

Change Through Music:
Protest Song Search

Part 1: Group Work

You will be learning about verses from actual songs sung by common people and the military prior to and during the American Revolution. They represent typical sentiment of the "rebels" or Americans, as well as, sentiment of the "Tories" or Loyalists.

Tasks:

- As a group read through the verses you have been assigned
- Answer the questions (one copy per group in point form)
- If time, consider composing a final verse for your song
- Present your findings to the class

Part 2: Individual or Partner Work

Songs have been used throughout history as a form of non-violent protest. You have already seen some examples from the American Revolution and it is now your task to find another protest song to research and present to the class. This can be from any era in history (though it is easier to find songs from the last 50 years). How will you find these songs? Here are some suggestions...

- Talk to your parents and grandparents! (they were ALIVE during the 60's and 70's- probably the most protest heavy years in history!)
- Look it up on the internet (see Ms. Dow's website for some great links)
- Raid your parent's vinyl collection (ask them first!)

Tasks:

- 1) Print out the lyrics of the song and find a version to listen to (CD, Youtube, Ipod...)
- 2) Do some research on the song and include the following:
 - a short biography of the artist who wrote it
 - the meaning behind the song (what the artist was trying to say), the year that it was written and the important event(s) that it is protesting
 - 2 other interesting facts about the song or artist
- 3) Visual Presentation (PPT, Prezi, Poster etc.)
 - Share a 30 sec clip from your song (MUST be appropriate)
 - Summarize your research
 - Must be under 5 min in length
- 4) Hand In
 - Printed copy of the lyrics of your song
 - Printed copy of your research findings
 - Your self-assessment (one per group)

This project is due for presentations on: _____

	Good	Satisfactory	Needs Work
Lyrics	Lyrics have been printed off and handed in	Lyrics have been printed off and handed in	Lyrics have not been handed in
Research	<p>Student(s) artist biography is detailed and accurate.</p> <p>Song research is detailed and accurate.</p> <p>2 other interesting facts included.</p>	<p>Biography is good, but could have more detail.</p> <p>Song research is good, but could have more detail.</p> <p>1 other interesting fact is included.</p>	<p>Student (s) artist biography needs more detail.</p> <p>Song research needs more detail.</p> <p>No other interesting facts are included.</p>
Presentation	<p>Song clip is about 30 sec and appropriate.</p> <p>Student(s) presentation skills are excellent, it is evident that they have spent time to prepare.</p> <p>Presentation is between 3-5 minutes</p>	<p>Song clip is too short/ long.</p> <p>Student(s) presentation skills are good, but more preparation could have been done.</p> <p>Presentation is slightly outside the timeframe.</p>	<p>Song clip is inappropriate.</p> <p>Student(s) presentation skills still need some work. More preparation was necessary</p> <p>Presentation is significantly outside the time frame.</p>
Work Ethic	Student(s) used time efficiently during class, were good audience members and were ready to present.	Student(s) may not have used their time efficiently or been good audience members.	Student(s) were not ready to present.

Ms. Dow
Socials 9

American Revolution Protest Song

Group Members: _____

Analyze your song by answering the following questions. Don't be afraid to look up any words you don't understand in the lyrics.

1. Who are the people that the song represents?
2. How do you think the singers felt when singing this song?
3. Is there a particular event to which the song is referring?
4. What is the meaning of the song and how is it significant to the American Revolution?

SONG 1. Johnny Has Gone for a Soldier

Lyrics:

(Verse I, All): Here I sit on Buttermilk Hill, who could blame me cry my fill?

And every tear would turn a mill. Johnny has gone for a soldier.

(Chorus, All): Shule, shule, shulagra, sure and sure and he loves me. When he comes back we'll married be, Johnny has gone for a soldier.

(Verse II, Men): Me, oh my, I love her so, Broke my heart, I had to go And only time will heal my woe. Johnny has gone for a soldier.

(Verse III, Women): I'll sell my rod, I'll sell my reel, likewise I'll sell my spinning wheel.

And buy my love a sword of steel. Johnny has gone for a soldier.

(Repeat Chorus, All)

(Verse IV, Men): With fife and drum I marched away, I could not heed what she did say,

I'll not be back for many a day. Johnny has gone for a soldier.

(Verse V, Women): I'll die [sic] my dress, I'll die it red, and through the streets I'll beg for bread,

The lad that I love from me has fled. Johnny has gone for a soldier.

(Repeat Chorus, All)

Interpretation:

Except for the first verse, this song has been sectioned off with two male verses and two female verses. It is a lament about having to go away to war and leave the women behind. Of course, during any war, separation between family members is inevitable, and couples part each other not knowing when or if they will see each other again. As this song states, men and women may not have liked it, but most felt it was their duty to support the war and their country. Men showed their support by fighting as soldiers, and women by sacrificing their fathers, husbands, brothers, and sons. Many families became destitute without the man as provider of the main source of income. One could easily change some of the period rhetoric and apply this song to other wars in World History.

SONG 2. Free America

Lyrics:

Lift up your hands ye heroes and swear with proud disdain
The wretch that would ensnare you shall lay his snares in vain.
Should Europe empty all her force, we'll meet her in array,
And fight and shout and shout and fight for North America!

Torn from a world of tyrants beneath this western sky.
We form a new dominion, a land of liberty.
The world shall own we're masters here, then hasten on the day.
Huzzah, huzzah, huzzah, huzzah for free America!

Some future day shall crown us the masters of the main.
Our fleet shall speak in thunder, to England, France, and Spain.
And the nations o'er the oceans' spread shall tremble and obey,
The sons, the sons, the sons, the sons of brave America!

Interpretation:

This song would have been sung heartily with the same strong conviction as one would sing at a current day high school football game (i.e. "fight and shout and shout and fight"). The word "huzzah" was used as a celebratory exclamation in colonial America (and in England), and in this context would be like yelling, "Go America!" The last verse refers to the desire to dominate ("the masters of the main") and to be recognized as a free and strong country, similar to the reputation of England, France, and Spain at that time.

SONG 3. The Congress

Lyrics:

Ye, Tories all rejoice and sing, success to George our gracious King.
The faithful subjects tribute bring, and execrate the Congress.

These hardy knaves and stupid fools, some apish and pragmatic
mules,
Some servile acquiescing tools, These compose the Congress.

Then Jove resolve to send a curse, and all the woes of life rehearse
Not plague, not famine, but much worse, He cursed us with a
Congress.

Then peace forsook this hopeless shore, Then cannons blazed with
horrid roar,
We hear of blood, death, wounds, and gore, The offspring of the
Congress.

Prepare, prepare, my friends prepare, For scenes of blood, the field of
war
To royal standard we'll repair, And curse the haughty Congress.

Huzza! Huzza! And thrice Huzza! Return peace, harmony, and law!
Restore such times as once we saw, And bid adieu to Congress.

Interpretation:

"The Congress" generates from the Tory, or loyalist, contingent rejoicing "the gracious King." The lyricist called the members of Congress "knaves," "stupid fools," and "servile acquiescing tools," worse than the "plague," and "famine." The writer makes it clear that if Congress did not convene, peace, harmony, and law would be restored.

It is important for students to realize that not all Americans were rebels. Many, in fact, including some in Congress, desired only to rehabilitate their relationship with the mother country. One could compare the Revolutionary War with a fictitious current day secession of any state. It could also be compared with the American Civil War, both in fact, being civil wars. And as many Southerners fought for the North during the Civil War, and vice versa, many native-born Americans fought on the side of the British during the Revolutionary War.

SONG 4. God Save the King

Lyrics:

God save great George our King,
Long live our noble King, God save the King
Send him victorious, happy and glorious.
Long to reign over us, God save the King

God bless the Commonwealth,
May it increase in strength, Its foes annoy
That George is now no more king of this fertile shore,
From whence he drew his store, Completes our joy!

God save great Washington,
Virginia's war-like son, And make him brave
Defend him from all the blows of Howe and all his foes
Guard him where'er he goes, Washington save.

Free states attend the song,
Now independent from the British throne
To earth's remotest bound, echoing skies resound,
The sweet melodious sound. Liberty's our own!

Interpretation:

This patriotic tune originated in Britain and remains the United Kingdom's national anthem today. We borrowed the melody for the song "America" (i.e., "My Country Tis of Thee"). An unknown rebel lyricist changed the words as a mockery of British patriotism. Most likely it was sung without the first verse during the Revolution, but in this version it represents the change in sentiment and shows the origin of a tune many thought was written for the United States. This is a great song to sing as a class.

SONG 5. Revolutionary Tea

Lyrics:

There was a rich lady lived over the sea,
And she was an island queen.
Her daughter lived off in the new country,
With an ocean of water between
With an ocean of water between, with an ocean of water between.

The old lady's pockets were filled with gold,
Yet never contented was she
So she ordered her daughter to pay her a tax,
Of thrupence a pound on the tea.
Of thrupence a pound on the tea, of thrupence a pound on the tea.

"Oh mother, dear mother," the daughter replied.

"I'll not do the thing that you ask.

"I'm willing to pay a fair price for the tea,

But never a thrupenny tax,

But never a thrupenny tax, but never a thrupenny tax,

"You shall!" cried the mother, and reddened with rage.

"For you're my own daughter you see.

"And it's only proper that daughter should pay

Her mother a tax on the tea,

Her mother a tax on the tea, her mother a tax on the tea.

She ordered her servant to come up to her

And to wrap up a package of tea.

And eager for threepence a pound she put in

Enough for a large family,

Enough for a large family, enough for a large family

The tea was conveyed to her daughter's own door,

All down by the Oceanside.

But the bouncing girl poured out every pound

On the dark and the boiling tide,

On the dark and the boiling tide, on the dark and the boiling tide.

And then she called out to the island queen

"Oh mother, dear mother," called she.

"Your tea you may have when 'tis steeped enough.

But NEVER a tax from me,

But NEVER a tax from me, but NEVER a tax from me.

Interpretation:

Revolutionary Tea is one of the best songs to truly represent the relationship between England and the colonies: it was a mother-daughter relationship. This song also tells the story of the Tea Tax, which was imposed upon the colonists without a voice in British parliament. Tea was a widely used beverage in Britain and the colonies. Most Colonists drank tea. A note of contempt is clear as England is portrayed as a rich, old queen who only wanted to become wealthier. The rebellious young daughter who is attached to her "dear mother" is willing to pay for the tea, but not a "thrupenny tax." Knowing that her daughter is being rebellious the mother sends a significant amount of tea to her daughter who promptly throws it into the ocean (The Boston Tea Party), and again declares to her "dear mother" that she will never pay a tax on tea. This is a great and hardy song for a class to sing together provided that the "NEVER" in the last line of the seventh verse is yelled with fists in the air.