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Teaching and Learning Across the Curriculum

Good Garbage

Unit Essential Question

How can I use music to evaluate and communicate information about the effects of pollution on people and the environment

PROJECT DESCRIPTION
In this project, students will examine the effects of pollution on the ecosystem in a musical way! This project includes students creating new lyrics to a song about pollution. Students step into role as lyricists and use music to help humans understand the causes and effects of pollution around them.

LEARNING TARGETS

"I Can…"

- Write song lyrics that explain the various types of pollution

- Create an adaptation for a song that relates to pollution and its effects on the environment

- Rehearse and Perform a song for an audience

Project Description	Learning Targets
In this project, students will examine the effects of pollution on the ecosystem in a musical way! This project includes students creating new lyrics to a song about pollution. Students step into role as lyricists and use music to help humans understand the causes and effects of pollution around them.	"I Can…": ● Write song lyrics that explain the various types of pollution ● Create an adaptation for a song that relates to pollution and its effects on the environment ● Rehearse and Perform a song for an audience

ESSENTIAL QUESTIONS

• How can I use music to evaluate and communicate information about the effects of pollution on people and the environment?

STANDARDS

Curriculum Standards	Arts Standards
S3L2. Obtain, evaluate and communicate information about the effects of pollution (air, land, and water) and humans on the environment. **ELAGSE3RI6:** Distinguish their own point of view from that of the author of a text	**M3GM.1**: Singing, alone and with others, a varied repertoire of music. **M3GM.5:** Composing and arranging music within specified guidelines. • Create rhythmic motives and enhance literature. • Compose simple melodic patterns. • Arrange rhythmic patterns creating simple forms and instrumentation.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Garbage • Pollution • Compost • Biodegradable/non-biodegradable • Reduce, reuse, recycle	● Lyrics: the words of a song ● Verse: writing arranged with a metrical rhythm, typically having a rhyme ● Chorus: writing arrangement that is a repeated section of a song ● Genre: category of a musical composition

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• Conservation	such as a rap, ballad, etc...

TECHNOLOGY INTEGRATION

- YouTube video: Tom Chapin: Good Garbage Song, Pretty Planet Song (1979) American School in London-https://youtu.be/GXSBHlLdboQ
- Footprint Calculator website – http://www.carbonfootprint.com/calculator.aspx
http://web.stanford.edu/group/inquiry2insight/cgi-bin/i2sea-r2b/i2s.php?page=iscfc#

http://footprint.wwf.org.uk/

- www.padlet.com
- www.quavermusic.com

ASSESSMENTS

Formative	Summative
• Teacher will check for appropriate usage of unit vocabulary through their song writing.	• **Project 2 Rubric (See Download)**

MATERIALS

- Recycled materials
- Computer/tablet if using padlet
- Post it Notes
- Science journals

Activating Strategy (5- 10 min)

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Good Garbage   Pollution Matters   3rd Grade
Project *2 of 3*
Approx. Duration of Project: 2 days of 30 -45 minutes

- Review the list **Suggested Collected Items** (See Downloads) and find 5-6 items to bring into the classroom. With the class, use Padlet (www.padlet.com) to generate ideas with the class on how we can reuse the items.
- In whole group, use Footprint calculator and discuss their reactions and how their footprint can be improved.

Footprint Calculator website – http://www.carbonfootprint.com/calculator.aspx
http://web.stanford.edu/group/inquiry2insight/cgi-bin/i2sea-r2b/i2s.php?page=iscfc#

Main Activity

PART 1

- Watch YouTube Video: "Good Garbage" (https://youtu.be/GXSBHILdboQ)**.** Discuss in whole group vocabulary such as compost, biodegradable/non-biodegradable, recycle, reuse and reduce.
- As a whole group, discuss the author's purpose of writing the song. Why is it catchy? Discuss the rhythm, chorus, verse, rhyme, alliteration, stanza, poems, etc.
- As a whole group, discuss well-known songs that students may like to use to create/write a class pollution song. Students will create a chorus for a new pollution song. Discuss the elements of the song in relation to the ELA standards **main idea** and **supporting details**. Separate into 4 groups and have students create verses for the four categories: air, land, water and conservation.

      *Strategically assign your students to homogenous groups.

PART 2

- Review "Good Garbage" song in whole group.
- Have the students revise or edit their assigned part for their song.
- Come up with music for the class song using Quaver or GarageBand.

Extension: Students can also create their own instruments to create their music for their group's songs.

REFLECTION

Reflection Questions

- *What was the author's purpose for writing the song?*
- *What is the main idea? What are the details in the song?*
- *How does the tone of the song make you feel?*

DIFFERENTIATION

BELOW GRADE LEVEL:
Provide students with the lyrics from the "Good Garbage" song to use as a model for writing their verses including sentence frames and a word bank.

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ABOVE GRADE LEVEL: Students will create their own version of a pollution song.

EL STUDENTS:
Have students choose 3-5 key vocabulary words from the vocabulary list generated in project one to include in their verse.
Provide all EL students with the lyrics from the "Good Garbage" song to use as a model for writing their verses.

ADDITIONAL RESOURCES

http://robinfrederick.com/learn-how-to-write-a-song/
www.quavermusic.com

APPENDIX

- Project 2 Rubric
- Suggested Collected Items

CREDITS

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Pollution Matters Song Verse Rubric

TASK: Persuasive writing in the form of a song verse showing the causes and effects of pollution.

Task	4	3	2	1
Content Accuracy	All 4 facts in the verse are accurate.	3 of the facts in the verse are accurate.	2 of the facts in the verse are accurate.	Fewer than 2 of the facts in the verse are accurate.
Use all vocabulary words for pollution: compost, biodegradable, recycle, reuse, reduce, non biodegradable, littering, pollution, exhaust, aerosol, paper, plastic, aluminum, Ozone Layer	The authors correctly use 4 vocabulary words and define words unfamiliar to the reader.	The authors correctly use at least 3 vocabulary words and define words unfamiliar to the reader.	The authors try to use at least 2-3 vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate any vocabulary related to content area or vocabulary is used incorrectly throughout the brochure.
Sources Cited	Careful and accurate records are kept to document the source of all of the content.	Careful and accurate records are kept to document the source of most of the content.	Careful and accurate records are kept to document the source of some of the content.	Sources are not documented accurately.

Total Score: _____