keyword.

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- [DR. SEUSS ACTIVITY PAGES](#)
Focuses on the books *The Cat in the Hat*; *Oh, the Places You'll Go!*; and *Green Eggs & Ham*. This page has many fun and educational activities for young students.

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C a p t i o n e d M e d i a P r o g r a m

- ["GO, CLASS, GO: USING DR. SEUSS IN EARLY READING INSTRUCTION"](#)
Presents methods researched by Tamby Allman using Dr. Seuss's books as a way to help young deaf and hard of hearing students develop reading comprehension; she discusses activities and her own research.
- [PRESCHOOL DR. SEUSS ARTS AND CRAFTS](#)
Involves several books by Seuss, this teacher-generated site has a variety of lessons for the preschool scholar.
- [SEUSSVILLE](#)
Loaded with games, historical context, and information for kids and adults alike. This is the official Dr. Seuss Web site.
- [SEUSSVILLE UNIVERSITY](#)
Includes reading, math, science, and reasoning activities that feature Seuss characters. This Web site is dedicated to creating an interactive learning environment that focuses on fun and education.
- [TEACHING SHORT VOWEL DISCRIMINATION USING DR. SEUSS RHYMES](#)
Uses rhyming words from Dr. Seuss books to help identify rhyme and vowel sounds; focuses on short vowels *u* and *o*.
- [THEODOR SEUSS GEISEL—"DR. SEUSS" BIOGRAPHY](#)
Visit the Dr. Seuss National Memorial Sculpture Garden right in your classroom! This Web site is full of information on Dr. Seuss, his characters, and what has been done to honor Seuss's memory.



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READ CAPTIONS ACROSS AMERICA™

Reading is an integral part of a person's life, but we all know reading fluently takes practice. [The National Education Association's \(NEA\)](#) "Read Across America" is an event that calls for every child to celebrate reading on March 2, Dr. Seuss's birthday.

But that's not all! In 2006, the CMP partnered with the NEA to create Read Captions Across America™, the nation's first reading event that emphasizes the importance of captioned media as a reading tool. We encourage teachers to support the CMP and its focus on increasing literacy by showing captioned media in their classrooms.



Join in on the fun by having your own Read Captions Across America™ event. To learn more, click on the links listed on the following page.

For the Classroom

- [RCAA E-ZINE](#)
- [RCAA RECOMMENDED MEDIA LIST](#)
- [RCAA ACTIVITIES PLANNER](#)
- ["READ CAPTIONS ACROSS AMERICA!™"](#)

Promotion Information

- [RCAA PROMOTING GUIDE](#)
- [RCAA FLYER](#)
- [LOGOS AND GUIDELINES](#)



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Grickle-Grass Word Search

Name: _____

Date: _____

Oh no! Lost in the Grickle-grass are words from [The Lorax Caption Script](#). Can you help the Lorax find his words?



Y	R	A	E	W	W	T	F	S	A	E	A	M	P	J
I	H	U	M	M	I	N	G	I	S	O	K	H	O	I
S	S	W	O	M	E	E	S	W	A	N	S	A	L	S
D	E	X	F	H	H	M	T	F	N	I	F	B	L	G
Y	E	E	F	P	W	N	G	H	F	I	R	Q	U	W
G	L	E	D	S	E	O	Q	G	G	E	Z	B	T	M
O	S	A	R	F	K	R	N	H	E	I	A	G	I	E
L	H	P	K	G	I	I	H	Z	C	R	N	D	O	C
O	U	M	X	E	M	V	E	A	B	B	E	D	N	N
C	T	T	Y	M	E	N	R	A	P	P	T	R	I	H
E	T	I	U	G	O	E	L	A	P	S	F	T	U	M
B	E	H	O	I	O	O	R	O	N	R	U	J	E	S
E	R	M	T	P	O	L	H	I	Y	G	T	M	G	R
T	S	B	L	T	L	C	S	S	E	N	I	S	U	B
L	G	K	P	A	I	L	K	S	J	L	I	X	B	Z

BARBALOOT
BREEZE
BUSINESS
CHOPPED
ECOLOGY
ENVIRONMENT
GREED

HUMMINGFISH
LAKEERIE
MIDNIGHT
PAIL
PERHAPS
POLLUTION
SEED

SHUTTER
SMOG
SWOMEESWAN
TUFT
WEARY



The Lorax Caption Script

*[whimsical horns
lead brass fanfare]*

['60s jazz orchestration]

♪

♪

[strings join]

♪

[strings rise]

(male vocalist)

♪ *At the far end of town
where the Grickle-grass grows* ♪

♪ *And the wind smells
slow-and-sour when it blows* ♪

♪ *And no birds ever sing
excepting old crows* ♪

♪ *Is the Street
of the Lifted Lorax* ♪

♪ *Grickle-grass,
Grickle-grass* ♪

♪ *Street
of the Lifted Lorax* ♪

♪ *Grickle-grass,
Grickle-grass* ♪

♪ *Somebody lifted
the Lorax away* ♪ ♪

(male narrator)
*What was the Lorax?
And why was it there?*

*And why was it lifted
and taken somewhere*

*from the far end of town
where the Grickle-grass grows?*

*The old Once-ler
still lives here.*

*Ask him.
He knows.*

*You won't see the Once-ler.
Don't knock at his door.*

*He lurks in his Lerkim
on top of his store.*

*And on grickly midnights
in August, he peeks*

*out of the shutters
and sometimes he speaks*

*and tells how the Lorax
was lifted away.*

(Once-ler)
*It all started way back...
such a long, long time back...*

*Way back in the days
when the grass was still green*

*and the pond was still wet
and the clouds were still clean*

*and the song
of the Swomee-Swans*

rang out in space...

*one morning,
I came to this glorious place.*

C a p t i o n e d M e d i a P r o g r a m

*Then I saw the trees!
The Truffula Trees!*

*The bright-colored tufts
of the Truffula Trees!*

*Mile after mile
in the fresh morning breeze.*

*And, under the trees,
I saw Brown Bar-ba-loots*

*frisking about
in their Bar-ba-loot suits.*

(chorus)

♪ *Under the trees,
happy-dappy Bar-ba-loots* ♪

♪ *Under the trees
in our Bar-ba-loot suits* ♪

♪ *Under the trees
eating Truffula Fruits* ♪

♪ *Oh, these succulent,
mellifluous* ♪

♪ *Deliciously delifluous* ♪

♪ *Sweetly succulifluous
Truffula Fruits* ♪

♪ *Summertime's
a-comin', comin'* ♪

♪ *Under the trees* ♪

♪ *Humming-Fish
a-hummin', hummin'* ♪

♪ *Under the trees* ♪

♪ *Hmm-mmm,
under the trees* ♪

♪ *Oh, these glorious,
splendembulous* ♪

♪ *Splendorious,
splendibulous* ♪

♪ *Namby-flamby,
flimbulous Truffula Trees* ♪ ♪

(Once-ler)
Those trees! Those trees!
Those Truffula Trees!

*All my life I'd been searching
for trees such as these.*

*The touch of their tufts
was much softer than silk.*

*And they had the sweet smell
of fresh butterfly milk.*

*I felt a great leaping
of love in my heart.*

*I knew just what I'd do!
I unloaded my cart.*

crash!

ker-thud!

[construction sounds]

S-ZZ, S-ZZ, S-ZZ

dn, dn...dn

S-ZZ, S-ZZ...S-ZZ

*In no time at all,
I had built a small shop.*

*Then I chopped down
a Truffula Tree with one chop*

C a p t i o n e d M e d i a P r o g r a m

♪

*What you doin'
in my tree stump, buddy?*

Your tree stump?
Your tree stump?

Mister! I am the Lorax.
I speak for the—

Forget it.
I don't really need the stump.

You can have it,
little fellow.

*[comical score
surges and sputters]*

♪

Ah, just enough
to finish the cuffs.

*A thing of beauty is
a joy forever.*

*Now, who'd you say
you were, little fella?*

Mister! I am the Lorax.
I speak for the trees.

I speak for the trees,
for the trees have no tongues.

And I'm asking you, sir,
at the top of my lungs—

That thing, that horrible
thing that I see—

What's that *thing* you've
made out of my Truffula Tree?

Look, Lorax,
calm down—no cause for alarm.

I chopped down
just one tree.

I'm doing no harm.

This thing is most useful.
This thing is a Thneed.

*A Thneed, a Fine-Something-
That-All-People-Need!*

It's a shirt.
It's a sock.

It's a glove.
It's a hat.

*But it has other uses.
Yes, far beyond that.*

*You can use it
for carpets.*

*For pillows!
For sheets!*

*Or curtains! Or covers
for bicycle seats!*

Sir! You're crazy.
You're crazy with greed.

Why, there's no one on earth
who would buy that fool Thneed!

bmm, bmm...bmm

[approaching car] vrrrrrr

e-rrrrr

e-rrr

C a p t i o n e d M e d i a P r o g r a m

♪

v-rrrr

The birth of an industry,
you poor, stupid guy.

You telling me
what the public will buy?

♪

bang!

Please, I object,
in the name of the trees.

All complaints
will be filed

in this box,
if you please.

[voice-over]
*I'd reached the stage
where potential was known.*

*Too big
for one Once-ler alone.*

*I called my brothers, uncles,
and aunts and said,*

*"Listen here!
Here's a wonderful chance*

*"for the whole Once-ler Family
to get mighty rich!"*

"Get over here fast!
Take the road to North Nitch.

*Turn left at Weehawken.
Sharp right at South Stitch."*

(chorus)

♪ *Don't stand around gawkin',
turn left at Weehawken* ♪

♪ *To the Once-ler's
house we go* ♪

♪ *Don't waste your time talkin',
turn left at Weehawken* ♪

♪ *To the house of
the glorious Once-ler we go* ♪

♪ *Opportunity's knockin'
there'll be no more squawkin'* ♪

♪ *We're gonna get rich—
filthy rich* ♪

♪ *No more holes in our stockin',
turn left at Weehawken* ♪

♪ *To the house of
the glorious Once-ler we go* ♪ ♪

Gentlemen, I wish to
speak for the trees.

Here are some facts
to cogitate and ruminate.

It takes ten months
for a Truffula seed to germinate.

It takes ten long years before
the seed grows into a sapling.

It takes ten more years...
k-uh, k-uh

♪

C a p t i o n e d M e d i a P r o g r a m

(Once-ler, voice-over)
And, in no time at all,
in the factory I built,

the whole Once-ler Family
was working full tilt.

We were all knitting Thneeds
just as busy as bees,

to the sound of the chopping
of Truffula Trees.

♪

Then...Oh! Baby! Oh!

How my business did grow!

Now, chopping trees
one at a time was too slow.

So I promptly invented
my Super-Axe-Hacker

which whacked off four
Truffula Trees in one smacker.

♪

We were making Thneeds
four times as fast as before!

And my profits, incidentally,
were soaring galore!

[horns honking]
r-mm, r-mm...r-mm

Hmm, inadequate roadways—

I want a four-lane
highway over there!

(male voice)
Instant Roadway Company
at your service, sir.

[jaunty horn arrangement]

♪

crash!

♪

[strings lead]

k-hu,
k-hu...k-hu

♪

ch, ch, ch, ch

[machine whirring]
wha, wha...wha

♪

[harpichord plays tentatively]

I speak for the trees.
Let 'em grow! Let 'em grow!

w-zz, w-zz...w-zz

But nobody listens too much,
don't you know?

I speak for the trees,
and I'll yell and I'll shout

for the fine things on earth,
that are on the way out.

Rrrrr

C a p t i o n e d M e d i a P r o g r a m

They say I'm old-fashioned
and live in the past.

But sometimes I think
progress progresses too fast!

♪

♪

They say I'm a fool
to oppose things like these,

but I'm going to continue
to speak for the trees!

[horns lead]

I'm going to continue
to speak for the trees!

crash!

♪

(chorus)

♪ *It's always fair weather* ♪

♪ *When good*

Once-lers get together ♪ ♪

sp-sshhh

I'm going to continue
to speak for the trees!

*[funky horn and
bass guitar score]*

♪

♪

*[whistle blows]
tooooot*

(chorus)

♪ *Up the old assembly line*

♪ *Comes another Thneed* ♪

♪ *Answering humanity's
each and every need* ♪

♪ *Everybody do-do-do-do-
do-do-do-do need a Thneed* ♪

♪ *It isn't just
a tanning vest* ♪

♪ *Use it for a hammock
when you need rest* ♪

♪ *It's a toothbrush holder
for your weekend guest* ♪

♪ *Your canary will love it,
it's a lovely nest* ♪

♪ *Try it in soup—
it adds great zest* ♪

♪ *It'll cure those
backache pains in your chest* ♪

♪ *Everybody do-do-do-do-
do-do-do-do need a Thneed* ♪

♪ *You'll be an ace,
you'll be nonplussed* ♪

♪ *Tastes like bread
without the crust* ♪

♪ *Grooms your hair
when it gets mussed* ♪

♪ *Rids your home
of dismal dust* ♪

C a p t i o n e d M e d i a P r o g r a m

♪ *It's a natural,
it's a must* ♪

♪ *Eliminates
carburetor rust* ♪

♪ *Everybody do-do-do-do-
do-do-do-do need a Thneed* ♪

♪ *It's super-duper,
hooper-hyper* ♪

♪ *Makes a perfect
windshield-wiper* ♪

♪ *It's trap to catch
the viper* ♪

♪ *Papa smokes
'em in his piper* ♪

♪ *Baby says,
"Boy, what a diaper"* ♪

♪ *Everybody
do-do-do-do-do-do* ♪

♪ *Everybody
do-do-do-do-do-do* ♪

♪ *Everybody do-do-do-do-do-do
need a Thneed* ♪ ♪

♪

bop, bop...bop

thunk!

(chorus)

♪ *Today we're here to celebrate* ♪

♪ *Perpetuate and demonstrate* ♪

♪ *Our love
for the good ol' Once-ler* ♪

♪ *Founding father
of the Thneed* ♪

♪ *Three cheers
for the good ol' Once-ler* ♪

♪ *Georgie Washington
of the Thneed* ♪

Very
heart-warming!

Very
heart-warming!

(male chorus)

♪ *Oh, place your hand* ♪

♪ *Upon you heart* ♪

♪ *And recollect
his humble start* ♪

♪ *He came here
in a horse-drawn cart* ♪

♪ *Upon his sacred mission* ♪

♪ *Today the Once-ler's fame
has grown* ♪

♪ *Today the name
of Thneed is known* ♪

♪ *It's carved
in everlasting stone* ♪

♪ *An everlasting stone* ♪

C a p t i o n e d M e d i a P r o g r a m

♪ *And seen
on television* ♪

(chorus)

♪ *For he's
a jolly good Once-ler* ♪

♪ *Aren't we all?* ♪

♪ *For he's a jolly good Once-ler.
Aren't we all?* ♪ ♪

(group)
999,995...

96, 97, 98, 99,

one million!

[cheering]
Yay!

Stop it!
Stop it!

There's something
I've got to tell you.

Oh, it's Nature Boy,
the garden club member.

Now, listen all of you.
I am the Lorax.

I speak for
the trees.

Whoops!

That *was*
the Lorax.

He *spoke*
for the trees—heh!

♪

Miss Funtzler,
Miss Funtzler?

Yes,
Mr. Once-ler?

Miss Funtzler,
send in Miss O'Shmuntzler.

*Miss O'Shmuntzler,
for Mr. Once-ler.*

Take a letter,
Mr. Once-ler?

♪ Take a letter,
Miss O'Shmuntzler ♪

♪ To my cousin, Yenna Yuntzler,
general manager ♪

♪ *Thneeds Incorporated,
Stockholm, Sweden* ♪ ♪

Dear Yonni, I'm overjoyed
to hear how our business

in the Scandinavian market is,
by leaps and bounds speedin',

the entire international picture

*is most exuberantly
rosy and...*

riiiiing

(Miss Funtzler)
Oh, Mr. Once-ler, he's back.

*That Lorax nut
is back again.*

C a p t i o n e d M e d i a P r o g r a m

[xylophone plays comically]

Yes, I am the Lorax
who speaks for the trees

which you seem to be choppin'
as fast as you please.

But I'm *also* in charge
of the Brown Bar-ba-loots,

who played in the shade
in their Bar-ba-loot suits

and happily lived,
eating Truffula Fruits.

Now... thanks to your hacking
my trees to the ground,

*there's not enough
Truffula Fruit to go 'round.*

I see your point, yes,
I do see your point.

They loved living here.
But I can't let them stay.

They'll have to find food.
And I hope that they may.

Good luck, boys.
Good luck!

[chorus sings mournfully]

♪ *Bar-ba-loot Suits* ♪

♪ *Bar-ba-loot Suits* ♪

♪ *Hikin' off to somewhere
in our Bar-ba-loot Suits* ♪ ♪

[strings fall mournfully]

Please think about it,
won't ya?

[strings rise]

♪

♪ Every once in a while,
I sit down with myself asking ♪

"Once-ler, why are
you a Once-ler?"

♪ And I cringe—
I don't smile ♪

♪ As I sit there
on trial, asking ♪

"Aren't
you ashamed,

"you old Once-ler?"

"You ought
to be locked

"in a hoosegow,
you should.

"The things
that you do

are completely
ungood."

[laughing]
Yeah, but if
I didn't do them

♪ Then someone
else would ♪

"That's
a very good point,

C a p t i o n e d M e d i a P r o g r a m

♪ Mr. Once-ler" ♪ ♪

Progress is progress,
and progress must roll.

♪

*Things were going just fine
all the way down the line.*

*Thneeds were
selling like hotcakes*

from Timbucktoo to Texas

I was feeling quite relaxed
in my good ol' solar plexus.

*When he snuck out
of a pipe.*

*He was back
with another gripe.*

Once-ler,
you're making

such smogulous smoke!

My poor
Swomee-Swans...

why, they can't
sing a note!

No one can sing who
has smog in his throat.

And so—
k-hu, k-hu—

please pardon my cough—
they cannot live here.

*I am sending
them off.*

Where will
they go?

Where will they go?

I don't hopefully know.

[mournful strings resound]

(chorus)

♪ *Will there be another dawn?* ♪

♪ *A sunrise
for the Swomee-Swan* ♪

♪ *Exit, exit Swomee-Swan* ♪

♪ *Going, going, going,
gone* ♪ ♪

What do you want—

I should shut
down my factory?

Fire 100,000 workers?
Is that good economics?

*Is it sound
for the country?*

I see your point,
but I wouldn't know the answer.

Tell you what I'll do—
I'll think it over.

(Lorax)
No! You've run out of time
for thinking over.

Sorry to yell,
but my dander is up.

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C a p t i o n e d M e d i a P r o g r a m

Let me say a few words
about Gluppity-Glupp.

Your machinery chugs on,
day and night without stop,

making Gluppity-Glupp
and also Schloppity-Schlopp.

(chorus)

♪ Schlopp-schlopp, glyl-glyl
schlopp-schlopp, glyl-glyl ♪

♪ Dunkl-Dunkl, gn-wah,
glon-ha, glyl ♪

♪ Dunkl-dunkl, gn-wah ♪

♪ Glong, glyl ♪

♪ Schlopp-schlopp, glyl-glyl
schlopp-schlopp, glyl-glyl ♪

♪ Dunkl-dunkl,
gn-wah, glon-ha, glyl ♪

(Lorax)

*You're glumping the pond where
the Humming-Fish hummed!*

No more can they hum,

for their gills
are all gummed.

*So I'm sending
them off.*

*Oh, their future
is dreary.*

I hear things are just as bad
up in Lake Erie.

[chorus sings the blues]

♪ *Just fish out of water* ♪

♪ *On hard, dry land* ♪

♪ *People ain't fish
so they can't understand* ♪

♪ *What happens when
simple things get out of hand* ♪

♪ *And the fish and his family's on
hard, dry land* ♪

Well, Mr. Once-ler?

First the poor Bar-ba-loots—
then the poor Swomee-Swans—

now the poor
Humming-Fish.

Oh, Mr. Lorax—
Mr. Lorax.

This cursed
factory of mine.

Now, at last,
I understand.

(Miss Funtzler)
Mr. Once-ler, Mr. Once-ler!

Oh yes,
Miss Funtzler.

Stock market's just closed
and Thneeds Incorporated stock

*is up—
up 27 and 5/8 points.*

Wow! Wow!
Rowdy-Dow!

C a p t i o n e d M e d i a P r o g r a m

Now, you listen
to me, pop,

while I blow my top.

Trees—ha!
You speak for the trees.

*Well, I speak
for men,*

and human opportunities.

For your information,
you Lorax,

*I'm figgering
on biggering,*

and biggering,
and biggering,

and BIGGERING—

turning *more* Truffula
Trees into Thneeds

which everyone,
EVERYONE,

EVERYONE needs!

(Once-ler, voice-over)
And at that very moment,
we heard a loud

whack!

*From outside in the fields
came the sickening smack*

of an axe on a tree.

*Then we saw
the tree fall.*

*The very last Truffula Tree
of them all.*

*No more trees.
No more Thneeds.*

*No more work
to be done.*

*And in no time,
my uncles and aunts, every one,
all waved me good-bye.*

*They jumped into their cars
and drove away*

under smoke-smuggered stars.

[piano plays mournfully]

♪

(chorus)
♪ *For he's
a jolly good Once-ler* ♪

♪ *Aren't we all?* ♪

♪ *For he's
a jolly good Once-ler* ♪

♪ *Aren't we all?* ♪

♪

*Now all that was left
'neath the bad-smelling sky*

*was my big empty factory...
the Lorax...and I.*

The Lorax said nothing.

Just gave me a glance...

C a p t i o n e d M e d i a P r o g r a m

*just gave me a very sad,
sad backward glance...*

*as he lifted himself
by the seat of his pants.*

*And I'll never forget
the grim look on his face*

*when he heisted himself
and took leave of this place,*

*through a hole in the smog,
without leaving a trace.*

*And all that the Lorax
left here in this mess*

*was a small pile of rocks,
with one word...*

Unless?

Yes, unless.

What's an "unless"?

[softly]

♪ Just a faraway word ♪

♪ Just a faraway thought ♪

A thought?

About what?

About something I ought?

Well...

♪ A thought about something
that somebody ought ♪

♪ *A thought
about something* ♪

♪ *That somebody ought* ♪

*Unless someone like you cares
a whole awful lot,*

*nothing is going
to get better.*

It's not.

*Hold on a minute.
Where is it now?*

*Don't go, don't go—
I've got something
for you.*

Ah, here it is.
It's a Truffula Seed.

*It's the last one of all.
Catch, don't muff.*

[strings wilt]

*You're in charge of the last
of the Truffula Seeds.*

*And Truffula Trees
are what everyone needs.*

Plant a new Truffula.

Treat it with care.

Give it clean water.
And feed it fresh air.

Grow a forest.

Protect it
from axes that hack.

*Then the Lorax and all
of his friends may...come back.*

C a p t i o n e d M e d i a P r o g r a m

[horns rise]



♪

Funding for purchase
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*[whimsical brass band
playing "Truffula Trees"]*

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♪

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