

# School Teacher's Manual for The Green Anthem

by  
**Julie Lyonn Lieberman**

*“I pledge to planet earth  
that I will do everything in my power  
to create a safe, healthy environment  
for all living beings ...”*

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**The Green Anthem Project** is a curriculum designed to raise awareness about the environment and mobilize students into green action within your community. The free curriculum has been designed for students of all ages. This teacher’s manual includes two lesson plans and two student handouts. Music teachers in your school can use the eco-music version which incorporates the National Standards and includes seven lesson plans with student handouts. See page six for a list of free materials available to teachers.

**The Green Anthem** is a 3-minute (+ or -) piece of music arranged for chorus, string orchestra, and concert band (Levels 1.5 - 3 and 3 - 6). The two levels interlock together for an all-department performance. There is also a second version that interlocks chorus with string orchestra all levels. The Green Anthem can be performed in your school’s concert program whenever you choose, but preferably coordinated with the 40th anniversary of Earth Day, April 22nd 2010. If you do not have a music department in your school, the students can learn to sing the anthem by using the website: [greenanthem.org](http://greenanthem.org)

### **The Green Anthem Lyric-Writing/Melodic Variation Competition: deadline February 15th, 2010**

**MENC: THE NATIONAL ASSOCIATION FOR MUSIC EDUCATION** ran this national competition for students of all ages and instruments. Schools participating in the project used the Songwriting Handout. The winners are posted on the website.

### **About Julie Lyonn Lieberman**

Julie Lyonn Lieberman, ([www.JulieLyonn.com](http://www.JulieLyonn.com)) Ms. Lieberman is on the American String Teachers National Curriculum Committee and is the Artistic Director for the summer program, **Strings Without Boundaries** at Duquesne. She is an eclectic styles violinist and vocalist, who specializes in improvisation and American vernacular as well as world styles. Ms. Lieberman has helped build what she calls “21st century music education” over the last thirty+ years through her work as an educator, author, radio producer, composer, recording artist, journalist, and performer.

Ms. Lieberman is the author of eight music books, two National Public radio series, six DVDs, and over fifty magazine articles. Book titles include *The Creative Band and Orchestra*, *The Contemporary Violinist*, *12 Rock Strings Lesson Plans*, *Improvising Violin*, *Rockin’ Out With Blues Fiddle*, *You Are Your Instrument*, *Planet Musician* and *Alternative Strings: The New Curriculum*. DVD titles include *Violin and Viola Ergonomics: Determine the Optimum Playing Position and Support For Your Body Type*, *Rhythmizing the Bow*, *Techniques for the Contemporary String Player*, *The Violin in Motion*, and *Vocal Aerobics*. In 2007, she wrote and produced the DVD, *Alternative String Styles in the Classroom*, for American String Teachers Association and NAMM. Lieberman is a J. D’Addario Elite Clinician. Alfred Publishing and Kendor publish her eclectic-style string orchestra scores.

## Four Options for Participation

- 1) Rehearse and perform *The Green Anthem* score at your school;
- 2) Offer as little or as much of *The Green Anthem* curriculum to your students as you choose;
- 3) Run *The Green Anthem* lyric-writing/best melodic variation competition (go to <http://www.menc.org/resources/view/the-green-anthem> to enter);
- 4) Participate in the full *Green Anthem* program culminating in an all-school assembly that includes the local community and qualifies your school for the national concert. Turn your school and even your community green!

## Objectives for The Green Anthem Project:

- The entire student body will be invited to vote for the most outstanding new set of lyrics for *The Green Anthem* and the best melodic variation
- Students will be able to make a contribution to the climate crisis and turn their community green
- Interdisciplinary Extension: Schools will be able to create inter-disciplinary activities centered around the topic of the environment. All activities can be represented during the school concert. (See “Interdisciplinary Extensions”.)

## The Concert Scores (choral, string, and concert band)

The scores for *The Green Anthem* by Julie Lyonn Lieberman are available for download at [GreenAnthem.org](http://GreenAnthem.org) in .PDF format (master scores and parts, including mp3 versions) for a nominal fee that can be paid through Paypal or ordered via a school purchase order.

Since every school in America is unique, few schools share the exact same profile. There can be big differences in the types and sizes of ensembles, the instrumentation, as well as playing ability. Julie Lyonn Lieberman has endeavored to supply you with a wide range of choices to meet your individual needs. Each score can stand alone; the scores are unique enough to program them sequentially, and both levels of the choral, string orchestra, and concert band interlock for simultaneous performance.

## Interdisciplinary Extensions:

Faculty can design and cross-coordinate eco-friendly lesson plans to culminate in an all-school presentation. School projects can ...

- provide an eco-friendly informance and performance to the student body and local community;
- inspire the local community to effect eco-friendly changes in their homes, local stores and in your school;
- create a nationally oriented school campaign that focuses on changes in local or national companies and legislature.

## Examples:

- the music department can rehearse the choral, string orchestra, and concert band Green Anthem music (see [GreenAnthem.org](http://GreenAnthem.org) and click on “The Scores”)
- the art department can build a set for the stage or create a T-shirt competition for Earth Day 2010;
- history students can provide an overview of the climate crisis;
- science students can research and explain the science behind earth changes;
- the literature department can focus on the relationship between writing poetry and writing lyrics or analyze a book about the environment;
- the math department can help students analyze the short-term and long-term costs involved in green energy (solar, wind, electric) versus oil/coal/ethanol;
- Social Studies can analyze styles of thinking that contributed to the slow destruction of the environment versus the “Seven Generations” model from Native American culture;
- history students can analyze the advent of the industrial civilization and its impact on the environment;
- the theatre department can implement a study of examples of how theatre has played a role in raising social awareness (Guerilla theatre groups like Bread and Puppet theatre, Living Theatre, San Francisco Mime Troupe, El Teatro Campesino, and the Free Southern Theatre);
- the booster club can mobilize parents to make eco-friendly shopping bags and compete in the lobby at your school for the most creative bag.

## The All-School Assembly

The performance of and competition for The Green Anthem at your school assembly can include:

- an educational presentation to the entire school about global warming by students or an invited expert;
- students, faculty, interested parents, and/or local celebrities can report on eco-friendly activities they’ve initiated (leading up to the concert) like influencing a local store to switch from plastic to paper; getting the local hardware store to sell eco-friendly light bulbs; and so on (for more ideas, see “What Can I Do?” on [GreenAnthem.org](http://GreenAnthem.org)).
- owners or managers of local stores can be included in the concert presentation by inviting each store owner or manager up to the podium to pledge something they are willing to do to become more eco-friendly.
- students can suggest simple steps that families can take to become more eco-friendly at the assembly;
- These presentations can lead or weave around the musical performance and/or best lyrics competition.

- Parents can create and exhibit eco-friendly shopping bags in the school's lobby

See Student Handout #1 and web sites recommended on GreenAnthem.org

## The Voting Process for the Competition

If you decide to include the lyric-writing competition in your Green Anthem program, you may want to precede the public event with a voting procedure in class so that each class or group is represented by the best lyrics and/or melodic variations at the assembly. This way, the assembly will have fewer contestants to choose from and less pressure on the students that aren't chosen.

It is important to stress the fact that everyone did a great job so that no one feels hurt if their lyrics aren't chosen. You can use an applause meter (draw upon the art department to create an artistic-looking meter but use an actual timer to clock the length of the applause), ballot boxes, or any other approach you deem appropriate in order to determine the winners of the competition.

**Note: You may decide to choose the winner yourself or work with the class to combine their best efforts into one group of verses.**

## Competition Follow-Up

If you are a member of MENC, go to their site for instructions: <http://www.menc.org/resources/view/the-green-anthem>. Otherwise, go to [greenanthem.org](http://greenanthem.org) > Green Anthem Concerts and Competitions and download the form titled "**Green Anthem Competition**". This form will request basic information about your location, the names of the winners, and request documentation. Your information will be posted on the site as well as in the program for the national winner's concert.

## Free Materials:

Schools and participating teachers can download free copies of the following materials from the [GreenAnthem.org](http://GreenAnthem.org)

### 1) **Teacher's Manual**

The teacher's manual contains step-by-step instructions and lesson plans

### 2) **7 Student Handouts**

These are pre-prepared student handouts coordinated with the lesson plans included in the teacher's manual

### 3) **mp3 files of The Green Anthem by Julie Lyonn Lieberman**

See "Materials" on [GreenAnthem.org](http://GreenAnthem.org)

Audio Example #1: Unison melodic line

Audio Example #2: Harmonized melodic line

Audio Example #3: Harmonized melody with piano, bass, and percussion

Audio Example #4: Unison melody with lyrics

Audio Example #5: Harmonized melody with lyrics

Audio Example #6: String orchestra, Levels 1.5 - 3

Audio Example #7: String orchestra, Levels 3 - 6

Audio Example #8: Concert Band, Levels 1.5 - 3

Audio Example #9: Concert Band, Levels 3 - 6

Audio Example #10: Improvisation Accompaniment

Audio Example #11: Rhythmic Primer, quarter-note triplet exercise

Audio Example #12: Lyric-Writing Accompaniment

### 4) **Press release, Promotional Poster, and Concert Program Templates**

If you would like to use a template in Word for your concert, you can download this for free at:

**[GreenAnthem.org](http://GreenAnthem.org)** and fill in the blanks for the date as well as your school's name, address, contact information, and student's names

### 5) **Student Kit**

Your students can download their free Student Kit on the "Materials" page at **[GreenAnthem.org](http://GreenAnthem.org)** and use it to support their green activities in the school and the local community. The kit includes a petition template, a sign for local businesses (letter size), suggestions for local green projects, and directions on how to turn businesses in your community green

### 6) **Green Anthem Sign**

Green Anthem Sign (legal paper size) for local business to hang in their window if they participate in The Green Anthem Project.

## The Scores in Detail

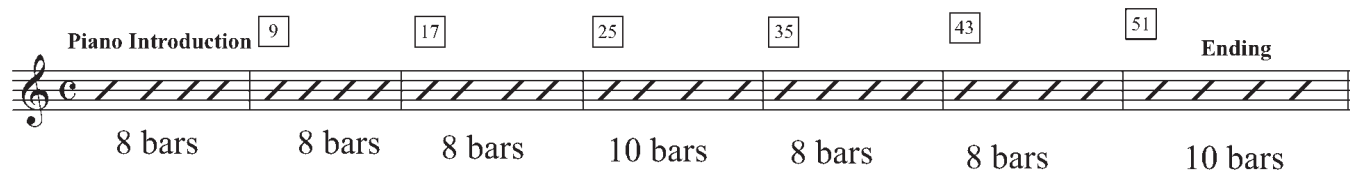
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**Chorus:** Two scores available

Levels 1.5 - 3: Two-part score with light harmony and counterpoint; includes piano accompaniment, and parts for bells, shakers, and drums

Levels 3 - 6: Soprano, Alto, Tenor, Bass; includes piano accompaniment, bass guitar, timpani I and II, shakers, and trap set.

Total = 61 bars



**String Orchestra:** Two scores available

Levels 1.5 - 3: 1st violin, 2nd violin, viola, cello, bass; includes piano accompaniment

Levels 3 - 6: 1st violin, 2nd violin, viola, cello, bass; includes piano accompaniment

Total = 67 bars



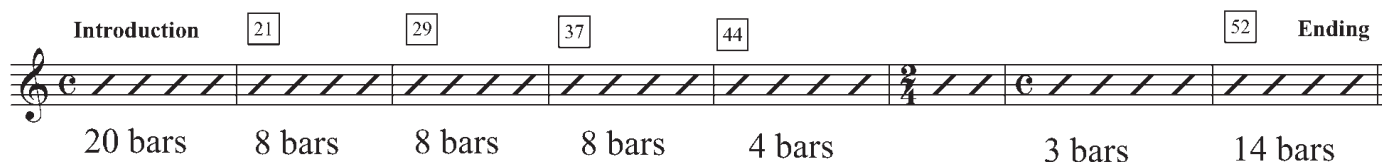
**Concert Band:** Two scores available

Levels 1.5 - 3: flute, oboe, bassoon, Eb clarinet, Bb clarinet, alto clarinet, bass clarinet, alto sax, tenor sax, baritone sax, F horn, trombone, and tuba;

Levels 3 - 6: piccolo, flute, oboe, English horn, bassoon, \*\*Eb clarinet, Bb Clarinet, \*\*alto clarinet, \*\*bass clarinet, alto sax, tenor sax, baritone sax, \*\*trombone, Bb trumpet, F horn, \*\*trombone, euphonium, and \*\*tuba;

**\*\*Only beginner parts will be available for Eb clarinet, alto clarinet, bass clarinet, trombone, and tuba; these parts fit into both scores**

Total = 65 bars



## Merged Scores

• There is an extended version of **The Green Anthem** written for string orchestra and chorus (Levels 1.5 - 3 and Levels 3 - 6 that all interlock or can be performed as a stand-alone) with piano, bass, and percussion

Check [GreenAnthem.org](http://GreenAnthem.org) for new scores and mp3 support materials as you work on the project.



### Six Options for a Green Anthem Concert:

1.

Include a performance of *The Green Anthem* in your school concert as written.

2.

Use *The Green Anthem* Teacher's Manual to enhance your music curriculum for the year and include a performance of *The Green Anthem* in your school concert as written.

3.

Use *The Green Anthem* Teacher's Manual to enhance your music curriculum for the year and include a performance of *The Green Anthem* as written as well as *The Green Anthem* Competition or the winners of the competition in your school concert.

4.

Cross-coordinate between choral, string, and band departments to perform *The Green Anthem* in your school concert (with or without the competition).

5.

Produce an inter-disciplinary school-wide event that includes *The Green Anthem* as written, *The Green Anthem* competition, and presentations from all departments to provide an educational event focused on action steps that students, families, and local stores can take to protect the environment.

6.

Produce an inter-disciplinary school-wide event that is cross-coordinated with community businesses and include performances of *The Green Anthem*, competition winners, as well as presentations from all departments to provide an educational event focused on action steps that students, families, and local stores can take to protect the environment.

# The Green Anthem Lesson Plans

Thank you for taking action on behalf of the environment!

Please modify these lesson plans as is appropriate to your time constraints and goals.

We encourage you to create an interdisciplinary approach to this project. You can turn Lesson One over to the science or history teacher and coordinate a school or class project through the Principal of your school. Suggested topics can be found in Lesson One on the student handout. This will free you to focus on creating a Green Anthem event in your community in time for the 40th anniversary of Earth Day, April 22, 2010.

If you are a member of Music Educators National Conference (MENC: The National Association for Music Education), you will be able to participate in The Green Anthem lyric-writing competition. MENC will also include the beginner's choral version of *The Green Anthem* in The World's Largest Concert, 2010.

Take a look at the student handout titled ***Class 1: A Sustainable Future***. It is a multiple choice questionnaire (with a few Q&A's) designed to introduce students to issues that are related to environmental problems that we face as a country and as a world. Invite your students to fill out the handout. During the correction process, you will have an opportunity to lead a class discussion as is appropriate to your age group on any or all of the questions. Students can trade handouts during the correction process or correct their own depending on what you deem most useful.

You can use the review as a learning process and an opportunity to share thoughts and opinions. You can also use it to lead into a class project by encouraging each student to choose one action step that can make a difference in their household, community and/or state. There are ideas listed in the handout. Feel free to supplement those ideas as well. The class can vote on whether they want to initiate personal projects or a class project. The idea is for each student to try to influence his or her family and friends, and/or the community to make a small change that can help the planet.

This lesson plan can also give you an opportunity to review the **The Green Anthem** project with your students by introducing the steps they will be taking. This can include (based on your time constraints):

- learn and analyze the music;
- create variations on the melody;
- create original lyrics that fit the timing of the melody;
- compete in a school assembly as well as in a national competition;
- participate in an all-school vote for the best lyrics and best melodic variation;
- submit the winner's results to Music Educators National Conference;
- perform ***The Green Anthem*** as a part of MENC's World's Largest Concert;
- work together as a class to effect change in the community to protect the environment; and,
- their submission may be chosen for a national concert during the national concert for Earth Day's fortieth anniversary in 2010

**Answers to the questions  
on the handout:**

- I. 2
- II. 3
- III. 3
- IV. 2
- V. 1

## Student Handout #1: Class 1: A Sustainable Future — page 1 of 3 pages

Circle the number next to the appropriate answer to each question. After your teacher helps you correct your answers, then read “What Can I Do?” and answer the questions at the end of the handout.

### I. What does the phrase “a sustainable future” mean?

- 1) A future that is happy and easy-going.
- 2) An earth where all living beings — humans, animals, insects, and plants — are healthy and live in harmony because of the actions humans choose to take right now by meeting our NEEDS (not wants) without compromising the ability of future generations to meet theirs.
- 3) An earth where humans do whatever they want, whenever they want.

### II. Why should I bother to do anything to prevent damage to the air, water, or earth?

- 1) I can ignore pollution because it doesn't matter. My life feels comfortable the way it is.
- 2) There is a problem, but the earth will be fine if I leave it up to other people to fix everything.
- 3) Humans need clean air and water to live long, healthy lives. If we each do our best to protect our environment from pollution, we can protect ourselves from illness and diminishing supplies of water and food.

### III. Is carbon dioxide a problem?

- 1) No. Carbon dioxide is a natural element and does not cause any damage. Most living things on the surface exhale CO<sub>2</sub> and it's absorbed into the vegetation and oceans. In fact, carbon dioxide is used by plants during photosynthesis. Even volcanoes release CO<sub>2</sub>. It's nothing to worry about.
- 2) No. Carbon dioxide escapes into outer space, so we don't need to be concerned.
- 3) Too much carbon dioxide can be toxic to humans and can trap excess heat in our atmosphere. We are producing more carbon dioxide than the planet can absorb through burning fossil fuels (coal, oil, natural gas). Today the amount of carbon dumped globally into the atmosphere corresponds, on average, to one ton per person on the planet, each year.

### IV. What does global warming mean?

- 1) It means that the sun comes out a lot more.
- 2) Global Warming, also known as Climate Change, refers to an increase in the earth's atmospheric and oceanic temperatures. We're already seeing changes. Glaciers are melting, plants and animals are being forced from their habitat, new diseases are threatening human life, and the number of severe storms and droughts is increasing. More than a million species worldwide could be driven to extinction by 2050.
- 3) A temporary warming of the planet.

### V. Some people say that there is no such thing as global warming. Who should I believe?

- 1) Most scientists world-wide agree that global warming is real, it's already happening, and that it is the result of our activities and not a natural occurrence. Is it worth gambling our future away when we could make a few easy changes now and protect ourselves?
- 2) Throughout history, there have always been periods of time that were warmer or colder. This is just one of those times and it will change.
- 3) Global warming is a hoax (a lie).

## Student Handout #1 — page 2 of 3 pages

The Iroquois Native American tribe based their decisions on seven generations. If the tribe considered doing something new, they would examine how their actions might affect the entire tribe for the next seven generations. If they discovered any negative side effects, they would not take that particular action. (“In every deliberation, we must consider the impact on the seventh generation... even if it requires having skin as thick as the bark of a pine.” —Great Law of the Iroquois)

Sadly, this philosophy has not been a part of the rest of the world’s approach to change. Many individuals and companies take action based on short-term benefit and only take responsibility for negative consequences when forced by local or national laws. From the invention of the car on forward, no one considered the long-term effects of filling the air with pollution, filling the oceans and rivers with chemicals, or manufacturing food and drugs with substances that were not studied long enough to determine whether or not they were safe for humans or the environment.

Our home, planet earth, is now suffering from many decades of bad decisions and we have created a situation that has led to our atmosphere becoming warmer and warmer. As the ice melts, we are seeing more and more earth changes that are dangerous to our health and our future. But it is not too late if we take action now.

We can solve this problem. Small changes to your daily routine can add up to big differences in helping to stop global warming. These changes do not have to put anyone out of work: we can create new jobs for Americans that help build a sustainable future. Musician and author Julie Lyonn Lieberman created *The Green Anthem* to inspire you, your families, and your friends to take action.

### What Can You Do?

Download your free **Student Kit** from [GreenAnthem.org](http://GreenAnthem.org) on the “materials” page. You will find guided suggestions regarding how to turn your community green. In addition to making some of the changes suggested below in your own home, you can present suggestions to your family and friends as well.

To begin with, choose one or two projects and try to inspire everyone around you to participate:

- Use eco-friendly light bulbs: replace a regular incandescent light bulb with a compact fluorescent light bulb (cfl). They use 75% to 78% less energy! That equals less CO2 released from your home.
- Avoid buying plastic and styrofoam products (bring a recyclable grocery bag to the supermarket) and recycle any plastics you do use. It takes 10 on up to 100 years (depending on conditions for each plastic bag to decompose!! Styrofoam never decomposes!
- Walk and bicycle short travel distances instead of using the family car.
- Move your thermostat down 2 degrees in winter and up 2 degrees in summer. Almost half of the energy we use in our homes goes to heating and cooling. You could save about 2,000 pounds of carbon dioxide a year with this simple adjustment.
- Choose energy efficient appliances when your family makes new purchases. Look for the Energy Star label on new appliances to choose the most efficient models. If each household in the U.S. replaced its existing appliances with the most efficient models available, we’d eliminate 175 million tons of carbon dioxide emissions every year!
- If your water heater is over five years old, you can wrap it in an insulation blanket or buy a waterless water heater. You’ll save 1,000 pounds (plus) of carbon dioxide a year with this simple action. You can save another 550 pounds per year by setting its thermostat no higher than 120 degrees Fahrenheit.
- Use less hot water. It takes a lot of energy to heat water. You can use less hot water by installing a waterless heater. If you use cold or warm water you can save 500 pounds or carbon dioxide a year.

*The Green Anthem* by Julie Lyonn Lieberman --- [GreenAnthem.org](http://GreenAnthem.org)

## Student Handout #1 — page 3 of 3 pages

Use a clothesline instead of a dryer whenever possible. You can save 700 pounds of carbon dioxide when you air dry your clothes for three to five months out of the year.

- Turn off electronic devices you're not using. Simply turning off your television, DVD player, stereo, and computer when you're not using them will save the environment from thousands of pounds of carbon dioxide a year. If you have appliances that use electricity even when turned off (you can tell, because the little light on the appliance will stay on), plug them into an electrical strip and turn the strip off at night.

### Class Discussion:

1) If a person owns a company or depends on a job at a company that increases pollution, what is the solution? Should the company be forced to spend a lot of money to be responsible to their community and to the planet? Should the company be closed down or replaced? Should everyone have a right to make as much money as they want no matter what effect they make on the environment? What solutions to this problem can you suggest?

2) What actions can you personally make to help reduce pollution?

3) How can you influence your family and neighbors?

4) Can one person make a difference?

Here is some useful information you can share with your students or use to facilitate discussion before they attempt to write their own lyrics:

*Every lyricist starts with a subject. That subject may be from their personal history — a good or bad memory — or from their thoughts and feelings about a topic. A song can tell a story, describe a person, place, or set of emotions, or consist of statements about a topic. This is the glue that holds the song together.*

*The lyricist has to make specific decisions for every song. Will the lyrics rhyme or not? If they rhyme in one verse, do they have to rhyme in the next? Does every sentence have to end at the cadence (the end of the musical phrase) or can it continue and tuck around into the next musical line? You can listen to some of your favorite songs at home to notice the solutions that your favorite artists have used. The lyrics in **The Green Anthem** rhyme, but that doesn't mean that you have to when you write your verses.*

*Most composers start by writing the lyrics and then they, or a partner, write a melody that will support the words. For instance, pop icon Elton John's biggest hits were written in collaboration with his lyricist, Bernie Taupin. Elton wrote the melodies and arrangements for Taupin's lyrics, and then performed and recorded each song.*

*Either the composer or a professional arranger will decide on the instrumentation (the instruments they will use to record or perform the piece) and set the arrangement (the chords, solo lines, length, introduction and ending, and so on.) Every once in a while, though, someone will write using a different process. For instance, Paul McCartney wrote the chords and melody for "Yesterday" first, and then sang it using the lyrics "scrambled eggs" over and over again until he thought of words that would work nicely with the melody. The song was such a big hit that it's been recorded by over 3,000 other artists worldwide!*

- 1) Show them the existing lyrics for **The Green Anthem** by Julie Lyonn Lieberman while they listen to Audio #1 (unison melody). You can also use audio examples #2 through #5.
- 2) Using the **Lyric-Writing Handout**, review the suggested topics for their lyrics (make it clear that they can come up with their own topics about the environment if they want). Challenge students to fill in their own lyrics above or below the melody line in pencil. Play the mp3 file of the melody while they are writing.
- 3) Invite students to read or sing their lyrics and lead a discussion about the strengths and weaknesses in their writing. After feedback, give students an option to continue to work on their lyrics to improve them.



You can use the **Lyric-Writing Accompaniment, mp3 #12** to help support your students' efforts as they create their own Green Anthem lyrics.

- Did she/he use a rhyme scheme? If not, point out how they shaped their lyrics without rhyming.
- Did he/she do a good job of communicating ideas through their lyrics?
- Are their ideas clear? Invite other students to interpret the meaning.
- Did he/she find an original way to express their thoughts?

Once each student's lyrics are finalized, you can use mp3 files of the accompaniments to support each student as he/she sings their lyrics; also check under "bonus scores" for new accompaniments for the lyrics. If there are students who feel uncomfortable with this, try to encourage them to sing their lyrics with the support of a stronger student or sing with them yourself. If necessary, use a volunteer to sing other student's lyrics.

Depending on the skill level, you may decide to invite your students to create their own arrangements/accompaniments or to even combine their lyrics into one final submission.

As discussed earlier in this manual, you may choose to hold the competition in the classroom and present the winners in concert rather than holding a public competition.

Optional: Teach the class the ASL sign language for the original set of lyrics and/or challenge students to figure out and teach one another the ASL language for their own lyrics. Go to [greenanthem.org](http://greenanthem.org) to download the ASL symbols from the Materials page.



## Handout #7: Lyric-Writing — page 1 of 3 pages

### Select a Topic

Now that you have worked on writing your own melodic variations for *The Green Anthem*, you are going to have a chance to write your own lyrics. Start by choosing a topic that is related to the environment so that you can focus your lyrics on that topic. Here are some suggested topics, but feel free to choose your own:

- the disappearance of hundreds of thousands of honey bees
- Polar bears that are trapped in areas of water where the ice has melted due to global warming, and they are drowning because they can't swim far enough to rest on floating ice
- how the rhythms of plants, insects, and birds are thrown off by spring starting earlier
- droughts and fires caused by global warming and the impact on people who live in those areas
- larger and stronger hurricanes and their effect on people's homes and lives
- the extinction of 112 species of frogs worldwide
- shifting ranges of disease-carrying mosquitoes and ticks
- we are all connected: what happens to one species affects every other species
- how you feel about growing up in a world that has not been taken care of by adults
- what you and your friends can do to make a difference to save the planet

### Write Freely About the Topic

Don't worry yet about writing the final lyrics. Write down as many thoughts as you can about your selected topic. If you want to write rhyming lyrics, choose certain key words and make lists of rhymes.

For instance, here is some of the prep work that Ms. Lieberman did before writing *The Green Anthem*:

First, she chose her topic: this is the only place we have to live and if we don't protect it, we will have no place left to go. Let's appreciate what we have and promise to take care of it.

Then, she wrote pages of thoughts and one-liners. Here is a short example of her free-flow list of experimental lyrics:

This is our home/We now promise to protect our home/This is our planet/The earth is our home  
/Skies of wonder, earth so pure

As she tried to find a rhyme for "home" that could be worked into the lyrics, notice how she worked her way through the alphabet before she decided to let go of that idea:

dome, flown, grown, hone, known, moan, shone, sown, stone, tone

She repeated this technique for every keyword (a word that she hoped she could use to end a phrase or thought) until phrases began to emerge that she could use for the song. She had to throw out a lot more ideas than she actually used in order to create her final verses.

If you want to work on this at home, you can use the **Lyric-Writing Accompaniment, mp3 #12** at [GreenAnthem.org](http://GreenAnthem.org) on the Materials page for support. Click on "audio" at the top of the page to find it.

# The Green Anthem Lyrics

by Julie Lyonn Lieberman

Fields of green  
Waves of blue  
Once so pure  
Once so new

*Chorus:*

This is the planet  
Sacred and true  
This is the planet  
Calling you

The earth feeds all  
Living things  
Big or small  
On foot or wings

*Chorus:*

This is the planet  
Sacred and true  
This is the planet  
Calling you

One nation's actions  
Affects us all  
Everyone  
Must heed this call

We now promise  
From this day  
We will try to  
Change our ways

*Chorus:*

This is the planet  
Singing to us  
Thanks for your promise  
Thanks for your trust

## Handout #7: Lyric-Writing — page 3 of 3 pages

Sketch out your ideas on a piece of scrap paper until you figure out your own lyrics. Then write it in below or above the staff. If you would like to write a new chorus, too, go ahead:

# The Green Anthem

Verse

Julie Lyonn Lieberma

Musical notation for the Verse of 'The Green Anthem'. It consists of three staves: Treble, Alto, and Bass clefs. The key signature has one flat (Bb). The melody is written in the Treble clef, and the accompaniment is in the Alto and Bass clefs. The piece is in 4/4 time and begins with a repeat sign. The melody consists of quarter notes and half notes.

Chorus

Musical notation for the Chorus of 'The Green Anthem'. It consists of three staves: Treble, Alto, and Bass clefs. The key signature has one flat (Bb). The melody is written in the Treble clef, and the accompaniment is in the Alto and Bass clefs. The piece is in 4/4 time. The melody features eighth notes, quarter notes, and a triplet of eighth notes. The accompaniment includes eighth notes, quarter notes, and a triplet of eighth notes.

Julie Lyonn Music  
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You may find that you will have to adjust the melody to fit your lyrics. Now that you have practised writing melodic variations on the melody, you have the skill to do this.

Name:

Topic:

Empty musical staff for writing lyrics. It consists of a single staff with a common time signature (C) and four measures.

Empty musical staff for writing lyrics. It consists of a single staff with a common time signature (C) and four measures.

# The Green Anthem Project: Student Kit

**GreenAnthem.org**

*“I pledge to planet earth  
that I will do everything in my power  
to create a safe, healthy environment  
for all living beings ...”*

Welcome and thanks for taking action. You can help save the planet!

Here are some easy, fun action steps that you and your friends can take in your community to make a difference. You can also go to **GreenAnthem.org** for more ideas, in the section titled “What can I do?”

Choose one of the following projects and follow the directions.

Please remember to always discuss anything you do with your parents and make sure that you always have at least one parent or a couple of friends with you if you approach a local store with a petition.

Let us know what you accomplish! You can e-mail us at **GreenAnthem@greenanthem.org** to tell us the details. We will post your success story on the website.

Be sure to include your name, your school (if applicable), town, and state, as well as the names of any friends, relatives, or classmates that helped you. Include the name of the store, and a description of the changes they made.

You can also send us up to three pictures of you and your friends/relatives/classmates working on your **Green Anthem** project.

If you make a video of any aspect of your project, upload your video to Utube (<http://www.youtube.com/>) and title it **Green Anthem Project at** (include the name of your school or town) and email us to let us know so that we can reference your video on **The Green Anthem** website.

*“Never doubt that a small group of thoughtful, committed citizens  
can change the world. Indeed, it is the only thing that ever has.”*

*- Margaret Mead*

# The Green Anthem: Local Projects

## Option #1: Petition a local business

1) Choose a local business that you want to turn green; look up their phone number in your local phone book or on the internet and call the store; explain **The Green Anthem Project**, by saying something like:

“Hello. I am a part of **The Green Anthem Project**. I go to (give the name of your school) and I would like to ask the manager of your store a few questions for our green project.”

If the manager isn't available, there may be someone else who can give you the answers. They will let you know.

Then ask them the following questions:

- Do you encourage shoppers to use paper instead of plastic at the register or in your advertising?
- Do you do anything to encourage your shoppers to bring a reusable shopping bag?
- Do you recycle glass and plastic in the store when your employees throw things in the trash [at the Deli counter, the fish counter, or back in workspace for the store — or whatever applies, depending on the type of business]?
- Do you use compact fluorescent light (CFL) bulbs in the store?

2) When you find a store that answers “no” to most of these questions, then use the petition in this kit and get signatures from your friends, teachers, parents, and relatives.

3) Call the store and make an appointment to speak with the manager; bring the petition to the local business you have chosen and present it to the manager; ask for the manager to let you know what the store plans to do.

4) If your school is planning a **Green Anthem** concert, invite the manager to come speak at the concert so that he or she can tell the assembly about the green changes they have made at their place of business.

5) When the store makes changes because of your petition, suggest that they hang the **Green Anthem** sign supplied in this kit in their window, and give them a copy. Let them know that they can download a larger-sized sign from the website on the page titled “What Materials Do I Need?” at:

**GreenAnthem.org**

Take a picture of the sign hanging in their window. Email it to **GreenAnthem@greenanthem.org** so that we can post it on the website.

# The Green Anthem: Local Projects

## Option #2: Petition your local Congressperson

Your local government has promised to represent the welfare of the people in his or her county and state. If enough citizens insist on an issue through petitions and phone calls, it is that representative's responsibility to address the problem. If you are not sure about who to contact and how to reach him or her, you can go to the following website to get that information:

<https://writerep.house.gov/writerep/welcome.shtml>

You can choose a green issue from your area or something that affects the entire country and collect signatures on a petition, or inspire your community to call your local representative.

1) Choose an important environmental issue that has meaning to you and do some research so that you have up-to-date information that you can share about it. Sadly, there are many issues to choose from, so you can start by choosing between issues that effect either air, earth, water, or global warming.

For ideas, follow the links provided at **GreenAnthem.org** on the bottom of the page titled "What Can I Do?"

2) Create a flyer that you can hand out and organize your classmates, friends, and family for a day at the local mall, supermarket, and wherever else you think is appropriate. Hand out the flyer and get signatures or inspire folks to call;

3) Make sure that your flyer explains the issue in a convincing manner, and supplies the reader with contact information (name and phone number) if you want them to make a call; include a brief description of **The Green Anthem Project**, so that they understand that you are a part of a nationwide student community project.

You can explain **The Green Anthem Project**, by saying something like: I am participating in a nationwide effort through American schools to reduce greenhouse gases, clean up the environment, and educate Americans about what they can do to create a sustainable future for our planet.

4) If your school is planning a **Green Anthem** concert, invite them to come if your teacher thinks that is a good idea.

5) Send a report and photos to **GreenAnthem.org** so that we can post your efforts on the website.

### Option #3: Organize a clean-up group

If there is a park, a pond or river, or someplace else that's public in your town, and it has garbage on the ground, you can organize a group of friends to go there with plastic gloves and garbage bags to clean it up. You might even write a "letter to the editor" and submit it to your town's newspaper to describe your project. If there are no public garbage pails in that location, you can even mention that in your letter, and ask that the town put one there.

### Option #4:

Choose something in your school that you want to change. Here are a few suggestions:

- Change over to biodegradable lunch trays or plates or cups, if your school uses Styrofoam. Styrofoam takes forever to biodegrade (break down) and is harmful to the health of all living things;
- Ask for beverages that come in waxed cardboard or glass bottles instead of plastic because plastic bottles take a long time to biodegrade;
- Request that the school adds recycling bins for glass, plastic, cardboard, and printer cartridges;
- Make sure that your school changes over to CFL (compact fluorescent light bulbs). Create a petition. Once you've gathered signatures, bring that petition to the principal of your school,

### Option #5:

Throw a party to make reusable shopping bags and ask each student to give the bag they've made to their parents or friends to use. Or, you can stand outside of your local supermarket and give them away. For directions, use the Internet search engine to look up "free directions to make a reusable grocery bag" and choose your favorite design. Some sites will show you how to make them from items you already have in your house, while others will help you make them from fabric (like canvas) that you can buy at the local fabric store. It's pretty easy!

On the following two pages, you will find a petition that you can use (or refer to as a model for your own petition) and a sign that you can give store owners in your community if they participate in **The Green Anthem Project**. Add blank pages to the petition for your community's signatures.

If you would like to start an online petition and email friends and relatives to sign it, you can go to: <http://www.thepetitionsite.com> or google the word "petition" to find other sites.

Good luck and thanks for supporting the future of our planet!

# The Green Anthem Petition

## GreenAnthem.org

*I pledge to planet earth that I will do everything in my power to  
create a safe, healthy environment for all living beings ...*

We, the students of \_\_\_\_\_,  
*Name of School*  
are writing to invite \_\_\_\_\_ to  
*Name of Business*

help us create a more sustainable earth. The name and location of your store will be included on the GreenAnthem.org website. If you institute these changes and are a part of a chain nationwide, please send your logo to [greenanthem@greenanthem.org](mailto:greenanthem@greenanthem.org) and you will be listed on the endorsements page with a link to your website.

You can download a sign to place in your store window at “What Materials Do I Need?” at [greenanthem.org](http://greenanthem.org) to let the community know that you have become a green store or business.

You can reduce your carbon footprint by making the following changes in your store:

- Encourage shoppers to use paper instead of plastic at the register and in your advertising.
- Do anything you can to encourage your shoppers to bring a reusable shopping bag.
- Recycle glass and plastic in the store when your employees throw things in the trash [at the Deli counter, the fish counter, or back in the workspace for the store — whatever applies, depending on the type of business].
- Switch over to compact fluorescent light (CFL) bulbs.

**On the average, how long will it take for these everyday items to biodegrade? Think about or research the damage they will they do to wildlife and human life while they are breaking down:**

- |  |   |
|--|---|
| 1. Paper: 2-4 Weeks                              | 7. Rubber Boot Sole: 50-80 Years                    |
| 2. Banana Peel: 3-5 Weeks                        | 8. Tin Can: 80-100 Years                            |
| 3. Wool Cap: 1 Year                              | 9. Aluminum Can: 200-400 Years                      |
| 4. Cigarette Butt: 2-5 Years (or more)           | 10. Plastic 6-pack Holder: 450 Years                |
| 5. Disposable Diaper: 10-20 Years                | 11. Glass Bottles: A Very, Very Long Time (Forever) |
| 6. Hard Plastic Container: 20-30 Years (or more) |   |
- The Green Anthem* by Julie Lyonn Lieberman --- [GreenAnthem.org](http://GreenAnthem.org)



**This business is participating in  
THE GREEN ANTHEM  
PROJECT**

**Come inside and ask us what  
we are doing to help turn  
this community green ...**

*I pledge to planet earth that I will do  
everything in my power to create a safe, healthy  
environment for all living beings ...*

**GreenAnthem.org**