



Peace Trail . . . A Seussical Week!

July 31-August 4

9:00am to Noon

Kindergarten – 6th Grade!

Three years ago we learned about a program at the First Congregational UCC in Lincoln City, Oregon called Peace Village. After studying the program in light of our community’s needs and assets, we decided to borrow some of the ideas from Peace Village and create a new program for our community. Our first Peace Trail was in 2004. Although we wrote our curriculum and planned this year’s Peace Trail without benefit of meetings (really!), a lot of prayerful pondering and research took place behind the scenes. Special thanks to Laurie Shornick and Alyssa Schnell for incredible ideas and commitment. Katy Hawker served as chief editor for these incredible women.

An Outline for our Learning...

Each morning we gathered under the Story Tree at on the church lawn for a gathering time of camp songs. Then we broke out into centers for the day. We gathered again at the close of each day.

Time	Lorax Center	Snack Center	Craft Center	Games Center	Story Center	Journal Center
9:00	ALL GROUPS BEGIN AT STORY TREE					
9:15	Brown Barbaloots	OPEN	OPEN	Truffula Trees	Humming Fish	Swomie Swans
9:40	Swomie Swans	Brown Barbaloots	OPEN	OPEN	Truffula Trees	Humming Fish
10:05	Humming Fish	Swomie Swans	Brown Barbaloots	OPEN	OPEN	Truffula Trees
10:30	Truffula Trees	Humming Fish	Swomie Swans	Brown Barbaloots	OPEN	OPEN
10:55	OPEN	Truffula Trees	Humming Fish	Swomie Swans	Brown Barbaloots	OPEN
11:20	OPEN	OPEN	Truffula Trees	Humming Fish	Swomie Swans	Brown Barbaloots
11:45	ALL GROUPS COME TO STORY TREE					

Center Descriptions and Locations:

- Lorax Center..... pages 2
- Snack Center.....pages 3
- Games Center.....pages 4-5
- Crafts Center.....pages 6
- Story Center.....page 7
- Journalpages 8

LORAX CENTER (green room)

Lorax Center Day 1: Trees are special

The Lorax thought Truffula trees are special.

Why are trees special?

Protect soil, homes for animals, clean the air we breathe

http://www.treesaremyfriends.org/tamf/treesaremyfriends/ten_things.htm

Read *One Small Place in a Tree* by Barbara Brenner

Hands on – smaller kids look at leaves for identification, and leaf rubbings

Slices of trees for counting rings

Older kids measure trees on EUCC property circumference

http://www.treesaremyfriends.org/tamf/treesaremyfriends/urban_street_trees2.htm

<http://missouri.earth911.org/usa/master.asp?s=kids&a=kids/education/edgames/leafguide.asp>

<http://www.arborday.org/trees/ringsLivingForest.cfm>

Lorax Center Day 2: Deforestation & Erosion

Are there really Onclers in the world? Read book *Deforestation* by Caleb Owens

When trees are gone: loss of good soil, loss of animal homes, etc.

Look at Poster from Arbor Day Foundation trees vs no trees

Erosion experiments

chalk & vinegar hands-on experiment - Soil & water demonstration

What can we do?

Tell story of Wangari Maathai – explain what happened in Africa when the trees were gone. She is like the Lorax, she speaks for the trees & the people who need the trees. Show video of Wangari if possible

<http://greenbeltmovement.org/index.php>

Lorax Center Day 3: Recycle

Laurie Shornick and Laura Tesch

What can we do to help? Reduce, Reuse, Recycle, Repair

Read books *Where does garbage go?* By Paul Showers and *Recycle* by Gail Gibbons.

Hands-on: make our own recycled paper from old church bulletins. Let paper dry overnight

<http://www.exploratorium.edu/exploring/paper/handmade.html>

Lorax Center Day 4: Repair (Replant)

Talk about Arbor Day & show short video (<http://www.arborday.org>)

Plant a tree seed (Arbor Day Foundation activity)

Make a Plant Person!

an old nylon stocking, some soil, 2 tablespoons of grass seed, thumbtacks and a twist tie

First, cut the foot from the stocking and pour the grass seed into the toe. Add soil until the foot is full. Now tie the stocking tightly at the opening using the twist tie, and place it on the plate with the twist-tie side down.

Push in thumbtacks or cloves to make eyes, nose and mouth- or you can use fabric scraps or permanent ink markers. Soak your plant person with water and place in a sunny spot. Moisten it every day. When the "hair" grows, you can cut it in funny haircuts with scissors!

Grow an Orange Tree!

Fill a small pot with rich, moist soil and plant your seeds in it. Now put a few craft or Popsicle sticks around the edge of the pot and cover with plastic wrap to create a "greenhouse!" Make sure to put your pot in the sun and to keep the soil moist.

<http://mailjust4me.com/play/earth1.htm>

Lorax Center Day 5: We can be the Lorax

Like Wangari we can grow up to be like the Lorax & speak for the trees, the animals, clean air & clean water.

Talk about how we are lucky to live in a part of the world with many trees

Take collection to send to Wangari to help plant trees in Africa (\$20 will support 2 women to plant 20 trees)

Write letters and draw pictures for Wangari Matthai telling her what we learned & how we planted seeds

Photograph each group holding up their pictures & letters

Send donation to Green Belt Movement with letters & pictures & photographs

Children take home their seed in a cup & their homemade recycled paper

SNACK CENTER

Monday Snack:

Note for the week: The snack center will use the china plates in the kitchen, cloth napkins, and plastic cups. Part of the center each day will be for each child to wash (three bins) their plate and cup each day and put their napkin in it's ring.

Monday Activity precedes snack: Each child will be invited to write their name (and decorate if they wish) a white cloth napkin and also make a napkin ring (from paper towel roll?).

Monday Snack: A variety of veggies and assorted dips.

Jim Smith will make a "Mr. Chemist" visit to demo the dishwashing.

Tuesday Snack: Truffula Trees

The Tuesday activity is making (and talking about) the snack – Truffula Trees.

To construct the Truffula tree snacks:

- Distribute paper plates to each student.
- Place approximately 1-2 Tablespoons of peanut butter on each student plate.
- Give each student a celery stick to place in the peanut butter so that the celery stick will stand up.
- Give each student 1/2 tangerine (cut in a zig zag pattern) to place on top on the celery stick.
- Have a variety of "Truffula fruits" that can be pasted (peanut buttered!) on the 'tree'.

Wednesday Snack:

Wednesday activity: Make banana bread. The bread that the kids make can be delivered by youth in the afternoon to elders in our community.

Wednesday snack: Banana Bread and Milk (?) (The bread for eating needs to be pre-made)

Thursday Snack:

'Dagwood' Sandwiches – Give each child two crackers and assortment of "fill" ingredients (cheese, meat, veggie slices, etc). Encourage children to stack the sandwich as high as they can. The challenge is to see who can make the tallest sandwich and still eat it!

Friday Snack:

Snack and activity is making and eating Fruit Smoothies.

GAMES CENTER

Monday Games: Hopscotch Migration

Materials: pavement chalk or sand and a stick

Procedure: This activity will be best accomplished on a sandy section of the playground or a parking lot. The teacher will draw a large sized hopscotch course. The course can be drawn on the pavement with chalk or on the sand/dirt with a stick. The squares should be approximately 3' X 3'. The hopscotch course should contain 10 squares.

Have the students line up at the beginning of the course. Tell the students that they are birds starting their journey northward. Tell the students that each of the squares represents a wetland between Texas and Maine. (It will be more dramatic using a migration path which includes your state. Specific migration patterns and bird species can be obtained from a bird field guide). Students are then challenged to migrate northward on the course one at a time. They do not have to step on every square, however, they must not go outside the course. All students should be successful in the first migration. Now, tell the students you are a developer. You will destroy 2 wetland areas in order to build houses. Put an "X" on two of the squares. Tell students to make the migration once again. The students may not set foot on the destroyed wetlands. If they do, they die and may not participate in any further migrations.

After all students have run through, destroy two more and repeat the procedure. Repeat this until all students fail to make the migration. Try to "X" off the squares in such a way that not all are destroyed but are so far apart students cannot make the jump. This will help with the debriefing.

Questions for discussion: *Why did some birds die earlier than others? Why did the rest of the birds die? How does this game represent migration? Why did the birds die even though some wetlands remained at the end of the game? Why is it important to save wetlands in all states? How do migrating birds depend on wetlands during migration?*

Submitted by: Marie Marks, Texas Lutheran University 1999

Tuesday Games: Recycle Relay

http://www.education-world.com/a_lesson/lesson308.shtml

Trash Can Relay. Set up five classroom trash cans in an obstacle course. The first student on the team runs the course, weaving in and out around the cans. When the student reaches the last can, he or she turns around and weaves back to the team. The runner taps the next team member in line, who takes his/her turn running the course...

Bottle Bowling. Set up bowling pins made from 2-liter soda pop bottles, small bleach bottles, or tall dishwashing detergent bottles. Tip: Put about an inch of sand in the bottom of the bottles; the pins will still be easy to bowl down, but the bottles won't fall as easily as they would if there was no sand in them.

Waste No Water. Fill a clean open-topped non-breakable container (a plastic spaghetti sauce jar or a soup can work well) with water for each team; be sure the containers are the exact same size and filled to the brim with water. Set a start and finish point. At a signal, the first runner heads for the finish line, walks over the line, turns around and heads back to his or her team, and passes the container to the next person in line. At the end of the race, the team with the most water still in the container is the winner.

Wednesday Games: Schloppity Schlop

Sean Bryant and Cindy Cox

Children sit in a circle with knees elevated. Hang a tarp over their legs and pour water in the center 'basin'. Talk about the people moving in (throwing garbage and debris into the basin). Some of the trash lands on the 'hills' and is washed down to the basin in the rain (squirt bottles).

Talk about pollution from the factory and chemical spills (add vinegar and baking soda to the water).

[Acid rain?]

Then the obvious question: Would you like to drink this water?

Balancing: The Cat in the Hat does a lot of balancing. Have the children try to balance different items that you've set out. <http://www.everythingpreschool.com/themes/drseuss/games.htm>

Relay race between two teams "balancing" something on their head (or on a plate or both!)

Thursday Games:

Connections: Participants stand in a circle. Have a ball of yarn. One person tosses it to another, who holds the yarn and tosses the ball of yarn to another person, who holds the yarn and tosses the ball of yarn to another person, until everyone is connected in the web. Have everyone hold pull gently so that the web is tight. *How does it feel when everyone has a part? When everyone is doing part of the holding?* Have one person drop the yarn (and just stand) and watch what happens to the web. Have a second person drop the yarn. *For those who*

are still holding the yarn, how does it feel that the two have dropped the yarn? Can you keep the web in place? For those who have dropped the yarn, how does it feel to watch the others try to keep the web?

<http://www.hzmre.com/seuss/yertle.htm>

Let students make turtles from two small paper plates. Then let students see how many turtles they can stack on one another before falling!

http://www.hubbardscupboard.org/dr_seuss.html

Friday Games: Trash Count - ?

- Discuss safety for clean-up project and then collect trash around the school.
- Take trash back into the classroom and sort it. (Make sure that students are still wearing gloves). Have students sort trash by like items for example gum wrappers, paper cups, etc.
- Make a pictograph by gluing small items on posterboard. Large items can be drawn on posterboard.
- Discuss where the items may have come from.
- Determine who might be causing the most pollution by analyzing pictograph. (Example: candy wrappers-children, cigarette butts-adults, items from a local business)

Submitted by: Tina DeBolt Pouliot, Texas A&M Corpus Christi TES

CRAFTS CENTER

Craft Center note:

In addition to the crafts each day, there are several recycle crafts to share if time permits:

- Cereal/Milk Placemat (weaving) – <http://tiffanytomato.com/pages/makeit/cereal.htm>
- My Planet Earth (melted crayons) – <http://www.kidsdomain.com/craft/earth-my-planet-earth.html>
- Earth Light Catcher (glue craft) – <http://www.kathyross.com/earthproj.html>
- Catalog Necklace (paper beads) - http://www.education-world.com/a_lesson/03/lp308-01.shtml

Monday Craft: Trash Pizza

Pizza Dough (Note: The “pizza dough” may need to be made ahead of time for the kids.)

- 2 cups of flour, 2 cups of salt, 3/4 cup of water
- Bake at 350 degrees for 20-25 minutes or until golden brown.
- Remove from the pan and let it cool. The dough should be hard.

Sauce can be colored glue OR red paint ahead of time

Toppings

- Waste items: Paper, Plastics, Yard waste, Metals, Glass, Food waste, Rubber, Leather, Textiles (pieces of string, yarn, and old material)
- Divide pizza into sections: paper 32%, plastics 21%, yard trimmings 10%, metals 11%, rubber and leather 6%, textiles 6%, wood 7%, glass 2%, food waste and other 5% (fractions may be used as an alternative)

You may want to add a label for each section with % listed.

Submitted by: Mary Dragon, Texas A&M Corpus Christi TES 1996

Tuesday Crafts: Friendly Fireflies

Friendly Fireflies – luminous glow worms using 16oz (green) soda bottles and light sticks.

http://www.bhg.com/bhg/printableStory.ihtml?storyid=templatedata/bhg/story/data/friendlyfireflies_04262002.xml&catref=S10

Thidwick Puppets

paper bag, colored construction paper- brown and black, glue, scissors, and crayons or markers

<http://www.thebestkidsbooksite.com/storydetails.cfm?TopicID=128>

Wednesday Crafts:

Blue Jean Pocket cards – can be made to take with the banana bread to homebound elders.

<http://www.kinderart.com/seasons/fdcard.shtml>

Keychain - Cat in the Hat (bead pattern) – a cute one!

<http://www.makingfriends.com/ponybead/ponycathat.htm>

Friday Craft: Seussian Creatures

Make playdough with group.

Mix together:

- 1 C. flour, ½ C. salt, 2 tsp tartar, 1 pkg unsweetened Kool Aid

Add:

- 1 C. boiling water
- 1 tablespoon vegetable oil

Stir until soft dough forms, knead until smooth. Store in air tight container in refrigerator.

Have each child use the playdough to make a new “letter” and/or creature that will be a prophet for peace.

We’ll display their creations in a shadow box!

Send extra playdough home with kids in zip lock bags.

STORY CENTER (fireside room)

Monday Story: The Lorax (movie)

The now remorseful Once-ler--our faceless, bodiless narrator--tells the story himself. Long ago this enterprising villain chances upon a place filled with wondrous Truffula Trees, Swomee-Swans, Brown Barba-loots, and Humming-Fishes. Bewitched by the beauty of the Truffula Tree tufts, he greedily chops them down to produce and mass-market Thneeds. ("It's a shirt. It's a sock. It's a glove. It's a hat.") As the trees swiftly disappear and the denizens leave for greener pastures, the fuzzy yellow Lorax (who speaks for the trees "for the trees have no tongues") repeatedly warns the Once-ler, but his words of wisdom are for naught. Finally the Lorax extricates himself from the scorched earth (by the seat of his own furry pants), leaving only a rock engraved "UNLESS." Thus, with his own colorful version of a compelling morality play, Dr. Seuss teaches readers not to fool with Mother Nature. But as you might expect from Seuss, all hope is not lost--the Once-ler has saved a single Truffula Tree seed! Our fate now rests in the hands of a caring child, who becomes our last chance for a clean, green future. (Ages 4 to 8) --- www.amazon.com

Tuesday Story: Thidwick the Big Hearted Moose (reader's theater?)

This classic Seuss title stars a happy-looking quadruped from the shores of Lake Winna-Bango who has the most amazing antlers and the kindest disposition. Alas! Everyone, but everyone, takes advantage of his generosity, and before long he has three-quarters of the animal kingdom nesting in the convenient perches atop his head. ("They asked in a fox, who jumped in from the trees, / They asked in some mice and they asked in some fleas.") You might think someone would take pity, but nobody seems to like an oddball, and all Thidwick gets for his trouble is complaints and contempt. Unable to cross the lake when winter threatens, he looks all set to starve--and then things get even worse. He is saved from certain death just in time, swims the lake, and joins the herd again. One reason this Seuss is so good: it has a moral, but the moral isn't pressed too far and the exuberant linguistic fun isn't subservient to it. (Ages 4 to 8) --Richard Farr – www.amazon.com

Wednesday Story: Cat in the Hat (video)

Poor Dick and Sally. It's cold and wet and they're stuck in the house with nothing to do . . . until a giant cat in a hat shows up, transforming the dull day into a madcap adventure and almost wrecking the place in the process! www.amazon.com

Thursday Story: Yertle the Turtle (video)

Yertle's story leads off with his attempt to build a bigger kingdom on the backs of his loyal subjects (literally). King of everything he can see, Yertle orders his turtles to stack up under him to build a towering throne. ("He made each turtle stand on another one's back and he piled them all up in a nine-turtle stack.") But a plain little turtle named Mack--stuck at the bottom--decides he's had enough. ("I know up on top you are seeing great sights, but down on the bottom we, too, should have rights!") --Paul Hughes – [amazon](http://amazon.com)

Friday Story: On Beyond Zebra (read the book)

On Beyond Zebra is about all the letters that most people ignore--the ones that come after Z. Our hero (instantly recognizable to most Seuss fans as the boy who captured Thing One and Thing Two in [The Cat in the Hat](#)) takes his young friend, Conrad Cornelius O'Donald O'Dell, on a guided tour of all the weird creatures that begin with letters such as Yuzz, Wumbus, and Glikk. "And Nuh is the letter I use to spell Nutches, Who live in small caves, known as Nitches, for hutches." The message is pretty simple: the alphabet pins down boring old "reality," but if you explore further afield there are more interesting worlds to discover. "So, on beyond Z! It's high time you were shown, / That you really don't know all there is to be known." Explorers in need of guidance will even find a table of useful new letters (a beyondabet? a WumbaGlikk?) in the back --Richard Farr- www.amazon.com

JOURNAL CENTER

Monday Journal

Write / Role Playing

Discussion: Divide the class into six groups. Give each group a card with one of the following questions written on it. Each group discusses its question, writes down the answers, and prepares to read their answers to the entire group.

- *How could the Once-ler have managed his company to protect natural resources and not run out of trees to manufacture "Thneeds"? Is it necessary to protect all trees "from axes that hack"?*
- *What did the once-ler mean by "UN-LESS"? What responsibility does he seem to think "someone like you" needs to take? What kinds of things can we do today to ensure that trees will be available for all different purposes in the future?*
- *Compare the Once-ler's attitude toward the environment at the beginning of the story with his attitude at the end.*
- *The Once-ler explains his actions by saying, "If I didn't do it, someone else would." Is this a good excuse for doing what he did?*
- *The Lorax says he speaks for the trees. What does this mean to you? What is the Lorax's attitude at the end of the story?*
- *What seems to be the author's purpose in writing this fable? (A fable is a fictional story that teaches a lesson.)*

After groups have had time for discussion, each group reads their questions and answers to the class.

Students can agree, disagree, or add to the answers given by their classmates.

<http://www.sd5.k12.mt.us/glaciereft/bottr312.htm>

Tuesday Journal:

- Starting with participants crouched or sitting on the ground/floor, pretending to be seeds for a tree.
- Slowly begin to get up to standing. Stretch arms as high as possible over head, as branches. Move arms slowly as swaying branches in the breeze.
- Have one participant tap the others, one at a time. As each person is tapped, s/he falls to the floor/ground and stays still. When everyone is on the ground, except the "chopper," wonder if the trees will ever grow again.
- Each person can call out something that is needed for him/her to grow again (clean air, clean water, sun, no more cutting like just happened) and then sit up.
- **Reflection**
*How long did it take for the trees to grow (stretching) compared with the cutting (falling)?
If you had the only Truffula seed given to you, what would you do? (Encourage response from each participant.)*

<http://www.hzmre.com/seuss/lorax.htm>

Thursday Journal:

Considering a Turtle's perspective: Ask students to sit or lay with their heads close to the floor and to describe what they see. Then, have them sit up, again describing things that they see. Do they notice anything different now that they are higher? Repeat, with students standing. How much more can they see now? What would happen if they were even taller? Ask students to brainstorm ways that they could be higher up. Ask students to think of ways the King could see more. How do they think the other turtles that make up his throne feel? What could some problems be as the King gathers more and more turtles? Do students think that what the King is doing is right? How would they describe the Yertle the King?

Write Haiku from a Turtle's perspective –

maybe on the handmade paper made in yesterday's Lorax center?

Talk about who might be Yertle in our world and where we might find Mack.

Make a collage of Yertles/Macks from the newspaper and magazine.

Friday Journal:

Imagine that you are a reporter visiting the world beyond Zebra. Write a news story about it. Try to answer the 5W's and H: Who, What, Where, When, How.

Write an editorial to convince people that we need to add new letters (beyond 'z') to our alphabet.

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