

Getting a **Green** Streak: Environmentalism as Vehicle for Social Change  
Australia- An Ancient, Delicate and Unique Environment

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It would appear that the environment is finally becoming a priority in the United States. Al Gore's film *An Inconvenient Truth* caused quite a stir and spurred on debate regarding global warming. The July 17<sup>th</sup>, 2006 Newsweek featured "The New Greening of America" as their cover story. Hybrid cars are in such high demand there are waiting lists for models like the Toyota Prius. All of this is very encouraging.

Encouraging, but environmentalism in America remains inconsistent. In the wake of Hurricane Katrina, it was the price of gasoline that weighed heavy on the American mind, not the root causes of catastrophic weather patterns. Rather than consider the ramifications of land use and abuse, it was far more compelling to think about from where the next barrel of crude oil might be coming. One imagines that it was that very query that prompted one of my students to suggest "Why don't we just start drilling in Alaska?"

Why indeed.

This rather cavalier attitude that initially offended my (oft called rabid) environmentalist tendencies eventually saddened me. My student was being earnest. His lack of awareness regarding the disastrous consequences of rolling back National Park regulations is not his fault. In New Hampshire, we have a deficit of focused curriculum addressing environmental issues. For example, in our current curriculum frameworks- which are being overhauled- the environment appears as a topic only in connection to Economics and Geography. In my particular district, Geography is not offered as an individual secondary level course. The autonomy of school districts in New Hampshire can be as detrimental as it is liberating. We do not have the same curriculum emphasis district to district.

Students who are approaching voting age must be examining critical issues. The discrepancy that exists between delivery of an environmental curriculum and the creation of informed citizens is substantial and disturbing. It is my hope, through studying the trends in Australia, American students will become more concerned and active on behalf of the environment in their own country. Perhaps if students strive towards conservation rather than consumption, the idea of simply drilling in Alaska, or the Gulf of Mexico for that matter, will become unthinkable.

To this end, the curriculum project that follows includes four lessons. Each one is focused on aspects of environmentalism evident in a range of forms and time periods in Australia. Lesson 1 is concerned with the development of the Green Party as a significant advocate for environmental activism and policy both in Australia and the world. Lesson 2 offers students an opportunity to research and portray the viewpoints of various Australians who have truly made the environment a priority in their lives and work. Lesson 3 asks students to compare Native American viewpoints of the earth with that Australian Aboriginal land use concerns through the eyes of Chief Seattle and Bill Neidjie. Lastly, the fourth lesson involves the analysis of song lyrics as a backdrop for social commentary or protest from bands that have championed environmental awareness in Australia.

## **Standards**

### **New Hampshire Curriculum**

As it currently stands, the New Hampshire state frameworks for Social Studies are being re-evaluated. The new document is pending approval and will be released by this Spring 2007. In the interim, a draft document has been posted on [www.nheon.org/content/social/themes.htm](http://www.nheon.org/content/social/themes.htm) . The standards that follow are taken from the latest update available for the new frameworks.

*Getting a Green Streak: Environmentalism as a Vehicle for Social Change* addresses the following New Hampshire Social Studies Themes:

- 1.1 Conflict and Cooperation
- 1.2 Civic Ideas, Practices and Engagement
- 1.3 People, Places and Environment
- 1.5 Cultural Development, Interaction, and Change
- 1.8 Individualism, Equality and Authority
- 1.9 Patterns of Social and Political Interaction
- 1.10 Human Expression and Communication

The unit also seeks to incorporate the following New Hampshire Essential Skills for Social Studies:

- Differentiating past, present, and future change over time
- Detecting cause and effect, distinguishing fact from opinion, recognizing biases
- Evaluating and critiquing varied sources of information and the use of primary and secondary sources, and technology to acquire information
- Expressing clearly and concisely personal opinion supported by evidence
- Calculating effects of decisions and decision making
- Solving individual and group problems

### **Australian Learning Area: Society and Environment**

This unit can be utilized to address the following outcomes:

1. Investigation, Communication and Participation
2. Place and Space
3. Resources
4. Culture
5. Time, Continuity and Change
6. Natural and Social Systems
7. Active Citizenship

Taken from: <http://www.curriculum.wa.edu.au/pages/framework/framework00.htm>

## Essential Questions

As students examine the myriad of issues surrounding the Australian environment, they will consider the following:

- How crucial is the conservation, protection and care of the environment to our modern society? Is this a perennial global issue or just for the countries that make it a priority? Why do some countries have a more pervasive environmental consciousness than others? Who is setting the example of conservation as policy in practice? Who is falling behind or seems apathetic?
- What constitutes being an ‘environmentalist’? What about being ‘green’? Is it insulting or demeaning to use terms like ‘tree-hugger’? Would you consider yourself one? At the conclusion of this unit, has your definition of an environmentalist changed? Has your self-assessment changed? Why? Why not?
- Who are the people that have truly made a difference as advocates for the environment in both Australia and the United States of America? How can we as current caretakers and responsible citizens learn from their example?
- Can the Green Party ever be more than a marginal or minor political party? Is being Green a just matter of politics? Is it a general mindset/lifestyle choice? Could it be a question of morality? Is it truly a matter of survival? What makes you think so?
- Are there events that could serve as the springboard of a renewed, more vocal and active environmental movement? The possibility of world-wide whaling laws being banned, drilling for oil in the Gulf of Mexico, re-evaluation of National State Park protections are all on the table in the global environmental discussion. What would have to happen to move you as an individual to be more active on behalf of the environment?
- How have modern standards of living caused the ebbs and flows of environmentalism? What are the priorities and values of indigenous populations regarding the environment? Describe the legacy of Aboriginal and Native American populations for future generations. How do they see conservation and land use? Are those views still relevant? Why? Why not?

## **Objectives**

After completing the unit, students will be able to:

- A) Name and describe the contributions of prominent or significant Australian environmentalists.
- B) Identify watershed events in Australia's environmental history.
- C) Understand and present the varying perspectives of Australian environmentalism and opposing viewpoints.
- D) Develop and defend their own views regarding the most crucial issues facing both Australia and the global environmental situation.
- E) Recognize the platform of the Green Party in both Australia and the world's political trends.
- F) Analyze music lyrics for social commentary and recognize such as an element of social protest.

## **Lesson 1 An Investigation into the development of the Green Party in Australia**

**Objective:** Through readings, research and the collection of oral histories, students will gain an understanding of the history and development of the Green Party in Australia and be aware of the Global Greens as an international political party.

**Task:** Students will create a retrospective magazine that commemorates the founding of the Green Party in Australia, the adoption of the Charter of the Global Greens in Canberra, 2001 and chronicles the significant events leading up to them.

**Required Resources:** Access to print and electronic media, library access, newsprint, art supplies, construction paper. Students may also be encouraged to incorporate technology into their products by using software such as Publisher and similar programs.

**Duration:** Four ninety-minute blocks (in a block schedule). This can be modified to accommodate different school day schedules and time spent on the project at home. The first three blocks can be designated for research and writing of components, one final block can be used for construction of final product.

**Requirements:** Students' magazines must contain the following components

- Profiles of two current Green Party leaders
- An editorial that incorporates primary source/oral history opinions expressed when students conduct a 4-8 question interview that focuses on perceptions of the Green Party
- A student designed political cartoon that reflects an aspect of the Green Party's platform
- Three articles that each describe one significant event, campaign or issue for the Green Party in Australia

**Extension/Enrichment:** If there is a journalism class or school newspaper, enlist their help for editing, publishing and distribution of student magazines. Particularly in the USA, incorporate the project into Earth Day activities near the 20<sup>th</sup> of April.

**Getting a Green Streak**  
**Green Party Commemorative Magazine Project**  
**Student Task Sheet**

**Task:** Working either individually or with a partner, you will create a retrospective magazine that commemorates the founding of the Green Party in Australia, the 2001 adoption of the Charter of the Global Greens in Canberra, and highlights the significant events leading up to them.

**Requirements:** Your final product must contain the following components

- Profiles of two current Green Party Leaders- this should include a brief biography of the person, where they currently serve (if elected), what their main environmental causes or focal points are and any other interesting or relevant information about them.
- An editorial that incorporates primary source/ oral history opinions expressed when you conduct a 4-8 question survey/interview that focuses on the Green Party and how they are perceived.
- A student designed political cartoon that reflects an aspect of the Green Party's platform
- Three student authored articles- each describing one significant event, campaign or issue for the Green Party in Australia.

**Assessment:** You should be viewing the above assignment as a test grade. Each component is worth 25 points, totaling 100 points.

## Lesson 2 Environmental Allies and Activists

**Objective:** Through biographical and primary source research, students will study prominent environmentalists in Australia and be able to portray their views in a simulation/roundtable discussion.

**Required Resources:** Access to both print and electronic media, library access, *Green Power: Environmentalists Who have Changed the Face of Australia* by Christine Williams

**Duration:** 2-3 ninety-minute blocks for research, one ninety-minute block for simulation activity.

**Task:** Students will compile 1-2 page profile summaries about one of the following people (either by choice or instructor assignment):

- Bob Brown
- Dorothy Butler
- Henrietta Kaye
- Barbara Hardy
- Aila Keto
- Ian Kiernan
- Kathleen Lahany
- Geoff Mosely
- Albert Namatjira
- Bill Neidjie
- Eric Rolls
- Vincent Serventy
- David and Thistle Stead
- Ted Trainer
- Olegas Truchanas
- Peter Dombrovskis
- Judith Wright
- Myles Dunphy
- Milo Dunphy

Students should include the following in their profiles-

- A brief biographical summary.
- If they are still living, where are they now?
- What environmental/conservation issues were/are most dear to them?
- What environmental issues facing Australia now are they or would they be actively involved in addressing?
- What is their significance to the Green/conservation/environmental movement in Australia?
- In your opinion, what do you feel is most meaningful about this person's contributions to Australia and the protection of its environment? Be specific.

Profiles can be full-fledged research papers emphasizing written expression and research skills or they may be as basic as a general outline with bulleted notes. This is at the discretion of the instructor.

**Procedure:** Once students have completed their research and organized their profiles, they should be prepared to portray their assigned environmentalist in a roundtable discussion forum. They will discuss issues facing the Australian environment and the conservationist/sustainability community. It may be appropriate to include agenda items that are pertinent and pressing to the town/city/state in which they live.

Arrange classroom such that students are in a circle and have the ability to see one another.

Be sure that students have name placards so that they may identify who is portraying which environmentalist.

Allow students to go around and introduce themselves as their roles, taking care to emphasize their particular causes/contributions.

The instructor shall play the role of the moderator, and lead discussion (at least initially). Prepare a list of discussion topics and allow students to respond both individually and to one another. Depending on time constraints, it may be necessary to limit response/rebuttal time.

After discussion, have students respond to the following in writing:

- Other than their particular person, who did they find interesting or compelling to learn about?
- Who seems to have been the most crucial in setting the tone for Australia's current environmental consciousness? Why?
- What issues were brought up that they would like to investigate further? Are there environmental concerns that they may be more attentive to as a result? Which ones? How do they intend to be more active on behalf of the environment?

Compile student responses and share them with the class. Which trends are apparent? Are they active or apathetic? Are they surprised by their level of consciousness or complacency? Why? Why not?

**Getting a Green Streak  
Student Task Sheet  
Environmental Allies and Activists**

Once you have chosen or been assigned a certain Australian environmentalist, you need to research the following aspects about them:

- A brief biographical summary
- If they are still living, where are they now?
- What environmental/conservation issues were/are most dear to them?
- What environmental issues facing Australia now are they or would they be actively involved in addressing?
- What is their significance to the Green/conservation/environmental movement in Australia?
- In your opinion, what do you feel is most meaningful about this person's contributions to Australia and the protection of its environment? Be specific.

When you have all of your information, you will construct a profile about that person in 1-2 pages. Check with your instructor regarding format. (outline, research paper, etc).

Then- begin preparations for a roundtable discussion during which you will be portraying your focus person. Given what you know about them, how would they feel about certain environmental issues? How would they react to opposing viewpoints? What reasons would they give for their actions or current stance on present issues? Be specific, and remember you are representing the views of the person you studied, not necessarily your own.

### **Lesson 3 Comparing Indigenous Views of the Land Through Chief Seattle and Bill Neidjie**

**Objective:** Through reading, analysis and comparison, students will draw parallels between the sentiments expressed by Chief Seattle (c.1786-1866) and Big Bill Neidjie (c.1911-2002)

**Required Resources:** Quotes from Chief Seattle and Bill Neidjie

<http://www.powersource.com/gallery/people/seattle.html>

Australia's Kakadu Man Bill Neidjie by Big Bill Neidjie, Stephen Davis, Allan Fox

Video- *Kakadu Man*

**Duration:** One ninety-minute block

**Procedure:** Distribute quotes from both men to students. As they examine the readings have them consider the following for either written response, discussion, or both (at the instructor's discretion):

- What are the main concerns of each man? How are they similar? What are some differences?
- Is it noteworthy that these two men lived over a span of more than 200 years and are expressing discomfort regarding white/Balanda settlement and land exploitation? What does that indicate about trends among Indigenous populations and their attitudes toward their surroundings? Which priorities does the view of their white counterparts seem to reflect? What makes you say so?

**Extension/Enrichment:**

- Using a Venn diagram, have students compare and contrast the views of Chief Seattle and Big Bill Neidjie. The completed diagram can serve as an organizational tool for both discussion and essay writing.
- Show *Kakadu Man*. Instruct students to take notes as they watch, and based on their observations, construct additional scenes for current environmental issues. Be sure that students are considering the views of Bill Neidjie as they write their skits. Have students present their scenes to their classmates in small groups.

**Getting a Green Streak**  
**Indigenous Views of the Land**  
**Student Task Sheet**

Working with the quotes that you have been given from Chief Seattle and Big Bill Neidjie, answer the following questions as completely as possible.

- What are the main concerns of each man? How are they similar? What are some differences?
- Is it noteworthy that these two men lived over a span of more than 200 years and are expressing discomfort regarding white/Balanda settlement and land exploitation? What does that indicate about trends among Indigenous populations and their attitudes toward their surroundings? Which priorities does the view of their white counterparts seem to reflect? What makes you say so?

**Getting a Green Streak  
Student Handout Sheet  
Chief Seattle and Big Bill Neidjie**

**Chief Seattle Quotes:**

We know that the white man does not understand our ways. One portion of the land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother, but his enemy - and when he has conquered it, he moves on. He leaves his fathers' graves, and his children's birthright is forgotten.

The Indian prefers the soft sound of the wind darting over the face of the pond, the smell of the wind itself cleansed by a midday rain, or scented with pinon pine. The air is precious to the red man, for all things are the same breath - the animals, the trees, the man.

When the buffalo are all slaughtered, the wild horses all tamed, the secret corners of the forest heavy with the scent of many men, and the view of the ripe hills blotted by talking wires, where is the thicket? Where is the eagle? Gone.

<http://www.powersource.com/gallery/people/seattle.htm>

**Big Bill Neidjie Quotes:**

First people come to us,

They started and run our life....quick

They bring drink.

First they should ask about fish, cave, dreaming but....

they rush in

They make school...teach.

Now Aborigine losing it,  
losing everything.

Nearly all dead my people,  
my old people gone.

Each man he stay....

stay on his own country.

He can't move his country....

so he stay there,

stay with his language.

Language is different....

like skin.  
Skin can be different,  
but blood the same.  
Blood and bone....  
all same.  
Man can't split himself.

This ground and this earth....  
like brother and mother.

Trees and Eagle....  
you know eagle?  
He can listen.  
Eagle our brother,  
like dingo our brother.

We like this earth to stay,  
because he was staying for ever and ever.

We don't want to lose him.  
We say "Sacred, leave him."

Goanna is dead because they cutting its body off us,  
Cutting up our mother's belly,  
grandpa's bones.  
They squash him up....  
no good,  
and carve up our earth....  
no good.

Australia's Kakadu Man Bill Neidjie by Big Bill Neidjie, Stephen Davis, Allan Fox

#### **Lesson 4 Music with a Message-Interpreting Lyrics Inspired by Australia's Landscape, Ecology and Environment**

**Objective:** By analyzing the lyrical content of songs written by Australian musicians, students will recognize the environmental and social commentary being made in popular music within the last 30 years

**Required Resources:** Lyrics from and recordings of the following songs

- “Beds are Burning” by Midnight Oil
- “Blue Sky Mining” by Midnight Oil
- “Company Sin” by The John Butler Trio
- “The Dead Heart” by Midnight Oil
- “Solid Rock” by Goanna
- “There’ll Come a Time” by The John Butler Trio

**Duration:** One to two ninety-minute blocks

**Procedure:** Break students into small groups of approximately 4-6 students. Give each group a set of lyrics. In larger classes, repeats of song are not a problem.

Hand out the task sheet that includes the following directions:

With your group, read the lyrics that you have been given. When you finish, come to consensus about and be prepared to share the following:

- A) Whose perspective is being described here (beyond the band’s)? What is the major theme present?
- B) What images or pictures came to mind as you read? Describe them.
- C) Choose three significant lines. Why have you picked them? How do they contribute to the overall meaning of the song?
- D) What is the general tone or feeling of the lyrics? Did this change when you actually heard the song? Why or why not?
- E) Does the author/artist seem to have a message or intent here? If so, what is it? What makes you feel as you do? Be specific.

If you are able to play the songs for students, play them one at a time, discussing student responses after hearing each song. If listening is not possible, have students present their findings group by group.

#### **Extension:**

- For each issue addressed by the lyrics- mining, Aboriginal land rights, conservation, etc- have students conduct research about current status and situations for each. What is the recent turn of events regarding these concerns in Australia?
- Find American musicians and artists who are environmentally conscious. (For example- Neil Young, Ani DiFranco, R.E.M ) Compare and contrast their lyrics with the Australians’. How are they similar? How are they different?

**Getting a Green Streak**  
**Lyric Sheet for Lesson 4**  
**Beds are Burning- Midnight Oil**

Out where the river broke  
The bloodwood and the desert oak  
Holden wrecks and boiling diesels  
Steam in forty five degrees

The time has come  
To say fair's fair  
To pay the rent  
To pay our share  
The time has come  
A fact's a fact  
It belongs to them  
Let's give it back

How can we dance when our earth is turning  
How do we sleep while our beds are burning  
How can we dance when our earth is turning  
How do we sleep while our beds are burning

The time has come to say fair's fair  
to pay the rent, now to pay our share

Four wheels scare the cockatoos  
From Kintore East to Yuendumu  
The western desert lives and breathes  
In forty five degrees

The time has come  
To say fair's fair  
To pay the rent  
To pay our share  
The time has come  
A fact's a fact  
It belongs to them  
Let's give it back

How can we dance when our earth is turning  
How do we sleep while our beds are burning  
How can we dance when our earth is turning  
How do we sleep while our beds are burning

The time has come to say fair's fair  
To pay the rent, now to pay our share  
The time has come, a fact's a fact  
It belongs to them, let's give it back

How can we dance when our earth is turning  
How do we sleep while our beds are burning

**Getting a Green Streak**  
**Lyric Sheet for Lesson 4**  
**Blue Sky Mining- Midnight Oil**

There'll be food on the table tonight  
There'll be pay in your pocket tonight

My gut is wrenched out it is crunched up and broken  
My life that is lived is no more than a token  
Who'll strike the flint upon the stone and tell me why?

If I yell out at night there's a reply of blue silence  
The screen is no comfort I can't speak my sentence  
They blew the lights at heaven's gate and I don't know why

Chorus  
But if I work all day on the blue sky mine  
(There'll be food on the table tonight)  
Still I walk up and down on the blue sky mine  
(There'll be pay in your pocket tonight)

The candy store paupers lie to the shareholders  
They're crossing their fingers they pay the truth makers  
The balance sheet is breaking up the sky

So I'm caught at the junction still waiting for medicine  
The sweat of my brow keeps on feeding the engine  
Hope the crumbs in my pocket can keep me for another night

And if the blue sky mining company won't come to my rescue  
If the sugar refining company won't save me

Who's gonna save me?

Chorus

And some have sailed from a distant shore  
And the company takes what the company wants  
And nothing's as precious  
As a hole in the ground

Who's gonna save me?  
I pray that sense and reason brings us in  
Who's gonna save me?  
We've got nothing to fear

In the end the rain comes down  
Washes clean the streets of a blue sky town

**Getting a Green Streak**  
**Lyric Sheet for Lesson 4**  
**Company Sin- The John Butler Trio**

Ben got a job, at the mine along the way  
He said everything was fine until that fateful day  
that's when his life started to change,  
the day he went to help and go blow up that mountain range  
he been moved to town a year ago or maybe more  
straight out of high school,  
the whole he had in store,  
Wanted to travel, needed some dough  
everybody worked the mines why should he say no

But don't ask him why,  
He can't explain, why  
now things for him have changed  
It's not his land  
They're not his songs  
he can't work out why he don't belong  
Part of the company  
Part of the company  
Part of the company sin  
Won't someone please tell the lad when humbug did begin.

Now legend has it,  
or so they say  
The bones of an ancient people,  
yeh that's where they lay  
And their descendants hold close to heart,  
oh that mountain range Ben was helping to blow apart  
And so I said things for Ben weren't quite right  
now he's waking up screaming man every single night  
Hearing voices in different tongue  
The screaming of the old  
yeah the screaming of the young

Don't ask him why,  
He can't explain, why  
why now he feels its so much pain  
It's not his land  
They're not his songs  
he can't work out why he don't belong  
part of the company  
Part of the company  
Part of the company sin  
Wont someone please tell the lad when humbug did begin.

Now Ben's moved on  
Job left him a while back  
Now he's thanking God that his boss gave him the sack.  
But in the mirror, yes he can face  
The day he stopped helping go blow up that sacred place

now he ain't  
part of the company  
part of the company

## **Getting a Green Streak**

### **Lyric Sheet for Lesson 4**

#### **The Dead Heart- Midnight Oil**

We don't serve your country  
Don't serve your king  
Know your custom don't speak your tongue  
White man came took everyone

We don't serve your country  
Don't serve your king  
White man listen to the songs we sing  
White man came took everything

We carry in our hearts the true country  
And that cannot be stolen  
We follow in the steps of our ancestry  
And that cannot be broken

We don't serve your country  
Don't serve your king  
Know your custom don't speak your tongue  
White man came took everyone

We don't need protection  
Don't need your land  
Keep your promise on where we stand  
We will listen we'll understand

We carry in our hearts the true country  
And that cannot be stolen  
We follow in the steps of our ancestry  
And that cannot be broken

We carry in our hearts the true country  
And that cannot be stolen  
We follow in the steps of our ancestry  
And that cannot be broken

Mining companies, pastoral companies  
Uranium companies  
Collected companies  
Got more right than people  
Got more say than people  
Forty thousand years can make a difference to the state  
of things  
The dead heart lives here

**Getting a Green Streak**  
**Lyric Sheet for Lesson 4**  
**Solid Rock- Goanna**

Out here nothin' changes, not in a hurry anyway  
You feel the endlessness with the comin' of the light o' day  
We're talkin' about a chosen place  
You wouldn't sell it in a marketplace, well  
Well just a minute now

Standing on solid rock  
Standing on sacred ground  
Living o-on borrowed time  
And the winds of change are blowin' down the line  
Right down the line

Round about the dawn o' time, When dreamin' all began  
A crowd o' people came  
Well they were looking for their promised land  
Were running from the heart of darkness  
Searching for the heart o' light  
Well it was their paradise

But they were standin' on - solid rock  
Standing on sacred ground  
Living on borrowed time  
And the winds of change were blowing cold that night  
Oh

They were standin' on the shore one day, Saw the white sails in the sun  
Wasn't long before they felt the sting, white man, white law, white gun  
Don't tell me that it's justified, 'cause somewhere, someone lied  
Yeah well someone lied, someone lied, genocide  
Well someone lied.

And now you're standing on - solid rock  
Standing on a sacred ground  
Living on borrowed time  
And the winds of change are blowin' down the line

Solid rock, Standing on sacred ground  
Living on borrowed time  
And the winds of change are blowing down the line  
Solid rock, Standing on sacred ground  
Living on borrowed time  
And the winds of change are blowing down the line  
Oh-oh-oh no, NO

**Getting a Green Streak**  
**Lyric Sheet for Lesson 4**  
**There'll Come a Time- The John Butler Trio**

There'll come a time  
When you may want just a little more  
Society's luxuries are not what you had in store.  
They offer no security for your soul.  
So Mother Earth is what you need  
Maybe this is what you are looking for.

Oh Mother Earth  
Got to respect her  
She's all around me  
Under my feet you know I got to remember,  
Mother Earth  
Got to defend her.  
And to defend her I must respect myself  
You know I got to remember  
I must remember.

There'll come a time  
When we can't take anymore  
When the air that we breathe  
Has left us rotten to the core  
And the water that we drink  
You know its no good to drink any more  
Do we have to let it go,  
Do we have to let it go this far?

Beautiful moon shining over the ocean  
Don't you know I'll do it all for you.  
Give up my days and my tomorrows  
If the words I singing are not true.  
Cause in this world and the others  
Not a thing that I wouldn't do  
Mother Earth your in my soul.  
It's my blood you're running through.

Must respect myself to respect her,  
Must respect myself to Defend her.  
Must respect myself to respect her.  
Must respect myself

**Getting a Green Streak**  
**Lyrical Analysis**  
**Student Task Sheet**

Working with your small group, read the lyrics that you have been given. When you finish, come to consensus about and be prepared to share the following:

- A) Whose perspective is being described here (beyond the band's)?  
What is the major theme present?
- B) What images or pictures came to mind as you read? Describe them.
- C) Choose three significant lines. Why have you picked them? How do they contribute to the overall meaning of the song?
- D) What is the general tone or feeling of the lyrics? Did this change if you actually heard the song? Why or why not?
- E) Does the author/artist seem to have a definite message or intent here? If so, what is it? What makes you feel as you do? Be specific.

## **Getting a Green Streak Resource List**

### **Books**

Brown, Bob. Memo for a Saner World. Australia, Penguin Books, 2002

Davis, Stephen, Allan Fox, and Big Bill Neidjie Australia's Kakadu Man Bill Neidjie. Darwin, Resource Managers, 1986

Doyle, Timothy.  
Green Power: The Environment Movement in Australia. Sydney, University of New South Wales Press, 2002

Parkin, Sara. Green Parties-An International Guide. London, Heretic Books, 1989

Williams, Christine.  
Green Power: Environmentalists Who Have Changed the Face of Australia. Melbourne, Lothian Publishing Company, 2006

### **Video**

Kakadu Man. Dir. Michael Balson. Film Australia, 1990

### **Web sites**

#### **NH Standards**

<http://www.nheon.org/content/social/socialframe.htm>

#### **Australia Learning Areas**

<http://www.curriculum.wa.edu.au/pages/framework/framework00.htm>

#### **Green Party**

[www.global.greens.org.au/charter.htm](http://www.global.greens.org.au/charter.htm)

[www.greens.org.au](http://www.greens.org.au)

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#### **Chief Seattle**

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#### **Lyrics**

[www.lyricsdownload.com](http://www.lyricsdownload.com)

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Building environmental consciousness in grades 9-12

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