



Smithsonian Folkways Recordings

ENVIRONMENTAL Songs FOR kids



COCO KALLIS

ENVIRONMENTAL SONGS FOR KIDS

1. If We Don't Fix It (Calypso Version) (2:54)
2. Recycle (2:19)
3. Water, Water (3:53)
4. Pretty Paper (2:12)
5. God Bless the Grass (3:25)
6. The Strangest Dream (2:28)
7. Don't Dump Trash (2:33)
8. What Have They Done to the Rain? (4:00)
9. When We First Came to This Land (2:25)
10. Keep Off the Beach (5:18)
11. Let It Be (1:39)
12. If We Don't Fix It (Blues Version) (3:21)

LEARNING ABOUT THE ENVIRONMENT and how to preserve it is fun when you learn through singing. These singable songs in a variety of styles feature guitar, mandolin, banjo, and other instruments. New compositions and environmental classics are sung by Vermont musician/schoolteacher Coco Kallis. Booklet contains song texts, bibliography, resource list, and activities parents and teachers can use to educate children about environmental concerns. 37 minutes.

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CD
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- 1. If We Don't Fix It (Calypso Version)** (2:54)
(Greenberg, Kallis/Upstreet Music, BMI)
- 2. Recycle** (2:19)
(Kallis/Upstreet Music, BMI)
- 3. Water, Water** (3:53)
(Bob Reid)
- 4. Pretty Paper** (2:12)
(Bill Oliver)
- 5. God Bless the Grass** (3:25)
(Malvina Reynolds/Schroeder Music, ASCAP)
- 6. The Strangest Dream** (2:28)
(Ed McCurdy/Almanac Music)
- 7. Don't Dump Trash** (2:33)
(Jill Jarboe)
- 8. What Have They Done to the Rain?** (4:00)
(Malvina Reynolds/Schroeder Music, ASCAP)
- 9. When We First Came to This Land** (2:25)
(Oscar Brand/TRO-Ludlow, BMI. New words by Greenberg/Upstreet Music, BMI)
- 10. Keep Off the Beach** (5:18)
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- 11. Let It Be** (1:39)
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Curator's Introduction

WITH OUR GROWING population, spreading industrialization, and consumer-oriented production, human beings are continually poisoning the air, the soil, the groundwater, and the seas. Frogs are disappearing, coral reefs are dying, forests are shrinking, smoke from burning clearings closes airports and chokes children and adults alike. In most cases the damage is not deliberate — it is the result of something else, undertaken without much concern for the effects. By calling attention to the consequences of our actions, these songs help children not only to understand that the world we live in needs taking care of, but to think of ways we can try to improve it.

These notes are designed for parents and teachers alike. They include a brief summary of the subject matter, and ways children can be more immediately aware of the issues and involved in working to improve our treatment of the environment. The bibliography and Web sites provide ample avenues for further investigation.

*Anthony Seeger, Curator and Director
Smithsonian Folkways Recordings*

If We Don't Fix It (Nobody Else Will) Environmental Songs for Kids

WHEN I WAS A LITTLE GIRL in Maine, I spent a lot of time walking in the woods, talking to frogs by the pond, playing on the beach, watching the clouds go by — and often singing. All of nature felt like my good friend. Back then, I never worried about environmental issues like pollution, acid rain, or the ozone layer.

Today I live in Vermont and still like to spend time with nature...and to sing as I go. But now I also know that there are things on this planet that need fixing, so that all of us — critters, humans, trees, flowers, bugs, grass — can continue to enjoy a friendly, beautiful, and healthy world. And I know that if each of us doesn't do his or her part to fix this world, nobody else will do it for us.

The songs on this recording remind us all to take good care of our wonderful planet. They can be enjoyed and sung by folks of all ages. I hope that kids will sing them, that grownups will sing them with each other, that grownups will sing them with kids, and that people will sing them by themselves — at home, in school, or simply as you go.

Coco

A Note on Singing with Children

THE NATURAL RANGE of a child's voice is much narrower and higher than an adult's. When adults sing with children, they often make the mistake of pitching songs in a range that is comfortable for themselves but that is too low for young voices. As a result, many children have difficulty singing in tune. The songs on this recording are in keys that should allow children to sing in their natural range and to experience their true singing voices. I encourage adults not to change the keys when singing these songs with children but to stretch their own ranges if necessary. You can do it! Have fun singing!

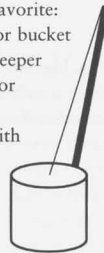


Coco Kallis and children recording "Recycle."

A Note on the Music

THESE ARE RELATIVELY simple songs to learn by ear and to play on piano or guitar. Most use just a few chords. (We have indicated the keys and guitar/capo positions with the lyrics.) While we hope you will like the way we have arranged and performed them here, we encourage you and your children to make your own arrangements and to use whatever instruments you have handy. These might include such found (recycled!) "instruments" as jugs and bottles (experiment with ways to make sounds by blowing across, or humming into, their openings), old-fashioned washboards (great for rhythm), and tin can shakers (experiment with different kinds of beads, gravel, or other materials). Kids also love kazoos, which are inexpensive and can be found in most music stores. (Try making your own, too. Use wax paper for the vibrating diaphragm.)

The washtub bass is an old favorite: Any kind of metal or plastic tub or bucket will do. The bigger the tub, the deeper the sound. Turn it over and drill or punch a small hole in the center. Insert a hook-eye and secure it with a washer and lock nut inside the tub. Use a broomstick for the neck. Drill a hole in one end of the stick, and cut a slot across the other end. The slotted end fits on the rim of the inverted tub (if it has one). Tie one end of a piece of heavy cord to the hook-eye. Thread the other end of the cord through the hole in the "neck," wrap it around a few times, and tie it. The cord should be fairly taut when the stick's slot is seated on the rim and the stick is held straight up.



To play the bass, hold the stick with your left hand, and place your left foot on the edge of the tub to hold it down. Pluck the cord with your right hand. Change the pitch of the note by moving your left hand up and down the neck, holding the string. Or change the tautness of the string by pivoting the neck back and forth. Or combine both of the first two methods. (In addition to being fun, making instruments is a great way to explore the science of sound with children.)

Rainsticks are also fun and easy. Take a long cardboard tube (or tape several shorter ones together), and pound nails through the tube close together in a spiral (the nails will interweave inside the tube). Fill the tube with rice, beads, beans, etc. Close up both ends. Tilt it at an angle and hear the rain.

We also encourage you and your kids to make up new words to these (and other) songs. Add verses about environmental issues in your community. Make up your own songs, too.



The Songs

1. IF WE DON'T FIX IT

Key = C# (guitar in C, capo 2nd fret)

Coco Kallis, vocal; Paul Miller, harmony vocal, bass, percussion; Mark Greenberg, acoustic and electric guitars; Bill Kinzie, percussion; Jeff Salisbury, percussion

Performed with a gentle Caribbean rhythm, this song presents a series of environmental issues and reminds us that everyone has a responsibility for working to resolve them.

This big old planet that we live on, / What in the world is going wrong? / The water's slimy. / The trees are bare. / The weather's wacky. / What's that in the air? / We can blame it on power; we can blame it on greed. / I can blame it on you; you can blame it on me. / We could call for the doctor; we could call for the nurse. / We could wait for tomorrow and watch it get worse.

Chorus: But if we don't fix it, nobody else will. (4x)



This big old planet, home sweet home, / If we don't watch it, it'll soon be gone. / The jungle's shrinking, the dumps are packed, / The rain's gone sour, the ozone's cracked. / So who's gonna save it — the President? / The United Nations? The government? / The big corporations: X, Y, Z? / We all gotta do it — you and me.

Chorus

This big old planet — we'd be amazed / At what will happen when we change our ways. / We'll drink cool water and smell sweet air; / We'll all breathe easy, everywhere. / We'll have plenty of power from a friendlier sun. / We'll have a lot less worries and a lot more fun. / Yeah, we'll all feel better — the birds and the bees, / The fish and the people, the grass and the trees.

Chorus

2. RECYCLE

Key = E

Coco Kallis, vocal; Paul Miller, harmony vocal, bass; Mark Greenberg, guitar; Chuck Eller, synthesizer; The Recycle Singers (Krista Charron, T.J. Coffrin, Malary Graves, Jacob Scheckman, Emma Yorra), back-up vocals

Recycling is one of the most important and popular environmental movements in many parts of the industrialized world. Partly because of the value of the recyclable materials, the expense of creating more landfills, entrepreneurial businesses, and the cooperation of large sections of the population, recycling is available in many cities and towns. In spite of its popularity, recycling reduces, but does not by itself resolve, the problems that cause environmental decay. Still, children can easily be involved in recycling activities. This is a good song to sing while sorting, washing, and doing whatever needs to be done to prepare the materials for pickup (regulations vary from community to community).

First you wash a can, then you squash a can, / Then you put it in a bag where you have lots of cans. / Then you take it right down to the recycling bin; / You open up the bag and you throw them right in.

Chorus: We recycle when we can. / Why put it in the dump if you can use it again?

When you drink all the juice out of the plastic jugs, / You line them all up on the dining room rug. / You tie them all together with a piece of string; / You take them to the bin and you throw them right in.

Chorus

When everybody's finished with the daily news, / You put them in a stack 'til you have quite a few. / You tie them all up and you take them to the bin; / You lift them up high and you put them right in.

Chorus

Peanut butter, honey, anything that comes in glass, / When it's empty we can use it, so don't put it in the trash. / Separate the colors into clear and brown and green; / Take them to the bin and put them right in.

Chorus

Please recycle when you can. / Don't put it in the dump when you can use it again.

3. WATER, WATER

Key = D

Coco Kallis, lead and harmony vocal; Paul Miller, harmony vocal, bass; Mark Greenberg, guitar; Chuck Eller, percussion; Mark Lavoie, harmonica

One of the biggest challenges facing many countries is an impending shortage of water. Irrigation, industry, agriculture, and residences all compete for the same flow. Often those who live downstream have to suffer with pollution from those upstream. In some parts of the country insufficient water is supplemented by drilling for ancient water deposits underground — which will probably run out. If everyone is to have access to water, we will need to learn to conserve water, and to keep it clean for further uses.

Water, water, everywhere, and not a drop to spare. / Water in the ground and water in the air. / Though it may evaporate, it never goes away. / It stays on top of mountains, melts, and flows into the bay.

Chorus: Animals need water, people need it, too. / Keep it clean for me, and I'll keep it clean for you. (2x)

You can take a shower in it. / You can wash your hair. / You can wash your clothes or wash your teddy bear. / Really clean water is getting kind of rare. / If you want to save it, people have to care.

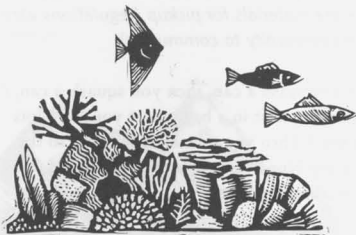
Chorus

Water is rain. / Water's a flood. / Water turns dirt into mud. / Sometimes water's blue, and sometimes water's green. / Sometimes water's dirty, and sometimes water's clean.

Chorus

They say the ocean's filling up with stuff like DDT. / It shows up in the fish and then in you and me. / If we drink enough of it, we'll end up in bed. / If we drink too much of it, we may wind up dead.

Chorus



4. PRETTY PAPER

Key = C# (guitar in C, capo 2nd fret)

Coco Kallis, vocal; Paul Miller, harmony vocal, bass; Mark Greenberg, guitar; Gene White, fiddle; Jeremiah MacClain, accordion; Jeff Salisbury, frottoir

This lively, Cajun-style song reminds us that paper comes from trees and makes a musical argument for paper recycling and reduction.

Chorus: Pretty paper, pretty trees / Pretty forest, pretty please. / Pretty easy saving trees. / Please recycle, pretty please.

A stack of paper short as me / Saves a forty-foot pine tree. / Think of all the news I need. / Think of all the trees I read.

Chorus

Would you believe the old trash can / Is where the forest often lands? / Thrown away with so much ease / In the road and in the breeze.

Chorus

5. GOD BLESS THE GRASS

Key = E minor

Coco Kallis, vocal; Paul Miller, bass; Mark Greenberg, guitar, mandolin

Written in 1964, this song continues to be a powerful paean to nature's ability to prevail over the determined attempts of humans to transform environments. From fragile new shoots to strong tufts, grass reclaims even cement driveways, sidewalks, and roads. Ecosystems can have regenerative powers. And, like grass, the truth is powerful, too.

God bless the grass that grows through the crack. / They roll the concrete over it and try to keep it back. / The concrete gets tired of what it has to do; / It breaks and it buckles and the grass grows through. / And God bless the grass.

God bless the truth that fights toward the sun. / They roll the lies over it and think that it is done. / It moves through the ground and reaches for the air, / And after a while it is growing everywhere. / And God bless the grass.

God bless the grass that grows through cement. / It's green and it's tender and it's easily bent. / But after a while, it lifts up its head / For the grass is living, and the stone is dead. / And God bless the grass.

God bless the grass that's gentle and low. / Its roots they are deep, and its will is to grow. / And God bless the truth, the friend of the poor, / And the wild grass growing at the poor man's door. / And God bless the grass.

6. THE STRANGEST DREAM

Key = B \flat (guitar in G, capo 3rd fret)

Coco Kallis, vocal; Paul Miller, harmony vocals, bass; Mark Greenberg, guitar; Andy Sacher, mandolin

This is an old (1950), enduring, and hopeful song about world peace. Warfare is one of the most environmentally damaging human activities. Weapons consume scarce resources, are usually made to dispose of on other people's lands, and are difficult to recycle. Bombs, poisons, gases, land mines, unburied corpses, and the disruptions of traditional human care of land and water have had a disastrous effect on environments as well as on human populations in many parts of the world. Both humans and ecosystems recover slowly from these traumas. This song looks forward to a day in which the nations of the world agree to abandon war, throw their weapons down, and dance together.

Last night I had the strangest dream / I've never dreamed before; / I dreamed the world had all agreed / To put an end to war.

I dreamed I saw a mighty room. / It was full of women and men, / And the papers they were signing said / They'd never fight again.

And when the papers were all signed / And a million copies made, / They all joined hands and bowed their heads, / And grateful prayers were prayed.

And the people in the street below / Were dancing round and round, / And guns and swords and uniforms / Lay scattered on the ground.

Last night I had the strangest dream / I've never dreamed before; / I dreamed the world had all agreed / To put an end to war.



7. DON'T DUMP TRASH

Key = E

Coco Kallis, vocal; Paul Miller, bass; Mark Greenberg, guitar; Chuck Eller, piano; Bill Kinzie, drums, tambourine

One step to cleaning up the environment is making children and adults aware of the effects on the environment of our actions, including the way we dispose of trash. This song presents the problems with dumping trash on the ground, in the water, in the air, and in space — all of which are affected by careless disposal.

Don't dump trash on the ground. / Don't dump trash on the ground. / It hurts the flowers and the trees, and it'll hurt you and me. / So don't dump trash on the ground.

Don't dump trash in the sea. / Don't dump trash in the sea. / It hurts the fish and the whales from their fins down to their tails. / So don't dump trash in the sea.

Don't dump trash in the air. / Don't dump trash in the air. / All the birds want to fly through a pretty, clean sky. / So don't dump trash in the air.

Don't dump trash on the moon. / Don't dump trash on the moon. / It fills the craters and the cracks on the front and on the back. / So don't dump trash on the moon.

Don't dump trash anywhere. / Don't dump trash anywhere / Except in the dump where it's all in a lump. / No, don't dump trash anywhere.

So don't you dump your trash around here. Oh, yeah.

8. WHAT HAVE THEY DONE TO THE RAIN?

Key = B (guitar in G, capo 4th fret)

Coco Kallis, vocal; Paul Miller, bass; Mark Greenberg, guitars, mandolin

Malvina Reynolds wrote this song about the danger of fallout (carried by rain) from the atom and hydrogen bombs. Today, we may be more concerned about the dangers of nuclear (atomic) power plants. We are also now aware of the dangers of acid rain, unfortunately making this song even more relevant.

Just a little rain, falling all around. / The grass lifts its head to the heavenly sound. / Just a little rain; just a little rain. / What have they done to the rain?

Just a little boy standing in the rain, / The gentle rain that falls for years. / And the grass is gone, and the boy disappears, / And rain keeps falling like helpless tears. / What have they done to the rain?

Just a little breeze out of the sky. / The leaves bow their heads as the breeze blows by. / Just a little breeze with some smoke in its eye. / What have they done to the rain?

9. WHEN WE FIRST CAME TO THIS LAND

Key = C

Coco Kallis, vocal; Paul Miller, bass; Mark Greenberg, banjo, mandolin

In new words to a familiar song, "When I First Came to This Land," these lyrics describe some of the problems that settlement of the New World has created. But there is still time and there are ways to rectify them. If the melody seems familiar, it is: one of its most familiar relatives is "Twinkle, Twinkle, Little Star."

When we first came to this land, / It was green, and it was grand. / So we said we'd settle in, / And we did what we could.

And we settled in for thick and thin; / And the land was sweet and good, / And we did what we could.

When we first came to this land, / We called its people "Indians." / Then we took away their land, / And we did what we could.

And the Indians mourned for their land; / And we settled in for thick and thin; / And the land was sweet and good, / And we did what we could.

When we first came to this land, / We built our towns and cities grand. / Cars and chimneys belching smoke, / While we did what we could.

And the city smoke, it made us choke; / And the Indians mourned for their land; / And we settled in for thick and thin. / We forgot the land, so sweet and good, / While we did what we could.

For many years we've ruled this land; / It's time to save it while we can. / Clean it, share it, make it grand; / Then we'll do as we should.

We can make it grand once again; / We can stop the smoke, before we choke. / Let all peoples' lands belong to them. / When we help the land be sweet and good, / Then we've done what we could.

10. KEEP OFF THE BEACH

Key = C# (guitar in C, capo 2nd fret)

Coco Kallis, vocal; Paul Miller, harmony vocal, bass; Mark Greenberg, guitar; Andy Sacher, mandolin; Gene White, fiddle; Bob Yellin, banjo, harmony vocal

This song, written after an oil tanker spilled 11 million gallons of crude oil into Prince William Sound, in Alaska, in 1989, brings environmental issues home to children and parents in a very concrete way. Going to the beach on a hot day only to find it is too polluted to enjoy is something everyone can relate to. So is the necessity of protecting our skin from the ultraviolet rays that used to be better blocked by the ozone layer. Beaches are increasingly being closed due to pollution by human waste, oil, or other pollutants. As a result, we can't enjoy some of the things we used to enjoy so much, and it may get worse.

Last summer was a hot one; it sizzled and we stewed. / The air was thick and muggy; we needed something cool to do. / So we headed for the water, and for some sandy ground, / But when we reached the nearest beach, / Here is what we found:

Keep off the beach. / Stay off the beach. / This beach is closed today. / The water's full of garbage. / This beach is closed today. / Keep

off the beach. / Stay off the beach. / This beach is closed today. / They're dumping in the ocean. / This beach is closed today.

We went on a vacation — up to Alaska fair / To see the crystal waters, and breathe that Arctic air. / We went down to the coastline, to walk the craggy shore, / But the rocks were black, and looking back, / This sign is what we saw:

Stay off the rocks. / Keep off the rocks. / These rocks are closed today. / We spilled a little oil. / These rocks are closed today. / Stay off the rocks. / Keep off the rocks. / These rocks are closed today. / The captain wasn't looking. / These rocks are closed today.

We found a beach that's open; "Clean enough," they said. / But watch out for the hot sun; / It'll turn you worse than red. / There's a hole in the ozone layer, way up in the atmosphere, / That lets in rays (even on cloudy days), / So cover up — you hear?

Watch out for the sun. / Keep out of the sun. / Stay out of the sun today. / The ozone layer's damaged. / Stay out of the sun today. / Watch out for the sun. / Keep out of the sun. / Stay out of the sun today. / There's bad rays in the sunshine. / Stay out of the sun today.

Keep off the beach / Stay off of the rocks / Watch out for the sun....

11. LET IT BE

Key = E minor

Coco Kallis, vocal; Paul Miller, bass; Mark Greenberg, guitar; Kathy Light, recorder; Stephen Light, recorder

"Take only photographs; leave only footprints" is a good metaphor for using the environment lightly, so that it can maintain itself. This song makes that point in a quiet but forceful way.

When you walk in the forest, let it be. /
There's a flower in the woods, let it be. /
There's a flower in the wood, / And it's innocent and good, / By the stone where it stands, let it be.

Let it be, let it be. / It's so lovely where it is, let it be. /
Though you want it for your own, if you take it from its place, /
It will not be what it is when you loved it where it stood in the wood.

Let it be, let it be. / It's so lovely where it is, let it be. /
It's so lovely where it is, let it be. /
It's a thoughtful child, innocent and mild, /
By the stone, by the reed, let it bloom, let it seed. Let it be.

12. IF WE DON'T FIX IT (Blues Version)

Key = C# (guitar in A, capo 4th fret)

Coco Kallis, vocal; Paul Miller, harmony vocal, bass; Paul Asbell, slide guitar; Mark Greenberg, guitar; Chuck Eller, piano; Bill Kinzie, drums; Mark Lavoie, harmonica

Here, with a totally different musical treatment, is the song that opened the recording. The lessons from the previous songs make the moral even clearer: if we don't fix it, it won't get fixed. And we need to start now.

Same lyrics as calypso version.



Home and School Activities

SINGING SHOULD ALWAYS be fun in itself, and kids love to sing. But singing can also help us think and learn about important things. The following are just a few of the many activities that can be used in connection with these songs. They are primarily intended for elementary-school-age children, but, of course, may be adapted for older children and adults as well.

The songs themselves are a great place to start. For each song ask: What is the song about? What are the environmental issues or problems? What causes these problems? And always: What can we do?

Take field trips whenever possible, starting with your own community or neighborhood. School buses and cars are great places for singing. It's also fun to sing while walking as a group.

Discussion questions and activities related to the songs:

1. If We Don't Fix It (Nobody Else Will)

- What is an ecosystem? What kind of ecosystem do you live in? Identify local species of plants and animals. Are any of them endangered? How can you help protect them? What are other endangered or extinct species? How is your ecosystem related to

larger (regional, state, national, global) ecosystems? How can any of us hope to "fix" something as large as a global ecosystem? Discuss the concept of interconnectedness and of the cumulative effect of each person doing what he or she can, however little.

- Start locally — in your home, school, neighborhood. Are your home and school environmentally friendly? Make a check list so you can see what needs fixing, and keep track of everybody's jobs.
- Keep a weather journal. Compare your findings with historical records. Has the weather been changing? How? Why?
- Test for air pollution: Rub a thin coat of Vaseline over the centers of index cards. Tape cards onto a flat surface in several different locations. Write the name of the location on the top of the card, and leave the cards in position for a day. Gather the cards, and compare what has collected on them. Use a magnifying glass for a closer look at the pollution. Try to identify the sources.
- What is the ozone layer? Why is it necessary? What kinds of pollution affect it? How

do political and economic factors affect the environment?

- What can you do to help raise other people's awareness and to bring about changes? Discuss such forms of activism and protest as letter campaigns, boycotts, local demonstrations, and petitions.

2. Recycle

- What kinds of things can be recycled? Does your community have a recycling center? Does your family recycle?
- What is biodegradable? Put soil in several different containers. Pick out different items from the garbage. (Make sure some are, in fact, biodegradable.) Bury the litter in the soil. Empty the contents once a week to observe the changes, and keep a journal of the results.
- Start a compost heap. Why is a compost heap different from a pile of garbage?
- Visit your local recycling center. See how things are separated. Find out where they go. What happens to them? What do they become?
- Think of ways you can recycle or reuse common items in your home or school.

3. Water, Water

- While it is always best to visit natural habitats, you can also make your own aquariums or terrariums to represent a freshwater pond, a marsh, an earthworm farm, an ant farm, a hardwood or coniferous forest, even a landfill.
- Study the water cycle. What are the sources of water? Where does your water come from? How can you use less water? How does water get polluted?
- Adopt a section of a river or stream in your area. Visit it often, and help to keep it clean. Keep a journal of your activities.

4. Pretty Paper

- Why are trees valuable? What do they give us? What do we take from them? What are the differences between taking and receiving from nature?
- Adopt a local tree and keep a journal (include drawings, photos, leaf prints, bark rubbings) of its annual cycle. Help to care for the tree. Try guided imagery: You are a bird, squirrel, or chipmunk living in this tree. What is it like? Write your thoughts after each experience.

- Plant trees (with permission) at your school and other places in your community. What kinds of trees are best for what kinds of places and purposes?
- Make paper. See the resource list, below, for books that tell you how.

5. God Bless the Grass and 11. Let it Be

- Encourage environmental appreciation: Spend time outdoors. Go for walks. Have kids pick a special place to visit several times and observe. Keep a record of these visits in a journal. Include pictures, thoughts, poems, photographs.
- Make and play grass whistles. How many different types of grass can you find? How do different types of grass make different sounds?
- Why do we need forests? What is clear-cutting, and what are its effects? How can we best manage our forests?

6. The Strangest Dream

- Why do people fight? Why is it important to prevent fights and wars? What would you do to prevent fighting? Study some wars

over a wide historical period. What did they have in common? How can learning about war help prevent more wars?

- What are the environmental consequences of war? Does war affect more than just people? How?

7. Don't Dump Trash

- Take a trash walk. Collect the trash you see (wear gloves; a pointed stick makes a good paper stabber). Identify the types and sources of the trash. Where and how should the different types of trash be disposed of or recycled? Why do people litter? How can we prevent littering?
- Learn about water absorption: Set a carrot or leafy plant in water colored with food coloring. After a few days, cut the carrot or other roots to trace the path the water has taken. Think about the liquid toxins that are dumped in the soil and where those toxins might end up.
- Discuss the advantages and disadvantages of paper and plastic bags at the supermarket. What are some alternatives to either?

8. What Have They Done to the Rain?

- Study the bombings of Hiroshima and Nagasaki. *Sadako and the Thousand Paper Cranes* (see bibliography) is an excellent resource. Why did these events take place? Did they need to?
- Why do some people favor nuclear power? Why do others oppose it? Write to environmental groups that focus on nuclear dangers.
- What is acid rain? What causes it? What can be done to reduce the amount of acid rain?

9. When We First Came to This Land

- Who are Native Americans? Which nations lived in your area when settlers first arrived in America? Are there any Native Americans still living in your area? How did their ancestors view the earth? What can we learn from them?
- Research crops grown in early Native American gardens. Plant your own garden modeled on theirs.
- Where have other Americans come from? Where did your family originally come from? Why did your family come to

America? What was life like in the “old country”? What kind of climate did it have? What did your ancestors eat and wear? Assemble a family history, including interviews, photographs, old letters.

10. Keep Off The Beach

- Why do we use so much oil? What are other sources of energy? Which are the safest?
- What besides spilled oil pollutes the ocean? How does it get there? Bring in samples of plastic six-ring can holders, plastic milk lids, and other common items that have been known to kill ocean animals that try to eat them or that get caught in them. How can we dispose of these things in a safe manner? How else might these items be packaged?
- Research endangered ocean species. Why are they endangered?
- Research and discuss the ozone layer and why we need to be careful about exposure to the sun.

11. Let It Be

See #5 (*God Bless the Grass*).

ACTIVITIES AND SONGS BY THEME

Obviously, many of the above questions and activities overlap. You might, therefore, group activities and songs according to such themes as:

Water: “Water, Water,” “What Have They Done to the Rain?,” “Keep Off the Beach”

Trash and recycling: “Recycle,” “Don’t Dump Trash,” “Pretty Paper”

Pollution: “Don’t Dump Trash,” “What Have They Done to the Rain?,” “Keep Off the Beach”

Nature: “God Bless the Grass,” “Let It Be,” “What Have They Done to the Rain?,” “Water, Water,” “Pretty Paper”

Activism (changing things): “If We Don’t Fix It,” “When We First Came to This Land,” “The Strangest Dream,” “What Have They Done to the Rain?”

History: “The Strangest Dream,” “What Have They Done to the Rain?,” “Keep Off the Beach”

Resources for Further Study and Activities

BOOKS

- AVR *Teacher’s Resource Guide for Solid Waste and Recycling Education*. Susan Pedicord. Association of Vermont Recyclers.
- Cadutto, Michael. *Keepers of the Earth*. Golden, Colorado: Fulcrum, 1997.
- Coerr, Eleanor, and Ed Young (Illustrator). *Sadako and the Thousand Paper Cranes*. Putnam Publishing Group, 1993.
- Damkoehler, Dianna Dee, with Helen Gehrenbeck. *This Planet is Mine*. New York: Scholastic Professional Books, 1995.
- Heller, Jules. *Papermaking*. New York: Watson-Guptill, 1978.
- Lingelbach, Jennifer R. (Editor), and Edward Epstein (Illustrator). *Hands-On Nature: Information and Activities for Exploring the Environment With Children*.
- Lowery, Linda, and Betty Botts. *Earthwise: Teaching Guide*. Minneapolis: Carolrhoda Books, 1993.

- _____, and Marybeth Lorbiecki, and David Mataya (Illustrator). *Earthwise at School: A Guide to the Care and Feeding of Your Planet*. Minneapolis: Carolrhoda Books, 1993.
- Petrash, Carol, and Donald Cook (Illustrator). *Earthways: Simple Environmental Activities for Young Children*. Mt. Rainier, Maryland: Gryphon House, 1992.
- Seabury, Debra L. *Earth Smart!/Ready-To-Use Environmental Activities for the Elementary Classroom*. West Nyack, N.Y.: Center for Applied Research in Education, 1994.
- Schwartz, Linda, and Beverly Armstrong (Illustrator). *Earth Book for Kids: Activities to Help Heal the Environment*. Santa Barbara: Learning Works, 1990.
- Sheehan, Kathryn, and Mary Waidner. *Earth Child 2000: Earth Science for Young Children: Games, Stories, Activities, and Experiments*. Tulsa: Council Oak Books, 1998.
- _____, and Angela Lowry (Illustrator). *Earth Child: Games, Stories, Activities, Experiments & Ideas About Living Lightly on Planet Earth*. Tulsa: Council Oaks Books, 1994.

ORGANIZATIONS/WEB SITES

- Center for Global Environmental Education. <cgee.hamline.edu>. Global links to resources.
- Earth Day. <www.earthday.org>, <www.cfe.cornell.edu/EarthDay/projects/classroom.html>.
- Environmental Education Link. <www.eelink.net>. Follows the Key Principles of Environmental Education in developing and organizing Internet resources for environmental education in grades K-12.
- Environmental Education Network. <www.envirolink.org/enviroed>. Resources on the Internet.
- Environmental Organization Web Directory. <www.webdirectory.com>. For searches in such categories as agriculture, horticulture, animal rights.
- North American Association for Environmental Education. <www.naaee.org>. A network of professionals and students throughout North America and in over 55 countries takes a cooperative, nonconfrontational approach to promoting education about environmental issues.

Project Learning Tree. <www.plt.org>. An interdisciplinary environmental education program for educators working with students in pre-K through grade 12; helps students gain awareness and knowledge of the natural and built environment, their place within it, as well as their responsibility for it.

Quest of the Ring Leaders. <www.ringleader.com/quest/welcome.html>. A fully interactive cyber-adventure and environmental resource for students of all ages.

Recycling. <www.sover.net/~recycle>. Many towns, areas, states have recycling associations and Web pages. This is the Association of Vermont Recyclers'.

Sharing Environmental Education Knowledge. <www.seek.state.mn.us/>. Interactive directory of environmental education resources.

The Wild Ones. <www.thewildones.org>. A network of over 20,000 children, teachers, and conservation professionals in 25 countries; provides students ages 7 to 14 opportunities for international, cooperative science activities.

CREDITS

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— MG & CK

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ABOUT SMITHSONIAN FOLKWAYS

FOLKWAYS RECORDS was founded by Moses Asch in 1948 to document music, spoken word, instruction, and sounds from around the world. In the ensuing decades, New York City-based Folkways became one of the largest independent record labels in the world, reaching a total of nearly 2,200 albums that were always kept in print.

The Smithsonian Institution acquired Folkways from the Moses Asch estate in 1987 to ensure that the sounds and genius of the artists would be preserved for future generations. All Folkways recordings are available on high-quality audio cassettes or by special order on CD. Each recording is packed in a special box along with the original LP liner notes.

Smithsonian Folkways Recordings was formed to continue the Folkways tradition of releasing significant recordings with high-quality documentation. It produces new titles, reissues of historic recordings from Folkways and other record labels, and in collaboration with other companies also produces instructional videotapes and recordings to accompany published books and other educational projects.

The Smithsonian Folkways, Folkways, Cook, Paredon, and Dyer-Bennet record labels are administered by the Smithsonian Institution's Center for Folklife Programs and

Cultural Studies. They are one of the means through which the Center supports the work of traditional artists and expresses its commitment to cultural diversity, education, and increased understanding.

You can find Smithsonian Folkways Recordings at your local record store. Smithsonian Folkways, Folkways, Cook, Paredon, and Dyer-Bennet recordings are all available through:

Smithsonian Folkways Mail Order
955 L'Enfant Plaza, Suite 7300
Washington, DC 20560-0953
phone (202) 287-7298
fax (202) 287-7299
orders only 1 (800) 410-9815
(Discover, MasterCard, Visa, and American Express accepted)

For further information about all the labels distributed through the Center, please consult our Internet site (<http://www.si.edu/folkways>), which includes information about recent releases, our catalogue, and a database of the approximately 35,000 tracks from the more than 2,300 available recordings (click on "database search").

Or request a printed catalogue by writing to: Catalogue, Smithsonian Folkways Recordings, 955 L'Enfant Plaza, SW, Suite 7300, Smithsonian Institution, Washington,

DC 20560-0953, USA. Or use our catalogue request phone: (202) 287-3262, or e-mail: folkways@aol.com

FOLKWAYS AT 50

THIS 50TH ANNIVERSARY honors the Folkways legacy and launches the Folkways Trust Fund. The fund will enable Folkways to preserve its historical collection at the Smithsonian Institution through the use of emerging technologies. Major sponsors include: BMI (The American Performance Rights Organization), Columbia Records and Sony Music Entertainment, KOCH International, Smithsonian Institution Center for Folklife Programs and Cultural Studies, *Smithsonian* Magazine, and TRO (The Richmond Organization). For information on how to become a sponsor, contact Anthony Seeger, Director, Smithsonian Folkways Recordings, by phone at (202) 287-3251 or by e-mail at tony@folkways.si.edu

ENVIRONMENTAL SONGS FOR KIDS

COCO KALLIS

1. If We Don't Fix It (Calypso Version) (2:54)
2. Recycle (2:19)
3. Water, Water (3:53)
4. Pretty Paper (2:12)
5. God Bless the Grass (3:25)
6. The Strangest Dream (2:28)
7. Don't Dump Trash (2:33)
8. What Have They Done to the Rain? (4:00)
9. When We First Came to This Land (2:25)
10. Keep Off the Beach (5:18)
11. Let It Be (1:39)
12. If We Don't Fix It (Blues Version) (3:21)

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