

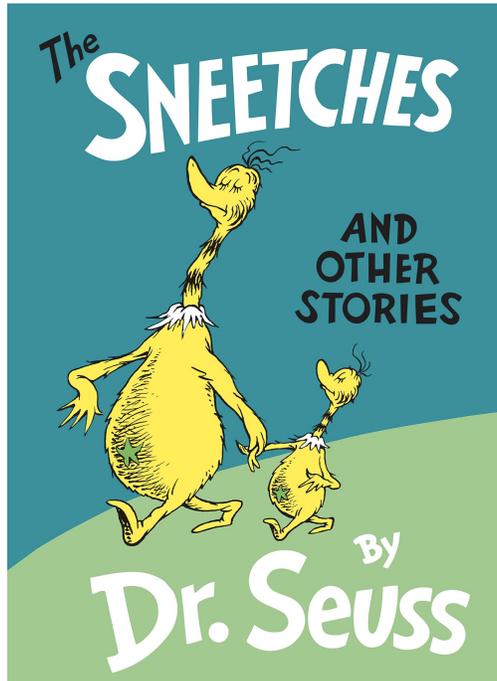
Background

The National Education Association minted March 2nd as National Read Across America Day starting in 1998. Coinciding with the birthdate of beloved children's author Dr. Seuss, Read Across America Day was an initiative aimed at motivating and encouraging excitement in reading for children of all ages. Born Theodor Seuss Geisel on March 2nd 1904 in Springfield, Massachusetts, Dr. Seuss is best known for authoring over 60 children's books. Although the NEA says that the Read Across America brand is "independent of any one particular book, publisher or character" due to the "growing need for schools and libraries to include and promote diverse books," FAIR admires and seeks to emphasize the pro-human messages portrayed by two of Dr. Seuss' books in particular.

For additional biographical information on Dr. Seuss click the following link:

<https://www.history.com/this-day-in-history/dr-seuss-born>

The Sneetches (And Other Stories)



[YouTube: The Sneetches by Dr. Seuss \(Read by Mr. C\)](#)

Grades K-2

Standard/Code	US.K-2.15 I look at a person or thing in many ways. FR.K-2.19 I do not treat people differently based on how they look.
Questions	Use the following stopping points to ask students guiding questions: 0:21- Why does something so small like a star matter to the Sneetches? What do the Plain-Belly and Star-Belly Sneetches have in common? How are they different? 0:55- Why do the Star-Belly Sneetches think they are better than the Plain-Belly Sneetches? How do the Plain-Belly Sneetches feel? How do you know? 1:13- Should the Plain-Belly Sneetches have moved to a different beach by themselves when they were left out? Why or why not? Why were they left out? 2:19- Why did the adult Star-Belly Sneetches encourage their kids to look down upon the Plain-Belly Sneetches? What lesson does that teach their kids? Sylvester McMonkey McBean comes to help

	<p>the Plain-Belly Sneetches. How does he help them?</p> <p>2:48- Now all the Sneetches look the same, because they ALL have stars. How do you think this makes the original Star-Belly Sneetches feel? Why? Why do you think the original Star-Belly Sneetches want to still look different to tell themselves apart?</p> <p>3:45- Now the best kind of Sneetches are Sneetches without? What is going on? Why do they care about looking so different from the other Sneetches?</p> <p>4:17- Do you think any of the Sneetches got confused by this chaotic process? What would you do if you were a Sneetch?</p> <p>4:46- Why does Sylvester McMonkey McBean say "you can't teach a Sneetch?"</p> <p>End of book- What did the Sneetches learn at the end of the book? What do they finally realize about having stars on their bellies?</p> <p>What did you think of this story? What did you notice or wonder?</p> <p>What was the message we can learn from this story?</p>
<p>Activities</p>	<p>As a class, create a large "Sneetch" out of yellow paper. Students can create or teacher can provide colored paper stars. Students will write down on their star one thing that makes them unique, that they love about themselves (freckles, curly hair, dark skin, glasses, smart, playing violin, etc.).</p> <p>Students will take turns adding their star to the Sneetch and sharing with the class one thing that they love about themselves!</p> <p>The Sneetches learned to love themselves for who they are. They finally realized that what unites them, or what they have in common (them being Sneetches) is more important than what divides them (having stars or not). What unites us as students in this classroom, despite the things that make us unique?</p>
<p>Extensions</p>	<p>Seuss in Springfield Matching Activity</p>

Grades 3-5

<p>Standard/Code</p>	<p>DV.3-5.9 I recognize the similarities I share with the people around me as well as the ways in which I'm unique.</p> <p>US.3-5.14 I am confident that I don't have to believe everything the</p>
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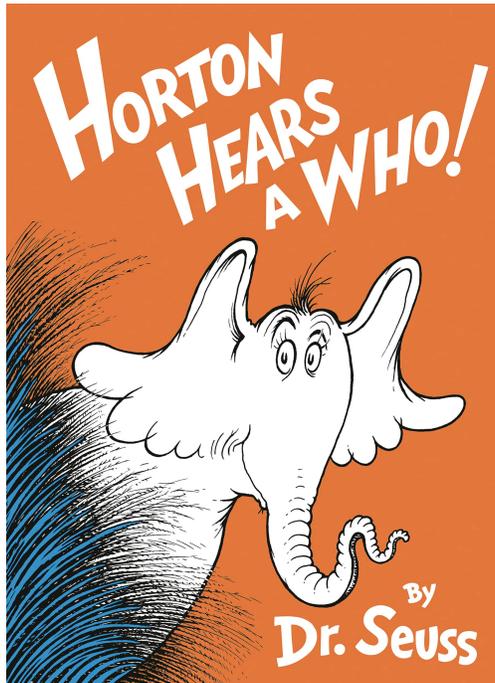
	<p>people around me believe.</p> <p>FR.3-5.19 I treat people the way I would like to be treated.</p>
Questions	<p>During/after reading or listening to “The Sneetches”, pose the following discussion questions:</p> <ul style="list-style-type: none"> • I found it interesting that the Star-Belly Sneetches encouraged each other, even the kids, to treat the Plain-Belly Sneetches poorly. Just because an adult tells you to do something that is wrong, should you do it? • Should all of the Star-Belly Sneetches have followed each other and treated the Plain-Belly Sneetches poorly? What would you have done if you were a Star-Belly Sneetch? • How are the stars in this book similar or different to skin color? Should people treat others differently because of skin color, or something else that they cannot control? • What does this book teach us about being understanding of each other's differences, while also knowing that what we have in common is more important? • What can we learn about standing up for people even if others around us treat people differently or poorly?
Activities	<p>Write a letter to Sylvester McMonkey McBean from the perspective of a Sneetch. How did his entrepreneurship cause more issues within the Sneetch community? How did his business venture lead to a new sense of understanding and humanity? Are you feeling more upset with him for taking your money, or appreciative for him eventually uniting your community?</p>
Extensions	<p>Have students write their own ending to the Sneetches book, and show how they learned to appreciate what they all have in common.</p> <p>Seuss in Springfield Matching Activity</p>

Grades 6-8

Standard/Code	<p>DV.6-8.9 I treat people as each having their own unique story which is not necessarily defined by their skin color, ethnicity or culture.</p> <p>US.6-8.15 I recognize in myself and others the tendency to put people into in-groups and outgroups, and I resist doing so too readily.</p>
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	FR.6-8.20 I respect the human personality in each of us because such respect is the backbone of the fair society we need to thrive.
Questions	<p>During/after reading or listening to “The Sneetches”, pose the following discussion questions:</p> <ul style="list-style-type: none"> • How does the book The Sneetches connect to common humanity? • Should we always believe what others tell us, or should we stand up for what we believe in? How would you do this if you were a Sneetch? How have you done this in your own life? • What is the role that group influences play in “The Sneetches”? What is the evidence that suggests the characters in this book see themselves as part of a group identity more than as individuals? • How does the treatment between the groups of Sneetches relate to the period of segregation in our country? • If "Sneetches are Sneetches" how can we see "humans as humans"?
Activities	<p>Listen/read “The Sneetches” by Dr. Seuss again. Create a contemporary version of the story as it relates to group identities within your community, being sure to highlight the harmful effects that grouping individuals can have on our identities and why we should be hesitant to do so.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • What are some current examples of group identities and/or tribalism? (i.e. sports teams, political affiliations) • What are some historical examples of group identities and/or tribalism? • How does social media play a role in fueling tribalism? • What are some of the societal costs from tribalism? Benefits?
Extensions	<p>Reflect on the evidence of tribalism in “The Sneetches” to create a collage that demonstrates how students can bridge the gaps between identity groups.</p>

Horton Hears a Who!



[YouTube: Horton Hears A Who! by Dr. Seuss Read Aloud](#)

Grades K-2

Standard/Code	FR.K-2.17 I treat people with respect. FR.K-2.19 I do not treat people differently because of how they look.
Questions	Use the following stopping points to ask students guiding questions: 2:32- Why does Horton feel like he has to protect the clover, without being sure of what or who is on it? What does this tell us about the kind of person (or elephant) he is? 3:01- How many rhyming words are there on this page? How do rhyming words make books like this one, help us read out loud? 4:00- How do you think the people of Who-Ville are feeling? 5:12- Why would the bird and other characters want to get rid of the clover? Is it OK that they had different opinions about the clover than Horton did?

	<p>9:28- What does the word vim mean on this page? Use context clues to infer the meaning of this word in the sentence "Horton fought back with great vigor and vim"</p> <p>10:49- If you were the mayor of Who-Ville what would you do to make more noise?</p> <p>12:13- What does it teach us that the smallest voice made the difference to save the whole town?</p> <p>End of the book- What did the other characters learn from Horton's determination to save the speck of dust and those people living on it? What are some examples of empathy from this book?</p>
Activities	<ul style="list-style-type: none"> • Students will create a flow map, highlighting the 5 most important things that happened in this book. • Individually or with a partner, have students draw a picture to match the quotes "A person's a person no matter how small".
Extensions	<p>Write a sequel to this book to show how Horton, the kangaroos and the other characters work together to protect the people of Who-Ville.</p> <p>Seuss in Springfield Matching Activity</p>

Grades 3-5

Standard/Code	<p>HM.3-5.2 I respect the rights of others.</p> <p>DV.3-5.9 I recognize similarities I share with the people around me as well as the ways in which I'm unique</p> <p>FR.3-5.19 I treat other people the way I would like to be treated.</p>
Questions	<p>During/after reading or listening to "Horton Hears a Who!" pose the following discussion questions:</p> <ul style="list-style-type: none"> • Why did different characters have different opinions about the dust speck? What were these differing opinions? • What can we learn about Horton from this book? What character strengths did he exhibit and how do you know?

	<ul style="list-style-type: none"> • Did Horton have a responsibility to the people of Who-Ville? Why? • Is it hard to do the right thing when others are against you? Who can you turn to for help? • What does “A person’s a person no matter how small” mean to you?
Activities	Write a letter to Horton from the Mayor of Who-Ville, describing what they experienced throughout Horton’s struggle to save them. How are the Who’s feeling after they are saved? Do they forgive the other animals for refusing to believe Horton about their existence?
Extensions	What do you think the town of Who-Ville is like? Draw the town and write a reflection of some of the features, people and landmarks.

Grades 6-8

Standard/Code	<p>HM.6-8.2 I can discuss different ways to understand ethics and use these ways to make my world fairer.</p> <p>FR.6-8.18 I accept the responsibility for taking appropriate action to reduce abusive behavior when I encounter it.</p>
Questions	<p>During/after reading or listening to “Horton Hears a Who!”, pose the following discussion questions:</p> <ul style="list-style-type: none"> • Why did the jungle animals have to hear the animals to believe they were there? • What role did Horton’s intuition and his empirical reasoning play in saving the Whos on the speck of dust? • What do the animals think that caging Horton and boiling the dust will accomplish? • Have you ever known something to be true, but you have had to prove it to others? Do you have to have proof to know something is true?
Activities	Reflect on something that you know to be true, but that you cannot explain or justify with your 5 senses. How did you come to know

	<p>this thing? Why is it important to you? How can you convince others?</p>
<p>Extensions</p>	<p>"A person's a person no matter how small" would this quote be the same if you replaced "small" with other adjectives that describe how people look? What can we learn from this quote and how can we apply it to our school, community and world?</p>