Green Eggs and Ham
By Dr. Seuss, Random House

Summary
Green Eggs and Ham is about Sam-I-Am trying to convince the narrator to try green eggs and ham. He spends most of the book offering the unnamed character different locations and dining partners to try the delicacy. In the end the unnamed character relents and eats the green eggs and ham, and ends up loving the food.

Using Green Eggs & Ham to Discuss Philosophy
By Taiba Akhtar
Green Eggs and Ham is a much loved classic, by Dr. Seuss, is not only fun to read, it also raises important questions about the relationship between beliefs and experiences. Sam-I-Am spends the entire book offering green eggs and ham to the narrator, who adamantly refuses to try the delicacy, as he does not like Sam-I-Am. Sam-I-Am offers to serve the dish in a number of different locations with a number of different partners, however his persistence does not succeed until the very end, when the narrator finally caves in and tries it, only to find he loves it, and will eat it anywhere and with anyone. He also overcomes his dislike for Sam-I-Am.

This book raises the question of the role that experience plays in the formation of our beliefs. Although the book raises the issue in regard to beliefs about food, the ideas can be applied to beliefs about anything.

There are two main positions that philosophers may take in this discussion, the first is that experience is necessary in establishing our judgments. The second is claiming that sometimes experience may not be necessary to determine our opinion, for we can rely on reason alone. Some philosophers might justify the narrator’s actions by asserting that it is possible not to like something even when you have not tried it. In this scenario, the fundamental idea is that it’s possible to form judgments through reason without recourse to experience. For instance, we do not necessary need to be in a car accident to decide that we do not want to experience one.

Alternatively, other philosophers may claim that experience is important when we are making judgments. They can use the narrator as an example, claiming that once he had tried green eggs and ham, he realized that he in fact loved the food. Here, philosophers are claiming that experience is necessary in establishing beliefs.

The aim of the questions below is to get children thinking about the role of experience in establishing our beliefs. They should be thinking about when and where we need experiences to justify our beliefs, and when actual experiences are not necessary. The questions begin with a set of warm up questions, to get the children to begin thinking about the idea of judgments.

Questions for Philosophical Discussion
Preferences
Why does the Narrator not eat green eggs and ham?
Do you think the Narrator would have tried green eggs and ham if someone other than Sam-I-Am was offering them?
Is it fair to refuse to do something, just because someone you dislike likes it?
Sam-I-Am gives the Narrator a lot of options to eat green eggs and ham; he gives him choices, about where to eat and who to eat with. Is it possible to like something in one environment or with someone, but not like it in another? (Example, have you ever really liked a film in the cinema, but when you buy it on DVD, it is not as good?) Is it fair of Sam-I-Am to keep pestering the Narrator to try green eggs and ham? Should he have left him alone, after the first time the Narrator said he does not like green eggs and ham?

Experience
Do you have to experience something to decide whether you like or dislike it?
IF NO: How many times do you need to try something? As sometimes, even though you may not like something the first time, it may grow on you?
The Narrator claims, he does not like green eggs and ham, even though he has never tried them. Do people in real life offer opinions about things, even if they have never experienced them? Why do they do this? At the end of the book, the narrator declares he likes green eggs and ham after trying them. Is it okay to change your mind about something?

**Reason**

Is it possible to form opinions and ideas about things with having tried it?
If you have not experienced something, what do you need to do in order to form an opinion about it?
Is it enough to base your opinions on what other people think?
Are judgments based on experience worth more than then opinions based on reason?

**Going to the Theatre**

The lights go down on you and up on stage. Now what? Teachers, please speak with your students about the role of the audience in watching a live performance. Following are answers to some commonly asked questions you might want to share with your students, and some helpful suggestions to make the day more enjoyable.

Watching a performance with live dancers can be a wonderful experience. The dancers have rehearsed for months and are committed to making you believe every moment on stage. In return there are things as an audience member that you should do to show the same respect for their work.

- **Arrive on Time.** If the show has started before you arrive, you may be asked to wait in the lobby.
- **Where do we sit?** Will we have tickets? There are no tickets - ushers will direct you to the seats. Students will be asked to fill in the rows and not move around once seated. We request that teachers and chaperones distribute themselves throughout the students and not sit together.
- **Remember, we have to seat hundreds as quickly as possible, so your help in seating is appreciated.**
- **What can be brought into the auditorium?** Food and drink are not permitted.
- **May we take pictures?** Taking photographs or recording the performance is illegal, disruptive to other audience members and dangerous to the dancers.
- **Where are the restrooms?** There are restrooms in the main lobby. We ask that students use the facilities before and after the show and not get up during the show.
- **What is the audience’s role?** A performance needs an audience. The audience is as much a part of the theater event as our dancers, our designers, our technician and crew. Each ballet asks you to come into a world we’ve created - but this world is different than television or movies. The dancers need your responses - your laughter, your applause - but as you can imagine such things as conversations, cell phones, beepers and other distractions will disrupt the world that is being created. If any student becomes disruptive to the point of interference with the performers or other audience members, a chaperon will be asked to remove that student. If you play your part well, the actors can play their parts well and all will enjoy the performance!
- **Show your appreciation of the work the dancers are doing.** It is customary to applaud at the end, but if something make you laugh during the show - then laugh!
- **Just because you are sitting in the dark does not mean you are alone.** Remember that the dancers can hear you. What you do can motivate them to give you more or it can distract them.
- **Also keep in mind the other audience members in the theatre.** They deserve a good time just like you. They want to concentrate on activities on stage and not be distracted by what is going on behind them.
Examples

Royal Ballet’s “Chance to dance” for kids https://www.youtube.com/watch?v=M7t2feX8_F4
   Great introduction to ballet and ties ballet to other forms of dance

Teen Vogue “Day in the Life of a Dancer” https://www.youtube.com/watch?v=JJD1cw-MB1Y
   Very short introduction

BalletMet “Day in the Life of a Dancer” https://www.youtube.com/watch?v=VZX0eWE8jgE
   Little longer (7 minutes) and a nice explanation of what we do but all the dancer terms might be a bit much

Misty Copeland Under Armor Ad: https://www.youtube.com/watch?v=ZY0cdXr_1MA

Laurie Hernandez Learns a Nutcracker Routine: https://www.youtube.com/watch?v=0IMK406ymWg

Peppa Pig Ballet Lessons for Kids: https://www.youtube.com/watch?v=yZMpsRxsoQQ

Ballet Class 2: Feet Positions: https://www.youtube.com/watch?v=A03FxLFHg2o
Biography (Excerpted from the biography on www.seussville.com. More information on Theodor Geisel can be found at the Dr. Seuss National Memorial website www.catinthehat.org)

Theodor (“Ted”) Seuss Geisel was born on March 2, 1904, in Springfield, Massachusetts. Ted attended Dartmouth College and by all accounts was a typical, mischievous college student. He worked hard to become the editor in chief of Jack-O-Lantern, Dartmouth’s humor magazine. His reign as editor came to an abrupt end when Ted and his friends were caught throwing a party that did not coincide with school policy. Geisel continued to contribute to Jack-O-Lantern, merely signing his work as “Seuss.” This is the first record of his use of the pseudonym Seuss, which was both his middle name and his mother’s maiden name.

After college he studied at Oxford, Dr. Seuss returned to New York in 1927. He decided that he could make a living as a cartoonist and was thrilled when one of his submissions was published in The Saturday Evening Post. His work caught the eye of the editor for Judge, a New York weekly, and Ted was offered a staff position. Standard Oil also recognized Ted’s talent and offered him a job in their advertising department. In all, Ted spent over 15 years in advertising, primarily with Standard.

His advertising work insured him enough income that in 1927 he married Helen Palmer, a classmate at Oxford University. It was Helen who first suggested that Ted draw for a living.

In 1931, an editor at Viking Press offered him a contract to illustrate a collection of children’s sayings called The Pocker Book of Boners. While the book received bland reviews, Ted's illustrations were championed; he considered the opportunity his first official “big break” in children's literature.

While traveling on a luxury liner, Ted became bothered by the rhythm of its engines. At his wife’s urging, he applied the incessant rhythm to his first children’s book, And to Think That I Saw It on Mulberry Street. Publishers in 1937 were not receptive; in fact, Ted presented his manuscript to 27 publishing houses and received 27 rejections. Discouraged, Ted literally bumped into an old Dartmouth friend who happened to work at Vanguard Press, a division of Houghton Mifflin. His friend offered to show the manuscript and illustrations to key decision-makers.

Three of his books received Caldecott Honor Awards: McElligot’s Pool (1947), Bartholomew and the Oobleck (1949), and If I Ran the Zoo (1950). He also received an Oscar for Gerald McBoing-Boing (Best Cartoon, 1951). In 1955 Ted received an honorary Doctorate of Humane Letters from his alma mater, Dartmouth. He received an additional six other honorary doctorates during his lifetime. An influential book titled Why Johnny Can’t Read was published in 1955. It said children were being held back by boring books. An article under the same name in Life magazine called for more imaginative illustration, and named Dr Seuss as a good example of what could be done. So Ted was asked to write a children’s primer using 220 new-reader vocabulary words; the end result was The Cat in the Hat, published in 1957. The Cat in the Hat catapulted Ted from pioneer in children’s literature to definitive children’s book author-illustrator.

In 1960, friend and publisher Bennett Cerf, wagered Ted couldn’t write a book using 50 words or less, prompting Ted to write Green Eggs and Ham. How the Grinch Stole Christmas! aired during the 1966 holiday season and it still ranks high in viewer ratings so many years later.

Ted was concerned about the environment and wanted manufacturers, businesses, and individuals to take responsibility. The Lorax, published in 1971, weaves a familiar tale of a good thing gone wrong. In 1984, Ted received a Pulitzer Prize and in 1986 he was awarded a New York Library Literary Lion. He died in 1991.
Rhyming Activities - Match the Eggs

- House
- Mouse
- See
- Tree
- Train
- There
- Here
- Goat
- Sam
- Fox
- Box
- Car
- Are
- Boat
Math Activity!
Add and Subtract Eggs on the Plate
Green Egg Counters

Time saving tip: Cut this sheet into strips and stack the eggs so you can cut out several eggs at a time. It works best to roughly cut around the egg rather than trying to cut precisely around the outline.

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Drawings by kpmdoodles
Yellow Egg Counters

Time saving tip: Cut this sheet into strips and stack the eggs so you can cut out several eggs at a time. It works best to roughly cut around the egg rather than trying to cut precisely around the outline.

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Drawings by kpmdoodles
Green Eggs and Ham

boat  box  car  dark  eggs

fox  goat  green  ham  house

like  mouse  rain  sam  train

tree
Before Seeing the Show - Questions for the Classroom
1. You may want to read *Green Eggs and Ham* and review the plot and characters with your students.

After Seeing the Play
1. Ask your students how the play was different from the Dr. Seuss books you read. There are pieces of several different stories in the show, how many different stories were used in the show?

Activities

Artistic Expression
1. Using feathers, glitter, colored paper, etc. create the characters and display in the classroom.
2. Create a map or diorama of the settings of the play

Creative Dramatics
1. Have your students re-enact scenes from the show. First, have the students discuss specific scenes – who were the characters, where did it take place, what happened?
2. Have students stage a debate. Divide the class in half and have one half take Sam’s side trying to convince the others to eat Green Eggs & Ham. Have the other half take the other side.

Creative Writing
1. Rhyme Activity: Have students think of words that rhyme with the following list of words. Create sentences from the rhymes and turn the sentences into stories.
   Word List: need to fill this in.

Make your own Green Eggs and Ham:
*Green Eggs and Ham à la Sam-I-Am*

Ingredients
- 1-2 tablespoons of butter or margarine
- 4 slices of ham
- 8 eggs
- 2 tablespoons of milk
- 1-2 drops of green food coloring
- 1/4 teaspoon of salt
- 1/4 teaspoon of pepper

What You’ll Need
- knife, medium-size mixing bowl, wire whisk or eggbeater, large frying pan, spatula, aluminum foil, serving plates

1. With an adult’s help, melt a teaspoon of butter in a large frying pan over medium heat. Add sliced ham and brown until edges are slightly crisp. Remove the ham from the pan, cover with aluminum foil, and set aside.
2. In a medium-size mixing bowl, combine the eggs, milk, salt, and pepper. Beat with a whisk until frothy. Then add 1-2 drops of green food coloring until you reach the desired shade of green.
3. With an adult’s help, heat a tablespoon of butter or margarine in a large frying pan over medium heat until the butter begins to sizzle. Then add the egg mixture to the pan.
4. Stir the egg mixture with a spatula until the eggs are firm and not too runny.
5. Transfer the eggs to individual plates. Garnish with a sprig of parsley. Add the ham prepared earlier. Serve with toast or warm rolls.

Feeds 4 hungry green-egg lovers.
(from www.Seussville.com)
Read the book to the children and then ask following questions:

Question: What was Sam-I-Am trying to do in the book? Answer: Get his friend to eat Green Eggs and Ham.
Question: Did the main character of the story like Green Eggs and Ham before he tried them? Answer: No
Question: Did the main character like the Green Eggs and Ham after he tried them? Answer: Yes
Question: What is the point of this story? Answer: Don’t judge a book by it’s cover and we usually have to try things to see if we like it or not.

Question: Have you ever tried Green Eggs and ham?
Question: What was the weirdest thing you ever tried?
Question: Did you like it?
Question: Would you ever try Green Eggs and Ham?

3. Have students complete the rhyming worksheet found here. Student must think of words that rhyme with the given word. Words which are given are cat, pop, sing, zoo, fog, red, pear, tan, car, pig.
4. Students will now come up with a “tasty” recipe of their own. Maybe it is yellow marshmallow stew or blue liver salad. Whatever the students make up, allow them to write down their recipe detailing every step and ingredients. Younger children will need help with this and it may be best to let this be a homework project for the younger students.

5. The second part of the recipe is the art project which will consist of students making their recipe using artistic material. They can draw, paint, color, or even sculpt out of play dough their yummy creation.

Additional Resources:
A video interview (and transcript) with Audrey Geisel is available at:
http://www.readingrockets.org/calendar/readacross/seuss
The Mandeville Special Collections Library at UC San Diego has an online library of Dr. Seuss’ political cartoons and advertising artwork. It can be reached at:
http://orpheus-1.ucsd.edu/speccoll/seusscoll.html

Activities and Discussion:
• What other Dr. Seuss books have you read?
How are they similar and different to “Grinch?”
• Write your own story or poem in a rhyming-style similar to Dr. Seuss’. Here’s one example to help inspire you:
  Seal up the Chimney
  Nail Down the Tree
  Stash the Stockings
  Scrap the Jubilee
  Camouflage the Presents
  Keep the Wreath in your Sights
  Arm the Toy Soldiers
  And Unplug the Lights
  Beware of Green Santas
  Don't give ‘em an Inch
  Stay up past your bedtime
  And Catch the Grinch!

There are 50 different words in the story. Can you find and count them all?
<table>
<thead>
<tr>
<th>B I N G O</th>
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<tbody>
<tr>
<td>If I Ran the Zoo</td>
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<tr>
<td>Hop on Pop</td>
</tr>
<tr>
<td>The Foot Book</td>
</tr>
<tr>
<td>Fox in Socks</td>
</tr>
<tr>
<td>Oh, The Places You'll Go!</td>
</tr>
</tbody>
</table>
I do not like green eggs and ham!
I do not like them

_________________________ I AM!!!

But, I would eat...

_________________________ ON A __________