AMERICAN HISTORY IN BALLAD AND SONG

Junior High School Social Studies prepared by Albert Barouh and Theodore O. Cron

The Battle of Lexington from an old print

Cover design by Ronald Clyne
American History in Ballad and Song

Vol. 1
prepared by Albert Barouch and Theodore O. Grun

SIDE I

I. COLONIAL AMERICA
Band 1: \textit{WASHER LAD} (I-1) Pete Seeger
Band 2: \textit{SHIRMPOT} (I-2) Pete Seeger
Band 3: \textit{WHEN I WAS SIXTEEN} (I-3) Peggie Seeger

II. THE AMERICAN REVOLUTION
Band 4: \textit{BATTLE OF THE MOUNTAIN} (II-1) Hervey Ewe
Band 5: \textit{THE LURID SONG} (II-2)
Band 6: \textit{THE TUNING SERGEANT} (II-3) B McCurdy
Band 7: \textit{BATTLE OF SARATOGA} (II-4) Hervey Ewe
Band 8: \textit{CORNWALLIS SURROUNDED} (II-5) B McCurdy

III. THE EXPANSION OF THE U.S. AND FRONTIER LIFE
Band 9: \textit{BUFFALO SKINNER} (III-1) Pete Seeger
Band 10: \textit{DAVY CROCKETT} (III-2) Hervey Ewe

SIDE II

III. THE EXPANSION OF THE U.S. AND FRONTIER LIFE (Cont'd)
Band 1: \textit{STOIC INDIANS} (III-3) Pete Seeger
Band 2: \textit{GEGE COUNTY BACHELOR} (III-4) B McCurdy
Band 3: \textit{CROSSING THE PLAINS} (III-5) Logan English
Band 4: \textit{THE COMET TOWN} (III-6) Pete Seeger

IV. DEVELOPMENT OF DEMOCRACY
Band 5: \textit{FREE ELECTIONS} (IV-1) Pete Seeger
Band 6: \textit{JEFFERSON & LIBERTY} (IV-2) B McCurdy
Band 7: \textit{AMERICAN JACOB} (IV-3) B McCurdy
Band 8: \textit{OH, HOW THE MIGHTY WATERS STOPPED} (IV-4) Elizabeth Knight
Band 9: \textit{NO IRISH NEED APPLY} (IV-5) Pete Seeger
Band 10: \textit{THE HARPSON SONG} (IV-6) B McCurdy

SIDE III

V. THE CIVIL WAR
Band 1: \textit{HAIL, APOLLO} (V-1) Walls of House
Band 2: \textit{ABANDONED HOME} (V-2) Hervey Ewe
Band 3: \textit{BONY BILLS HAG} (V-3) Hervey Ewe
Band 4: \textit{CUMBERLAND CREW} (V-4) Hervey Ewe

Band 5: \textit{GENERAL PATTONS} (V-5) Hervey Ewe
Band 6: \textit{IN CHARLESTON JAIL} (V-6) Hervey Ewe
Band 7: \textit{ALL QUIET ALONG THE POTOMAC} (V-7) Hervey Ewe
Band 8: \textit{LINCOLN AND LIBERTY} (V-8)
Band 9: \textit{OLD RENDEL} (V-9) Hervey Ewe

SIDE IV

VI. THE INDUSTRIAL ERA
Band 1: \textit{PITTSBURGH TOWN} (VI-1) Pete Seeger
Band 2: \textit{THE BLIND PIONEER} (VI-2) Pete Seeger
Band 3: \textit{EIGHT HOUR DAV} (VI-3) Pete Seeger
Band 4: \textit{NIGHT CHILDEH AND SISTER IN NUMBER} (VI-4) Pete Seeger
Band 5: \textit{LET THEM WEAR THEIR WATCHES} (VI-5) B McCurdy
Band 6: \textit{COTTON MILL MILL} (VI-6) Pete Seeger
Band 7: \textit{MILL MOTHER'S LAMENT} (VI-7) Pete Seeger
Band 8: \textit{THE BREATH OF HARRY SIMMS} (VI-8) Pete Seeger
Band 9: \textit{TYA QUEEN} (VI-9) Pete Seeger
Band 10: \textit{INFLATION} (VI-10)

VII. THE AMERICAN FARMER
Band 11: \textit{BIXLY PER CENT} (VII-1) Pete Seeger

SIDE V

Band 1: \textit{AGOOGO} (VII-2) Pete Seeger
Band 2: \textit{SEVEN CENTS A COTTON AND FORTY CENTS A MEAT} (VII-3) Pete Seeger
Band 3: \textit{DUFT STORM DISASTER} (VII-4) Woody Guthrie

VIII. THE GROWTH OF THE U.S. AS A WORLD POWER
Band 4: \textit{OLD JENNY NOTT YEARS AGO} (VIII-1) Wallace House
Band 5: \textit{THE HUNTERS OF KENTUCKY} (VIII-2) Wallace House
Band 6: \textit{DAPITA ANNA} (VIII-3) Hervey Ewe
Band 7: \textit{ROB ALABAMA ROE} (VIII-4) Hervey Ewe
Band 8: \textit{HUMA LIBES} (VIII-5) Jerry Silverman

SIDE VI

Band 1: \textit{THE FLOOD AND THE STORM} (VIII-6) Woody Guthrie
Band 2: \textit{WELL, WHAT A TIME} (VIII-7) Prisoners on a Texas

IX. THE WORLD OF MAN
Band 1: \textit{JAPANESE MUSLIM SERVICE} (IX-1)
Band 2: \textit{INDIAN (HINDU) RELIGIOUS} (IX-2)
Band 3: \textit{JEWISH HEBREWS} (IX-3)
Band 4: \textit{IT'S THE SAME ALL OVER} (IX-4) Arthur Samuels
Band 5: \textit{TO I HOLA} (IX-5) Grail Singers
Band 6: \textit{MORO (IX-6)} Grail Singers
Band 7: \textit{MARDI GRAS} (IX-7) Grail Singers
Band 8: \textit{REBEL SONG} (IX-8)
Band 9: \textit{MARDI GRAS} (IX-9) Grail Singers
THE FOLKWAYS ALL-SCHOOL ENRICHMENT PROGRAM

Number 1: Junior High School Social Studies

The songs in the enclosed album have been screened and researched for their maximum effective use in the following Units of Study, Social Studies Curriculum, Grades 7, 8 and 9:

I. COLONIAL AMERICA

II. THE AMERICAN REVOLUTION

III. THE EXPANSION OF THE U.S. AND FRONTIER LIFE

IV. DEVELOPMENT OF DEMOCRACY

V. THE CIVIL WAR

VI. THE INDUSTRIAL ERA

VII. THE AMERICAN FARMER

VIII. THE GROWTH OF THE U.S. AS A WORLD POWER

IX. THE WORLD OF MAN

To make this Teaching Guide easy to use, the editors have assigned an arabic numeral for each song within the above Units of Study. Thus, JEFFERSON AND LIBERTY, the second song of the Unit on Development of Democracy is numbered in this manner: IV-2. You will find the same numbering system used on the record labels, also.

STEPS FOR USING THIS PROGRAM

1. Select the Unit of Study from the above list (I-IX) and turn to those songs prefixed by its roman numeral.

2. Skim the song Titles and Descriptions within this Unit. Choose the song or songs that seem most appropriate for your class work. (You will find several songs cross-indexed at the end of some of these Units of Study.)

3. Define New Terms listed in this guide. Write those on the chalkboard for easy recognition by students.

4. Play only those songs you have chosen and for which the class has been adequately prepared.

5. After playing the song or songs, present the Thought Questions listed in this guide. (In some instances it will be valuable to ask these Thought Questions before the playing of the songs, also.)

6. Suggested Homework assignments, naturally evolving from these songs and dovetailing with class work, are also given. These may be used at the discretion of the teacher.

This Teaching Guide has been organized to save valuable time in preparing a lesson plan in Social Studies that offers the rich benefits of an authentic audio aid. These recordings may be used to motivate, develop, or bring to a meaningful conclusion any of the Units of Study listed above.

Prepared by

ALBERT BAROUH and THEODORE Q. CRON

for

FOLKWAYS RECORDS AND SERVICES, INC.
Thought Questions: * What were some of the reasons that people emigrated to America?
  * Try to describe the tone and temper of this ballad.
  * Generally, where did the different national groups settle?

Homework: * Name six countries from which early American settlers came. For two of them, mention one big reason why people left that country to come here.
* What contributions have the different religious, ethnic, and national groups made to America? Can you list several specific examples?

Far away from the land of the shamrock and heather
In search of a living as exiles we roam;
Whenever we chance to assemble together,
We think of a land where we once had a home.

Our homes were destroyed and our soil confiscated,
The band of the tyrant left plunder and woe.
The fires are now quenched and our hearts desolated
In the once happy homes of the County Mayo.

By old Tuamhala, from Bawnforth to Bally,
Newport and Carrick and down Castle Bar,
Ballinlough, Ballymilt to Meeke, God love it,
And all of whose great men of fame near and far.

From Galway to Dublin, from Kerry to Kerry,
New York and Boston and Fries, also;
In Chicago, Detroit and Toronto,
There are stout-hearted men from the County Mayo.

So, lads, cling together in all kinds of weather.
Don't show the white feather wherever you go.
Be like a brother and help one another
Like true-hearted men from the County Mayo.

I-3.

Title: WHEN I WAS SINGLE

Description: Lament of a young Colonial girl who has met hardships in early marriage.

New Terms: spring to go to (to do washing and get cooking water).

Thought Question: * We know that girls in colonial days and during the opening of the frontier married early in life, usually around the age of 16. Why do you think was so common?
  * Even before marriage, girls had to assume big family responsibilities. Can you think of any?
  * In what countries of the world today do girls still marry at a very early age? Is there any relationship between those countries and Colonial America?

Homework: * Tell about an average day in the life of a young girl during the Colonial period. List her major problems and responsibilities. Compare them to the problems and responsibilities of a young girl today.

when I was single, dressed in silk so fine,
Now I am married, go ragged all the time.
Lord, don't I wish I was a single girl again.

Dishes to wash and spring to go to,
When You're married, Lord, you got it all to do.
Lord, don't I wish I was a single girl again.
Three little children all lyin' in the bed,
All of them so hungry they can't raise up their heads.
Lord, don't I wish I was a single girl again.

(Also see: V-1.)

II-1. THE AMERICAN REVOLUTION

Title: THE BALLAD OF THE TEA PARTY

Description: Describes the Boston Tea Party.

New Terms: wharf, freighted vessels, cursed weed of China's coast, (tea).

Thought Questions: * Who are "The Sons of Freedom"? What other names of patriotic organizations do you recall from this period?
* Why was tea destroyed? What did the Boston patriots have against this particular import?
* What was the aftermath of the Tea Party? What action did England take? Would you consider this action harsh, unjustified?

Homework: * List other items for which the Colonists were taxed by the home government.
* List three other important events that helped bring on the American Revolution. In one or two sentences, describe each event.
* Imagine that you were one of the "Indians" who dumped tea into Boston harbor. Now you are writing about it in your diary. Describe the comings and goings of that evening. How do you feel? Do you feel at all guilty? How do you justify your role in this illegal act?

Tea ships near to Boston lying, on the wharf a numerous crew.
Sons of Freedom, never dying, then appeared in view.

CHORUS:
With a rink-tum, dink-tum, fa-la-linktum, then appeared in view
With a rink-tum-dink-tum fa-la-linktum, then appeared in view.
Armed with hammers, axes, chisels, weapons new for warlike deeds
Toward the taxed freighted vessels, on they came with speed.

(CHORUS)
Overboard she goes my boys, ho, where darkling waters roar.
We love our cup of tea full well but love our freedom more.

(CHORUS)
Deep, into the sea descended cursed weed of China's coast;
Thus at once our fears were ended, rights shall never be lost.

II-2.

Title: THE LIBERTY SONG

Description: A recounting of the Colonists' grievances against England and their thoughts on how to settle them.

New Terms: tyrannous act, suppress, forefathers, bumper (a drink), our sovereign, Britannia, immortal, disdain.

Thought Questions: * What were the "tyrannous acts" and "suppression of just claims" referred to in the first stanza? Defend the use of these terms.
* What is meant by "our purses are ready"? Were they really ready? What can you remember of the financing of the revolutionary movement?
* List closely to the second stanza. Who are the "forefathers"? How many years before had they arrived in America?
* The singer says, "To die we can bear, but to serve we disdain." What did he mean by that? Can you think of more than one meaning for the word "serve" or "servant"?
* Who were some of the men of this time who might have joined in for a chorus of this song?

Homework: * The last stanza is very revealing. It sounds like a loyal subject of the king who is singing. Tell why this may very well be the case. Explain the mixed feelings among the Colonists at this time.
* This song was sung by Boston's Sons of Liberty. Who made up this group? Were they professional men, laborers, merchants, or who? Did they all think the same way about the Revolution? Explain your answers.

Come join hand in hand, brave Americans all,
And raise your bold hearts at Liberty's call.
No tyrannous acts shall suppress your just claim,
Or strive with dauntless America's name.
In Freedom we're born and in Freedom we'll live,
Our purses are ready -- Steady, Friends, Steady.
Not as slaves, but as free men our money we'll give.

Our worthy forefathers -- let's give them a cheer --
To climates unknown did courageously steer;
To oceans, to deserts, for Freedom they came,
And dying bequeathed us their Freedom and fame.
In Freedom we're born and in Freedom we'll live,
Our purses are ready -- Steady, Friends, Steady.
Not as slaves, but as free men our money we'll give.

Then join hand in hand, brave Americans all,
By uniting we stand, by dividing we fall;
In so righteous a cause let us hope to succeed.
For Heaven approves each generous deed.
In Freedom we're born, and in Freedom we'll live,
Our purses are ready -- Steady, Friends, Steady.
Not as slaves, but as free men our money we'll give.

All ages shall speak with anamn and applause,
Of the courage we'll show in support of our laws.
To die we can bear -- but to serve we disdain,
For shame is to Freedom more dreadful than pain.
In Freedom we're born and in Freedom we'll live,
Our purses are ready -- Steady, Friends, Steady.
Not as slaves, but as free men our money we'll give.

This bumper I crown for our sovereign's health,
And this for Britannia's glory and wealth,
That wealth and that glory immortal may be,
If she is but just -- and if we are but free.
In Freedom we're born and in Freedom we'll live,
Our purses are ready -- Steady, Friends, Steady.
Not as slaves, but as free men our money we'll give.

II-3.

Title: THE DYING SERGEANT

Description: A pro-revolutionary ballad supposedly sung by a dying British soldier.


Thought Questions:
Thought Questions: * To whom does the term "rebels" refer in the ballad? Did the "rebels" themselves consider this a fitting term?  
* The singer says that the people of New York are "traitors." Do you agree? Explain your answer.  
* Who do you think sang this ballad? What purpose do you think it served? Which side would it help? Who is supposed to be singing this song?

Homework: * Both sides tried to undermine the morale of the other. The song was used for this purpose. Can you think of any other ways in which the British tried to discourage Americans, and vice-versa?  
* Suppose you were in the "Psychological Warfare Division" of the British Army at this time. Your superiors order you to prepare a song that would strike at American morale. What would be some of the complaints and arguments you would use? What would it sound like in 1777? In 1781?

Homework:

---

Come all you heroes, wherever you be,  
That walk by land or sail by sea,  
Come hear the words of a dying man  
And surely you'll remember them.

In '76 that fatal year  
As by our signal doth appear  
Our fleet set sail for America.  
"Twas on the fourteenth day of May.

And when to Boston we did come  
We thought the notes of the British drums  
Would drive the rebels from that place  
And fill their hearts with sore distress.

But to our sorrow, and surprise  
We saw them like grasshoppers rise  
To fight like heroes much in rage  
Which sorely frightened General Gage.

Like lions roaring for their prey  
They fear no danger, no, not they  
True British blood runs in their veins  
While with courage it sustains.

We sailed to York, as you've been told,  
With less of men a British bold.  
And there we met a traitor found  
Foes to the land where he belonged.

"Tis now December, the seventeenth day,  
Since we set sail for America.  
Two thousand thousand have been slain  
Bold British heroes on the plain.

Now I've received my mortal wound.  
Adieu unto old English ground.  
My wife and children they'll mourn for me  
While I lie cold in America.

Fight on, fight on, American boys,  
Never heed Britain's thundering noise.  
Maintain your rights, year after year.  
God's on your side, you need not fear.

II-4.

Title: **THE BATTLE OF SARATOGA**
Description: Relates the defeat of Burgoyne and the crumbling of his plan to conquer New York State and thereby split the Colonies.

**New Terms:** Tory, Ticonderoga, bloody fray, Hessians, plunder, capitulate, Baum (General who led the Hessians to Bennington, Vt.).

**Thought Questions:** 
- Why was this victory so important to the Colonists?  
- Tell what you know about the Hessian troops. Where did they come from?

---

**Homework:**

- On an outline map of the Eastern U.S., mark all those areas mentioned in this song.  
- Can you explain a few of the reasons why Burgoyne was defeated at Saratoga? To do this, you must first describe his three-pronged attack and then show how the Colonists ruined his plans.  
- Choose one of the battles mentioned in this song and find out as much as you can about it. Then, as if you were a war correspondent, write up your account briefly, first, from the Colonists' viewpoint; second, from the British or Hessian viewpoint. What seem to be the main differences between your two reports? Are they significant?

**Homework:**

- Who was the American commander at Saratoga? Write a brief biography of this general, giving the main events in his strange life.

---

**Title:** **CORNALLIS BURGOYNE**
Description: An account of the Cornwallis Defeat at Yorktown.

**New Terms:** carry all before them, ventured, parent state, His Lordship, martial pride, the British stadard (put away the British flag), Peers (Members of Parliament), rue the day, Cornwallis (British General), Howe (first British commander).
Thought Questions: **What does the phrase “Cornwallis Burgoyne” mean? See BATTLE OF SARATOGA, a description of the defeat of Gen. Burgoyne, a crucial victory for the Colonials.**

* Go to the map and point out Princeton, Trenton, Monmouth's plains, Chesapeake, Yorktown. What is the significance of each one?

**Homework:** * This song refers to “allies” in this war. Who were America’s allies in this war? When and how did they help the Colonials?

* Washington was first and foremost a great and clever general. His handling of the defeat of Cornwallis is a prime example of this. Describe Washington's strategy in this closing period of the war. Draw a map of the Chesapeake Bay area and show how the American troops and the French fleet were used to defeat the British army.

When British troops first landed here,
With howl commander o’er them,
They thought they’d make us quake with fear,
And carry all before them,
With thirty thousand men or more
And she without resistance,
America must needs give o’er,
And make us mere resistance.

But Washington, her glorious son,
Of British hosts the terror,
Soon, by repeated overthrows,
Convinced them of their error;
Let Princeton, and let Trenton tell,
What gallant deeds he done, sir,
And Monmouth’s plains where hundred fell,
And thousands more have run, sir.

Cornwallis, too, when he approach’d
Virginia’s old dominion,
Thought he would soon her conquer be;
And so was North’s opinion.
From State to State with rapid stride,
His troops had march’d before, sir,
’Till quite elate with martial pride,
He thought his dangers o’er, sir.

But our allies, to his surprise,
The Chesapeake had entered,
And now too late, he cursed his fate,
And wish’d he never had ventured,
For Washington no sooner knew
The visit he had paid her,
Than to his parent State he flew,
To crush the bold invader.

When he sat down before the town,
His Lordship soon surrendered,
His martial pride was laid aside,
And cease’d the British standard.
Oho! How this stroke will North provoke,
And all his thoughts confound, sir,
And how the Peers will hang their ears.
When first they hear the news, sir.

Be peace, the glorious end of war,
By this event affected,
And be the name of Washington,
To latest times respected,
Then let us boast America,
And France in union with her;
And may Great Britain rue the day
Her hostile bands came hither.

III-1. **THE EXPANSION OF THE U.S. AND FRONTIER LIFE**

**Title:** THE BUFFALO SKINNER

**Description:** Recounts the hardships of being a buffalo hunter and skinner, one of the early West’s toughest vocations.

**New Terms:** (Note: The following lines are heard—“We left his damned old bones to bleach...” and “No more in that hell-fired country...”)

buffalo range, skinning; Jacksboro, Texas, was the meeting-ground of skinners.

III-2.

**Title:** DAVY CROCKETT

**Description:** A humorous, highly exaggerated account of a meeting with Crockett.

**New Terms:** spoonin’, coonin’, sheep sorrel (plant found in dry places with acid-tasting leaves), Tennessee screamer (a “stout fellow”), brim-stones.

**Thought Questions:** * Where is the humor in this song? Do we have any humor like it nowadays?
**Davy Crockett is a "legendary" figure in history. What does this mean? Do you know any other "legendary" figures of this period in history? Describe them for the class.**

**Homework:**
- Who was Davy Crockett? Give a brief account of his life, listing the important military and political events.
- Select another frontier hero and tell his story. Make up a short song or poem about him, if you can. Try to capture the excitement of the frontier as you write about him.

Well, don't you want to know something come from where it is that I come from and where I got my harpin'?

O, the world is made of mud out of the Mississippi River. And the sun's all the forest fires as you may soon discover. Now, one day, I was a-connen' a-horse and I met Davy Crockett and we was a-connen' a-coom. Says I, "Where's your gun?" "Well, I ain't got none." "Now you gun to catch a coon when you ain't got gun?"

Says he, "Pomp Calkh, just follow after Davy and he'll soon show you how to catch a coon crazy!" Well, I followed on a piece and there was a squirrel, he was a-settin' on a log and eat'n' sheep sorrel. When Davy did that, he says to me: "All that I want is a brace and gun to kill 'em.

And that I brought him, the great big sinner. He grinned six times - hard enough to get his dinner. But the critter on the log bit didn't seem to mind him, just keep a-settin' there and wouldn't look behind him.

Then it was Davy said: "Well, the critter must be dead. you can see the bark fly like all around the critter's head. Well, I walked right up the truth to dis' critter, drat, it was a pine knot so hard it made me stutter.

Says he, "Pomp Calkh, don't you begin to laugh or I'll pin back your ears and bite you half and half. Well, at that, I throw'd down my gun and all my ammunition, says I, Davy Crockett I can cool your ambition." But he throw'd back his head and he blow'd like a steamer. Says he, "Pomp Calkh, I'm a Tennessee Screamer." "Yup" says he. "Now ain't I a rip-tail son-of-a-bitch, the yellower flower of the forest, half-horse and half-alligator-that's me, with just a little touch of the earthquake thrown in, clear mustas' disposition through and through: whipped my way through blackberries every morrow before breakfast, all brimstone but the head and ears and that's aquafortis. I can ride here back naked on a street of lightning through a crab-apple orchard and never get scorched or scratched! Yes siree, I live on a rough street in a rough town, the further down you go the rougher it gets and I live in the very last house. I reckon I can swim further, dive deeper and come up drier than any other man in the district. And if I ain't got the fastest horse, the ugliest dog and the prettiest sister in all Kentucky, I hope to be testoriously excruciating."

Says he, "So by God, I'm a frontier rooster, take it easy!"

Then we locked horns and we warred in the thorns. I never had such a fight since the hour that I was born. We fought a day and night and then agreed to drop it. I was pretty badly whipped and so was Davy Crockett. Well, then I looked around and I found my head was missing, he'd hit off my head and I'd swelled his'. Then we did agree to let each other be, 'case it was too much for him and he was too much for me.

Take the ladies out at night. They shine so bright. They make the world light. When the moon is out of sight.

---

**Title:** Sioux Indians (from Lomax Collection)

**Description:** A dramatic account of an Indian raid on a wagon train.

**New Terms:** flat, dell, whoop.

**Thought Questions:**
- Why were the causes of the dispute between the Indians and the settlers?
- What customs or lore did the settlers inherit from the Indians? Have any lasted until today?
- Locate the Platte River.

**Homework:**
- Which Indian tribes in the West were friendly toward the settlers?
- Which Indian tribes resisted the settlers?
- On a map of the U.S. locate the general areas inhabited by the several Indian nations. Compare this with the areas they occupy today.
- Write a brief biography of a famous Indian leader (Tecumseh, Sitting Bull, or other).

I'll sing you a song, though it may be a sad one.

Of trials and troubles and where first begun, I left my dear family, my friends and my home.

To cross the wide mountains and deserts to roam

We heard of Sioux Indians, all out on the plain,

A-killing poor drivers and burning their wagon;

A-killing poor drivers with arrow and bow.

When captured by Indians no mercy they'd show.

We traveled three weeks till we came to the Platte,

We pitched out our tents at the head of a flat.

We spread down our blankets on the green, grassy ground,

While our horses and oxen were grazing all around.

While taking refreshment we heard a low yell,

The whoop of Sioux Indians coming out of the dell,

We sprang to our rifles with a flash in each eye

"Boys," says our brave leader, "we'll fight till we're done.

They made a bold dash and came near to our trains,

The arrows fell round us like hail and like rain.

We fought them with courage we spoke not a word.

Till the end of the battle was all that was heard

We shot their bold chief at the head of the band,

He died like a warrior with a gun in his hand.

When they saw their bold chief lying dead in his gun,

They whooped and they yelled, and we saw them no more.

We traveled by day, guarded camp during night,

Till Oregon's mountains looked high in the night.

Now at Pocahontas' beside a clear stream,

Our journey is ended in the land of our dreams.

---

**Title:** GREER COUNTY BACHELOR

**Description:** Tongue-in-cheek account of farming on the frontier.

**New Terms:** government claim, corndodger (cakes made of fried corn-meal mush), sorghum, according to Boyle, centipede, hardtack.

**Thought Questions:**
- Why was frontier farm life so wearying?
- Compare the life of the settler with that of the cowboy, buffalo skinner, trapper, or trader?
- Where is the humor in this song? Is it truly a "fanny" song? Would you call this satire, irony, or travesty? Explain your answer.

**Homework:**
- What was U.S. policy concerning the settlement of the frontier?
- Many of the first farmers were quick to give up their farms and move on. Why did they do this?
- Review American land policies. What do you remember to be the policy of George Washington? What was the policy as laid down in the Ordinance of 1787? What was the policy contained in the Morrill Act?
- The U.S. government still offers land for homesteaders at very low prices. These areas are usually poor land areas. Yet, how would a modern homesteader compare to the Greer County Bachelor? Would he be more-or-less comfortable?
Title: CROSSING THE PLAINS

Description: Advice and warning to anyone going overland to California.

New Terms: venison, ram, bowie knife, silt, greenhorn, grub, alkali; Platte River, around the Horn, Placerville, Sacramento.

Thought Questions: * Review the three major routes to California at mid-century.
* Can you remember some of the problems of overland travel, as mentioned in this song? How do they compare with the same trip made today?

Homework: * Each route to California had advantages and disadvantages. What, for example, were the disadvantages of going across the Isthmus or around the Horn?
* Imagine that you are a travel agent in 1850 and a young prospector comes to your office. He wants to go to California. What will you advise him to do? How should he go? What should he be prepared to meet on the way?

III-6.

Title: THE COWBOY YODEL (from Lomax Collection)

Description: The lament of the cowboy on the lonely prairie as he watches herd.

Thought Questions: * What made the life of a cowboy so lonely? Describe the day-to-day duties of a cowboy. Does it really seem as exciting or romantic as the movies and television make it appear?
* What kind of person would be attracted to the life of a cowboy? Why were so many men ready to take up a cowboy's career in the early days?
* How much of the old cowboy still remains with us today? Is the prairie as lonely as it once was? Are the herds watched over in the same way?

You shouldn't shave, but cultivate your down
And let it grow,
So when you do return, 'twill be soft and
White as snow.

Your lovely Jane will be surprised, your mail
Begin to cook;
The greenhorn to his mother'll say, "How savage
I must look!"

"How do you like it overlaid?" his mother she
Will say,
"All right, excepting cooking, then the devil
Is to pay;
For some won't cook, and others can't, and then
It's curse and damn, The coffee-pot's begun to leak, so had the fry-
ing-pan."

You calculate on 60 days take you over the
Plains,
But where you lack for bread and meat, for
Coffee and for brains;
Your 60 days are a hundred or more, your grub
You've got to divide,
Your steers and steers are alkalied, so foot it
You cannot ride.

You have to stand a watch at night, to keep the
Indians off,
About sundown some heads will ache, and some
Begin to cough;
To be deprived of health we know is always very hard,
Though every night someone is sick, to get rid
Of standing guard.

There's not a log to make a seat, along the
River Platte,
So when you eat, you've got to stand, or sit
don under a shade flat;
It's fun to cook with buffalo wood, take some
That's newly born,
If I knew once what I know now, I'd a gone
Around the Horn.

The desert's nearly death on corns, while walking
In the sand,
And drive a jackass by the tail, it's a dam this
Overland;
I'd rather ride a raft at sea, and then at once
Be lost.
Says Bill, "Let's leave this poor old male, we
Can't get him across."

When you arrive at Placerville, or Sacramento,
City,
You've nothing in the world to eat, so many -
What a pity!
Your striped pants are all worn out, which
Causes people to laugh,
When they see you hanging round the town like a
Great big brindle calf.
IV-1. DEVELOPMENT OF DEMOCRACY

Title: FREE ELECTIONS

Description: A rallying song to get people to vote, used before 1800.

New Terms: reflection, thwarted, unbounded, forsakes.

Thought Questions: * Play the first stanza again and ask students to interpret its meaning.
* The singer asks everyone to get out and vote. In what ways do the words of this song apply to our situation today?
* Was voting a new experience for Revolutionary America? Why or why not? Give illustrations from pre-Revolutionary America.

Homework: * From reports of the last local, state, or general election (these can be found in the public library) what do you discover about America's willingness to exercise its voting freedom?
* What is an Australian ballot? Where did it get its name?
* Since the vote is so precious, some people would like to prevent their fellow Americans from using it. Can you give examples of this? In a summary paragraph, explain why this is dangerous for everyone.

While some on rights and some on wrongs
Prefer their own reflections,
The people's rights demand our song--
The right of free elections.

Law and order be the stake
With freedom and protection.
Let all stand by the ballot box
For fair and free elections.

IV-2. JEFFERSON AND LIBERTY

Title: A pro-Jefferson, anti-Federalist ballad of the early 1800's.

New Terms: reign of terror, inquisitors, harpies (ravenous, foul monsters with sharp beaks and wings), Columbia, tyrants, bigot.

Thought Questions: * This ballad attacks the administration of John Adams for pushing through and enforcing the Alien and Sedition Acts. Describe these acts and evaluate the song in this connection.
* Were these laws constitutional? In what ways were they or were they not constitutional?

Homework: * In three paragraphs, describe the conditions in America and between America and other countries just before these acts were passed.
* List what you think are the major contributions that Jefferson made to American liberty.
* What safeguards do we have today against the passage of any other harsh "alien and sedition" laws?

The gloomy night before us lies,
The reign of terror now is o'er.
Its gags, inquisitors and spies,
Reprieve, Columbia's sons, reprieve.
To tyrants never bend the knee.
But join with heart and soul and voice,
For Jefferson and liberty.

No lording here with gorging jaws,
Shall wrong from industry its food,
No tyrant's bigot's holy law.
Lay waste our fields and streets with blood
Reprieve, Columbia's sons, reprieve.
To tyrants never bend the knee.
But join with heart and soul and voice,
For Jefferson and liberty.

From Georgia up to Lake Champlain,
From sea to Mississippi's shore,
Ye sons of freedom loud proclaim,
THE REIGN OF TERROR IS NO MORE.
Reprieve, Columbia's sons, reprieve.
To tyrants never bend the knee.
But join with heart and soul and voice,
For Jefferson and liberty.

IV-3. ANDREW JACKSON

Title: ANDREW JACKSON

Description: An account of the life and accomplishments of Andrew Jackson.

New Terms: pate, sapling, boughs, sanguinary horde, Britannia, booty, nullified sage, cot (a small house), Cincinnati (a Roman farmer-patriot).
**Thought Questions:**

* What Jacksonian accomplishments are praised in this ballad?
* Interpret the fourth stanza. What event in Jackson's life does this refer to?

**Homework:**

* What is meant by the term "Jacksonian democracy"?
* How did Andrew Jackson face the question of Southern secession?
* Give several reasons why Jackson is considered one of America's great Presidents?

---

I'll sing to you a tough new song
Made by a tough old pair,
Of a tough old chief of Liberty
From Carolina's fair.

He there sprang from the root
Of Freedom's sturdy oak so great,
And proved so tough in Freedom's cause
He's called unto this date.

The bold and tough Old Hickory,
The hero of Orleans.

White's quite a saying he braced forth
Our Freedom to defend.
Though once a tyrant laid his hand
To sweep the daring few.

This bold and tough Old Hickory
The hero of Orleans.

When red men rushed upon our homes
Fierce as the mountain flood,
And daring knife and tomahawk
Were red with white men's blood.

He crushed the sanguinary horde
Of Tallahassee's shore,
And old chiefs think they still hear in
The torrent's angry roar.

The bold and tough Old Hickory
The hero of Orleans.

And when Briziana's veterans bold
At New Orleans drew sword,
And the phrase "Boots and Beauty," was
Their boasting battle word.

His motto was the nobler phrase
"Honor and Liberty."
And the flower of British oak dropped down
Before fair Freedom's tree,

The bold and tough Old Hickory
The hero of Orleans.

Next in the nation's Capitol
He stood the nation's shield,
His valor and his wisdom there
Shone bright as in the field.

Within the South he nullified
The voice of civil war.
And forced due honor to our flag
From nations near and far.

This noble tough Old Hickory
The hero of Orleans.

At last the soldier and the sage
Within their cot we see,
Like Conmemus, praying for
The land he helped to free.

There as some star more glorious shines
Before its light returns.

The noble trunk burned bright away
In Freedom's holy forest.

Of this bold and tough Old Hickory
The hero of Orleans.

---

**IV-5.**

**Title:** NO IRISH NEED APPLY

**Description:** Recounts hiring prejudices against Irish workers and shows reaction to it.

**New Terms:** a situation (a job), blackguard, whelting, a Paddy (derogatory term for an Irishman), "The Tribune," "christened Pat or Dan," Donnybrook.

**Thought Questions:**

* What does the title of this song mean? Where might the title have been used?
* What groups other than the Irish have faced discrimination in this country? Where has this discrimination been most apparent (that is, against which groups in which particular job areas or professions)?
* What steps have been taken to prevent such discrimination from taking place?

**Homework:**

* What contributions did the Irish immigrant make to America?
* When did the Irish immigrate to America in large numbers? What seemed to be the reason for this sudden climb in their immigration here?
* How did such large waves of immigration, such as the Irish, influence American immigration policy right up to today?
IV-6.

Title: THE HARRISON SONG

Description: Campaign song for Gen. William Henry Harrison.


Thought Questions: * Does this campaign song deal with the issues of the election? * What techniques were used in early campaigns? Does this strike you as an intelligent approach to campaigning? * Name other men who became President by running on their war records?

Homework:* List the issues of 1840 that faced both candidates. Were they discussed at all during the campaign?

---

IN DAYS OF OLD

In days of old, as we've been told,
Was one to valor dear,
Whose ploughshare was a falchion once,
His pruning-hook a spear;
When notes of war were heard no more,
He laid his falchion down,
And since, most worthy he bore
A verdant laurel crown.

Chorus

With heart and voice we'll joyfully sing
And tell Columbia's foe
Of the days when he went soldiering
A long time ago,
Of the days when he went soldiering
A long time ago.

No bellowing train, with yelling train
Shall make us bend the knee.
For fearless hands, with daring hands,
Have struck for Liberty!
We've raised on high the rallying cry,
That tells a nation's fate.
The word is born to distant skies --
His name has saved the State.

(Chorus)
Title: ABOLITIONIST SONG

Description: Emotional appeal for the abolition of slavery.

New Terms: Abolitionist, "Farewell the slave."

Thought Questions: * What conditions are described in the song? * In what ways could this song be termed a "religious" attack on slavery? * What does the phrase "an eye for an eye" mean? Where does it come from? It is appropriate here? In what way?

Homework: * The Abolitionist movement had many groups within it. Can you name some of them? * Although there was much violence in the program of many abolitionists, still others proposed non-violent ways to end the practice of slavery. Do you know of these non-violent proposals? * The abolitionists tried to help the Negro directly. Do you know some of the ways in which this help was given?

V-2.

Title: THE BONNIE BLUE FLAG (by Harry McCarthy)

Description: Ralluying song that lists the grievances of the South and recounts the facts of secession.

New Terms: secede, bonnie blue flag, Old Dominion state, heritage.

Thought Questions: * Who were Davis and Stephens? * What reasons are given in this song for the act of secession? Can you think of other reasons for which the South seceded? * How that you've heard the song, what effect do you think it had on the people of the South and their armed forces?

Homework: * Which state left the Union first? * Why was Virginia so important to the Confederacy? What role did Virginians play in the history of America thus far? * On an outline map of the U.S. show which states were part of the Confederacy and which remained loyal to the Union?

First gallant South Carolina nobly made the stand, Then came Alabama and took her by the hand. Next, quickly Mississippi, Georgia, and Florida. All raised on high the Bonnie Blue Flag that bears a single star.

Chorus

Ye men of valor gather round the banner of the right. Texas and fair Louisiana join us in the fight. With Davis, our loved President, and Stephens, statesman rare, We'll rally round the Bonnie Blue Flag that bears a single star.

Chorus

And here's to brave Virginia, the Old Dominion State With the young Confederacy at length has linked her fate. Impelled by her example, now other States prepare To hoist on high the Bonnie Blue Flag that bears a single star.

Chorus

Then here's to our Confederacy, strong we are and brave. Like patriots of old we'll fight, our heritage to save. Rather than submit to shame, to die we would prefer. So cheer for the Bonnie Blue Flag that bears a single star.

Chorus

Then cheer, boys, cheer, and raise a joyous shout! For Arkansas and North Carolina, now have both gone out. And let another rousing cheer for Tennessee be given. The single star of the Bonnie Blue Flag bears to be eleven.

Chorus

V-4.

Title: THE CUMBERLAND CREW

Description: The account of the Merrimac's attack on Northern ships.

New Terms: ditty, Union tar, frigate, penman, Cumberland (to be identified).

Thought Questions: * What effect did this battle have on the course of the Civil War itself? Explain your reasoning. * How do you think the North reacted to this battle? How do you think the South felt?

Homework: * What was the eventual fate of the Merrimac? Tell the story of its last days. * The Cumberland played a significant role in the war until it sank. Suppose you were a sailor on this proud old ship. How would you have felt during and after this historic battle? Put your thoughts down in a "letter to a relative."

Now then, shipmates, come gather round in my ditty, Of a terrible battle that's happened of late. When each Union tar shed a tear of sad pity, When he heard of the poor old gallant Cumberland's fate.

(Oh, the eighth day of March told a terrible story, And many brave tears to this world did they cry. Our flag it was wrapped in a mantle of glory, By the heroic deeds of the Cumberland's crew.)

On the ill-fated day, about ten to the morning The sky it was clear and bright shone the sun. The drums of the Cumberland sounded a warning That told every seaman to stand by his gun.

Then an imperial frigate down on us came bearing, And high in the air the Rebel flag flew. The pomp of treason the proud, the brave were wearing Determined to conquer the Cumberland's crew.

Then up spoke our captain with stern resolution. Saying, "Boys, of this monster now, don't be dismayed. We've sworn to maintain our beloved Constitution. And to die for our country we are not afraid."

Our noble ship fired, our guns dreadfully thundered. Our shot on the Rebel like hail we did pour, The people on shore cried, 'tis with horror and wonder. As our shot struck her side and glanced harmless away. We are a band of brothers, and native to the soil, Fighting for the property we gained by honest toil. And when our rights were threatened, we rose near and far "Hurrah for the Bonnie Blue Flag that bears a single star!"

Chorus

Hurrah! Hurrah! for Southern rights, hurrah! Hurrah for the Bonnie Blue Flag that bears a single star

As long as the Union was faithful to her trust. Like friends and like brethren kind we were, and just. But now, when Northern treachery attempts our rights to mar, We boast on high the Bonnie Blue Flag that bears a single star.

Chorus
Title: GENERAL PATTERSON

Description: Southern song describing Union defeats.

Thought Questions: * Many battles are mentioned in this song. Can you name them all and locate them on a map?
* After hearing the song and looking at a map, see if you can list the military advantages held by the North and those held by the South at the very beginning of the war.

Homework: * Make a map locating the major battles of the Civil War. With different colored pencils or crayons, show how the Union and Confederate lines shifted.
* Write a newspaper story that tells about one of the major battles of the war or of a battle mentioned in this song.
* Make up 10 (12, 15) headlines that summarize the major developments in the Civil War. (For example, SOUTH FACES GT. SUMNER, LINCOLN SUMMONS AID TO WHITE HOUSE.)
* Rivers, the early highways of our country, were important objectives for both sides during this war. Give the names of at least five rivers and tell how they figured in the war.

We fought them at Manassas.
We fought them at Bull Run,
The next time, boys, we'll fight them.
It will be on Richmond Hill.

Chorus
So I'll lay ten dollars down And count them one by one If you just show me the man That whiped General Patterson

The Yankees took me prisoner. They said me rough and true. And stole my blankets too.

Chorus
So I lay ten dollars down
(Or twenty if you know)
And if I can whip old Abner
That old Abner's done.

Chorus
Jeff Davis was a gentleman And Lunnin had a face
Jeff Davis rode a dappled gray And Lunnin rode a mule

V-6.

Title: IN CHARLESTON JAIL

Description: Life of a Union soldier as a prisoner of war in the South.

New Terms: Wagner (refers to Fort Wagner), cornmeal cakes fried in grease, conscript soldiers.

Thought Questions: * What picture of war does this unusual song present?
* What do you think the effect on Union morale would be if this song had been widely sung?

Homework: * What conditions existed in Andersonville, the Union prison?
* How were Negro prisoners of war treated?

When I enlisted in the army,
Then I thought I was grand.
Marching through the streets of Boston
Behind a regimental band.
When at Wagner I was captured
Then my courage failed.
Now I'm dirty, hungry, naked,
Here in Charleston Jail.

Hark! Was it the night wind that rustles the leaves?
Was it the moonlight so wondrously bright?
It looked like a sailor "Hi there, Mary, good-bye!"
And his life-blood is ebding and pulsing.
"All quiet along the Potomac tonight!"
No sound save the rush of the river,
While soft falls the dew on the face of the dead.
"The Pickets'" off duty forever.
"All quiet along the Potomac tonight!"

Title: LINCOLN AND LIBERTY (by Jesse Hutchinson)

Description: Celebrates Lincoln's election to the Presidency in 1860.

New Terms: Hoosierdom (Indiana), sucker (someone from Illinois); refers to the fish found there, but has a double meaning, too), reformation.

Thought Questions: * What does the phrase "rail-maker statesman" refer to? Is this a compliment or not?
VI-1. THE INDUSTRIAL ERA

Title: PITTSBURGH TOWN (by The Almanac Singers)

Description: Wry account of conditions of life in Pittsburgh.

New Terms: Jones and Loughlin Steel (steel), C.I.O., iron fillings and sulphur smoke.

Thought Questions: - What is the pun on steel? Steel? What did the singer mean?
- This song was written and sung in 1941. Has the "cough and choke" problem changed any? How? What cities are still plagued by this? What is causing it now?
- Can you think of other developments of the Industrial Revolution that caused health problems among the people?

Homework: * Aside from health, what other aspects of living were affected by the Industrial Revolution, in food, clothing, housing, etc.?
* Name three industries that have grown up since the beginning of the Industrial Revolution.
* In a brief paragraph, explain how each one influenced the course of society.

Pittsburgh Town is a smoky old town. Pittsburgh.
Pittsburgh Town is a smoky old town. Pittsburgh.
Pittsburgh Town is a smoky old town. Pittsburgh.
Solid iron from McKeesport down, Pittsburgh. Lord God, Pittsburgh!

Well, what did Jones and Loughlin steal? Pittsburgh.
What did Jones and Loughlin steal? Pittsburgh.
What did Jones and Loughlin steal? Pittsburgh.
Up and down the river, just as far as you could see.

In Pittsburgh, Lord God, Pittsburgh.

All I do is cough and choke in Pittsburgh.
All I do is cough and choke in Pittsburgh.
All I do is cough and choke in Pittsburgh.

From the iron fillings and the sulphur smoke, in Pittsburgh. Lord God, Pittsburgh.

From the Allegheny to the Ohio, Pittsburgh.
Allegheny to the Ohio.
Allegheny to the Ohio.

They're joining up in the CIO.

VI-2. THE BLIND FIDDLER

Title: THE BLIND FIDDLER

Description: A worker, blinded in an industrial accident, becomes a beggar.

New Terms: T-plan, tongs.

Thought Questions: - Why did the Federal program of Reconstruction fail? Why did the Federal program of Reconstruction fail? How did the Reconstruction program work? List a few of the items in the Reconstruction program and check those which especially annoyed the South.
- There was much effort spent in certain Southern states to circumvent the Reconstruction program? Give examples of how this was done. Explain the Southern viewpoint about each case.

Homework: * What private organizations are concerned with workers' health today?
* What has the Federal Government done to protect workingmen against poverty as a result of an industrial accident? Can you name some of the protections that now exist?

I lost my eyes in a blacksmith shop.

In the year of fifty-six.
While dusting out a T-plan.
Which was out of fix.
It bounded from the tongs.
And there concealed my doom.
I am a blind fiddler and
*ar from my home.

I've been to San Francisco.
I've been to Doctor Lane.
He operated on one of my eyes.
But nothing could be gain.

He told me that I'd never see.
And it's no use to mourn:
I am a blind fiddler and
Far from my home.

I have a wife and three little ones.
Depending now on me.
To share all my troubles.
Whatever they may be.
I hope that they'll be careful.
While I'm compelled to roam.
I am a blind fiddler and
Far from my home.
VI-3.

Title: EIGHT-HOUR DAY

Description: A plea for an eight-hour day for coal miners, in 1886.

New Terms: Blacklegs (company police).

(For Thought Questions and Homework, see VI-4, below.)

We're brave and gallant miner boys.
Who work in underground,
For courage and good nature
No finer can be found.
We work both late and early,
And get but little pay
To support our wives and children
In free Amerikay.

If Satan took the Blacklegs,
I'm sure 'twould be no sin.
What peace and happiness 'twould bring
For us poor working men.
Eight hours we'd have for working,
Eight hours we'd have for play;
Eight hours we'd have for sleeping,
In free Amerikay.

VI-4.

Title: MY CHILDREN ARE SEVEN IN NUMBER (by Della Mae Graham)

Description: Miners' story of strikes in Davidson and Wilder, Tennessee, in 1933.


Thought Questions: * What were the grievances of the miners, as heard in these songs?
  Have grievances changed over the years? In what ways?
  * What advantages did the mine owners have over their workers? How were these advances exploited?
  * Describe a "company town," as you can gather from these songs.

Homework: * On an outline map of the U.S. draw dotted lines around the major coal producing areas.
  * Describe a typical day in the life of a coal miner during the early '30s.
  * What were the working conditions of the time? What are the conditions today? Give comparisons and contrasts.
  * Name specific pieces of legislation passed during the last 25 years that have made the lot of the miner more healthful and humane.

My children are seven in number.
We have to sleep four in a bed;
I'm striking with my fellow workers,
To get them more clothes and more bread.

REFRAIN:
Shoes, shoes, we're striking for pairs of shoes.
Shoes, shoes, we're striking for pairs of shoes.
Pelliagra is cramming my stomach,
My wife is sick with TB;
My babies are starving for sweet milk,
Oh, there's so much sickness for me.

Milk, milk, we're striking for gallons of milk;
Milk, milk, we're striking for gallons of milk.
I'm needing a shave and a haircut,
But barbers I cannot afford;
My wife cannot wash without soap and soda,
And she had to borrow a board.

Soap, soap, we're striking for bars of soap.
Soap, soap, we're striking for bars of soap.

My house is a shack on the hillside,
No doors are unpeeled and bare;
The walls are thin, and I can't bear;
I haven't a screen to my windows,
And carbide cans do for a chair.

Homes, homes, we're striking for better homes,
Homes, homes, we're striking for better homes.

They shot Barney Graham our leader,
His spirit abides with us still;
The spirit of strength for justice,
No bullets have power to kill.

Barney, Barney, we're thinking of you today,
Barney, Barney, we're thinking of you today.
Oh, miners, go on with the union,
Oh, miners, go on with the fight,
For we're in the struggle for justice,
And we're in the struggle for right.

Justice, justice, we're striking for justice for all,
Justice, justice, we're striking for justice for all.

VI-5.

Title: LET THEM WEAR THEIR WATCHES FINE

Description: Complains of the monotony and misery in a textile mill, 1910.

New Terms: Looms, shuttles.

(For Thought Questions and Homework, see VI-7, below.)

I lived in a town away down south by the name of Buffalo,
And worked in the mill with the rest of the trash as we've often called, you know.

You factory folks who sing this rime will surely understand,
The reason why I love you so is I'm a factory hand.

While standing here between my looms, you know I lose no time,
To keep my shuttles in a whizz and write this little rime.

We rise up early in the morn and work all day real hard,
To buy our little meat and bread and sugar, tea and card.

We work from week end to week end, and never lose a day,
And when that awful payday comes, we draw our little pay.

We then go home on payday night and sit down in a chair.
The merchant raps upon the door—he's come to get his share.

When all our little debts are paid and nothing left behind,
We turn our pockets wrong side out but not a cent can we find.

We rise up early in the morn and till from soon to late,
We have no time to primp or fix and dress right up to date.

Our children they grow up unlearned, no time to go to school,
Almost before they have learned to walk, they have learned to spin or spin.

The boss man picks them round and round and whiskies very keen.
I'll tell you what, the factory kids are really treated mean.

The folks in town who dress so fine and spend their money free,
Will hardly look at a factory hand who dresses like you and me.

As we go walking down the street all wrapped in lint and strings,
They call us fools and factory trash and other low-down things.

Well, let them wear their watches fine, their rings and pearly strings,
When the day of Judgement comes we'll make'em shed their pretty things.

VI-6.

Title: COTTON MILL COLIC

Description: The life of a cotton mill worker, 1926.

New Terms: colic.

(For Thought Questions and Homework, see VI-7, below.)

When you go to work, will you work like the devil,
At the end of the week you're not on the level.
Payday comes, you ain't got a penny.
'Couse when you pay your bills you get so many.
Title: MILL MOTHER'S LAMENT (by Ella Mae Wiggins)

Description: An account of children's suffering in a mill worker's family, 1925.

Thought Questions: * Why did mill workers wish to unionize? * What seemed to be a major source of hope and consolation among the mill workers? * What is meant by "trash"? * What parts of these songs impressed you most? Explain.

Homework: * List the major grievances of the mill workers. Note the ones that could have been relieved by the mill owners and the ones that only governmental authority could relieve. * Find out conditions in textile mills today. Are they much different from conditions in 1925? In what ways yes? In what ways no? * Imagine you are a union organizer talking to mill workers. Write a short speech, calculated to win their favor.

Title: TVA SONG (by George Rucker)

Description: A song in praise of the Tennessee Valley Authority.

New Terms: TVA, turbines, private power, REA, co-ops, Norris, vision.

Thought Questions: * Listen to this song, and then recount some of the benefits of TVA. * What view of private power does the singer have? Do you agree, disagree? In what ways do you agree or disagree?

Homework: * The song mentions "the vision of Norris." What was Norris? What was his "vision"? * Give the names of at least three other public officials who promoted or carried through the idea of TVA. Tell how they were involved. * On an outline map of the U.S. draw a boundary line around the area served by TVA. What kind of area is this? Who lives there? What is their basic industry or crop? Why do you think this particular area was chosen as the first? Find out how conditions have changed in this area since TVA. * The debate between public power and private power advertisers has been going on for more than a hundred years. Every administration has taken a stand in favor, generally, of private or public power. How does the present administration view the subject? State your understanding of its policy and tell where you searched for it.

Title: THE DEATH OF BARRY SIMMS. (by Jim Garland)

Description: Recounts the murder of a union organizer.

New Terms: N.M.U. (National Miners Union; later, National Maritime Union), Brush Creek (mining town in Kentucky).

Thought Questions: * The growth of the labor movement often has been torn with violence. This song tells of murder. What other forms did anti-union violence take? * Even today, violence is present in the labor movement. Can you give accounts of recent attacks upon unions or their leaders?

Homework: * What has been the role of local and Federal government in labor-management disputes during the years 1900-1950? How has this role changed? * Choose a serious case of labor strife, sketch out its background and tell what was the final conclusion.

We leave our homes in the morning, We kiss our children good-bye, While we slave for the bosses, Our children scream and cry. And when we draw our money, We'll be back before the sun is up. Our grocery bills are high, Not a cent to spend for clothing, Not a cent to lay away. And on that very evening Our little son will say: "I need some shoes, mother, And so does sister May."

How it grieves the heart of a mother, How it grieves the heart of a mother, How it grieves the heart of a mother, How it grieves the heart of a mother, But we can't buy for our children, But we can't buy for our children, Our wages are too low, Our wages are too low.

It is for our little children, That seem to us so dear, But for us, now them, dear workers, The bosses do not care.

But understand, all workers, Our union they do fear, Let's stand together, workers, And have a union here.
VI-10.

Title: INFLATION

Description: A humorous complaint against spiralling prices.

New Terms: inflation.

Thought Questions: * Discuss and define these terms: recession, depression, boom, and bust.
* Which groups seem to suffer most in inflationary periods? Which groups seem to profit from it?

Homework: * When you go home this evening, look through a newspaper and jot down the prices of certain specific foods, items of clothing, plus a luxury or two. Then, sometime before the week is out, check at the library for a newspaper that is at least 30 years old. Compare the prices printed in it to those you copied down at home. What has happened to each of those items? Did any decrease in value? Did any increase? Why do you think these changes took place? Discuss this with your parents and then write a summary of your ideas.
* What can the consumer do to combat inflation? What can the government do?
* List a half dozen consumer, labor, business, or other non-governmental organizations that are constantly concerned with the problem of inflation.

Sky high,
Anything you try is sky high,
Better learn to fly--
Inflation!

Rich man he can sing and dance;
But poor man, he ain't got a chance.
He'll soon be left without his pants--
Inflation!

I went into a restaurant
For steak the other night.
The price was right on the menu--
Fifty cents a bite.
So I thought I'd have a hot dog;
They looked so very nice.
But while I put the mustard on,
They raised the prices twice--
Inflation!

Sky high,
Everything you try is sky high,
Better learn to fly--
Inflation!

And when the check was given
I heard the waiter say,
"Don't let it get ya, buddy,
'Cause you got six months to pay--"

Hey!

Rich man he can sing and dance;
But poor man, he ain't got a chance.
He'll soon be left without his pants--
Inflation!

(Also See: I-1, III-1, IV-5.)

VI-2.

Title: RAGGEDY

Description: Describes the problems and hopes for solutions of Southern sharecroppers.

New Terms: Sharecropper.

(For Thought Questions and Homework, see VII-3, below.)

Raggedy, raggedy are we,
Just as raggedy as raggedy can be;
We don't get nothing for our labor--
So raggedy, raggedy are we.

HUNGRY:
Hungry, hungry are we,
Just as hungry as hungry can be,
We don't get nothing for our labor--
So hungry, hungry are we.

HOMELESS:
Homeless, homeless are we, etc.

LANDLESS:
Landless, landless are we, etc.

VI-3.

Title: SEVEN CENT COTTON AND FORTY CENT MEAT

Description: Classic farmer problem of high living costs and low return on products, 1939.

New Terms: corn crib.

Thought Questions: * What is implied in the title, "Seven Cent Cotton and Forty Cent Meat"?
* Discuss the particular problems of the farmer during the 1920's and 1930's.
* What problems did the Industrial Revolution create for the farmer? How have some of these been solved?
On the 14th day of April of 1935, there struck The worst dust storms. That ever filled the sky.
You could see dust rolling in.
The cloud looked deathlike black.
And though through our weary vision It left a dreadful track.
From Oklahoma City
To the Arizona line.
Dakota and Nebraska
To the lazy Rio Grande.

It fell across our city
Like a curtain of black rolled down.
We thought it was our judgment It was our doom.
The radio reported,
We listened with alarm.
The wild and windy actions Of this great mysterious storm.
From Albuquerque and Clovis
And old New Mexico.
They said it was the blackest That ever they had seen.

From old Dodge City, Kansas,
The dust had run their bell.
The wind blew their sails, And a few more comrades sleeping On top of old Root Hill.

From Denver, Colorado.
They said it blew so strong.
They thought that they could hold out
But did not know how long.

Our relatives were crowded Into their oil-burned shacks
And the children they were crying As it whistled through the streets.
And the family was crowded Into their little room.
They thought the world had ended And they thought it was their doom.

The storm took place at sundown.
It lasted through the night.
When we looked out next morning We saw a terrible sight.

We saw outside our window Where wheatfields they had grown.
Was 100 feet deep In dust the wind had blown.

Flour up high on our fences.
The farmers they were crying.
They covered up their streets.
In this wild and dusty storm.

We loaded our jalopies
And piled our families in.
We rattled down the highway
To never come back again.

VIII-1. THE GROWTH OF THE U.S. AS A STRONG POWER

Title: OLD ENGLAND FORTY YEARS AGO

Description: A review of the causes of the war of 1812 and its major battles.

New Terms: ravage, cry for quarter, bog, Fen, null, tinfoil.

Thought Questions: * How is the burning of Washington viewed in this ballad?
* Which of these American commanders became famous later? In what way?
* Interpret and discuss the third stanza: "And since that time..." etc.

Homework: * Select any battle or naval engagement mentioned in this song, describe it, and tell why it may have been significant.
* On an outline map of the U.S. mark those places in which important battles took place.
* Was this a "necessary war"?

VII-4.

Title: DUST STORM DISASTER (by Woody Guthrie)

Description: A bitter song describing the grim effect of dust.

New Terms: rung their knell, Boot Hill, oil-boom shacks, jalopies.

Thought Questions: * Go to the map and point out the area of our country that was struck by dust storms in the 1930's. Find the cities and rivers mentioned in the song.
* What caused the dust bowl to develop?

Homework: * List three major causes of this terrible situation and tell how the nation has tried to combat--in some way--each of these causes.
* Th book says "We rattled down the highway to never come back again." If he represents a sizable number of former dust bowl farmers, where did he probably go?
* A man named Edwards left the dust bowl and went to California. The California police would not let him enter the state, because he had no job. Edwards took his case to court and eventually won in the Supreme Court. Find out about this case in the library. Why was it so important? What does the case reveal about the plight of the dust bowl farmers?
VIII-2.

Title: THE HUNTERS OF KENTUCKY (by Samuel Woodward, 1820)

Description: An account of Andrew Jackson's defense of New Orleans.


Thought Questions: * Was this a necessary or unnecessary battle? Explain your answer.
* What contributed to the defeat of the British at New Orleans?
* What characteristics of the frontiersman are revealed in this song?

Homework: * Imagine yourself to be a war correspondent. Write a news story of battle of New Orleans. Describe the preparations for battle, as well as the battle itself.
* Do you recall any other battles in which Andrew Jackson distinguished himself?

Ye gentlemen and ladies fair, who grace this famous city,
Just listen, if your time is spare, while I rehearse a ditty.
And for the opportunity, conceive yourselves quite lucky.
For 'tis not often that you see a hunter from Kentucky.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

We are a hardy, free-born race, each man to bear his share:
What'er the game we join in chase, despising time and danger.
And if a daring foe annoy, 'tis on the strength and forces.
We'll show him that Kentucky boys are alligator horses.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

I t'pose you've read it in the printing, how Packenham attempted
To make Old Hickory win the prize, but soon his scheme repelled.
For we, with rifles ready cocked, thought such occasion lucky.
And soon around the general flocked the hunters of Kentucky.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

You've heard, I t'pose, how New Orleans is fam'd for wealth and beauty.
There's girls of every hue it seems, from snowy-white to sooty.
So Packenham made his brag, if he in fight was lucky.
He'd have their girls and cotum bags, in spite of old Kentucky.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

But Jackson he was wide awake, and not scared at trifles.
For well he knew what aim we take with our Kentucky rifles.
So he led us down to Cypress swamp, the ground was low and muddy.
There stood John Bull in martial pomp and here was old Kentucky.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

And the young West was raised to our breasts, not that we thought of dying.
But that we always like to rest, unless the game is flying.
Behold it stood our little force - none wished it to be greater.
For every man was half a horse, and half an alligator.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

They did not let our patience tire, before they showed their faces.
We did not choose to waste our fire, so simply kept our places.
But when so near we saw them wink, we thought it time to stop em.
And 'twould have done you good, I think, to see Kentuckians stop em.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

They found, at last, 'twas vain to fight, where lead was all the booty.
And an they went into flight, and left us to our beauty.
And now, if danger o'er us annoy, remember what our troops.
Just send for us Kentucky boys, and they'll protect you, ladies.

O Kentucky, the hunters of Kentucky!
O Kentucky, the hunters of Kentucky!

VIII-4.

Title: ROLL, ALABAMA, ROLL

Description: Story of the successful Confederate raiding ship, the Alabama.

New Terms: keel; identify the following: Jonathan Laird (the English company that built the Alabama), Cherbourg (French port where she went in for repairs), Kearsage (Northern ship that went after the Alabama).

Thought Questions: * Neutral nations must abide by certain international laws. What nations were at war? How did England and France violate international law during the Civil War?

Homework: * What part did this cruiser play in international law at this time? Were our claims justified? How was the Alabama claims case finally settled?
Our eyes have seen fair Cuba with 400,000 slain, 
We have seen our slaughtered millions, we have seen the strife on Maine, 
And the hand that wrought the ruin was the dastard hand of Spain, 
Our host is marching on.

Forward, forward, Cuba Libre! 
Forward, forward, Cuba Libre! 
Forward, forward, Cuba Libre! 
Our host is marching on.

Our eagle from his eyrie sees the vulture down below, 
He is sweeping from his hilltop, beak and talons toward the foe, 
With the war-cry, "Cuba Libre!" All the dons will have to go! 
Our host is marching on.

We have breathed the air of freedom and our hearts are strong and true; 
We will halt not till fair Cuba breathes the air of freedom, too; 
See our glorious banner floating o'er our solid ranks of blue, 
Our host is marching on.

We will bear the "stars" of freedom where the "star" of Cuba waves, 
Side by side we'll plant the colors in the land of many graves, 
Till a nation, free, emerges from a land of Spanish slaves. 
Our host is marching on.

With the whole world's gaze upon us we will meet the hordes of Span, 
And the blood of Cuban martyrs shall no more be shed in vain, 
We will rear a new republic, a memorial to the Maine, 
Our host is marching on.

VIII-6.

Title: THE FLOOD AND THE STORM (by Woody Guthrie)

Description: A radical view of post-World War I developments.


Thought Questions: * One of the most significant results of World War I was the overthrow of the Russian Czar. How does this song treat that event? * The last stanzas refer to a "workers revolution" spreading "from Italy to China, to Europe and to India." To what developments between 1920 and 1930 do these lines refer? How have these developments affected the course of modern history? * According to this song, what role did the United States play in the peace talks after World War I? What other important events did the U.S. help bring about that are not mentioned in this song? Why do you think they are not mentioned here?

Homework: * On an outline map of Europe, show how old empires disappeared and new nations took their place. What role did the older nations play in the war? Why do you think they were changed by the Allies? The song mentioned the British and French telling the Americans, "We've staked off our claims..." Where were
Title: WELL, WHAT A TIME!

Description: A summary of events leading up to and including the first few months of World War II.


Thought Questions: * What was U.S. foreign policy prior to Dec. 7, 1941? What seemed to be the basis for this policy?
* Explain the term "lend-lease." What did this mean? How was it used? Was lend-lease unusual in a program for the U.S.?
* What event is referred to in the last stanza?

Homework: * Make a time line showing what you believe to be the ten or 12 major events of World War II.
* War was declared by Pres. Roosevelt on Dec. 8, 1941. But many people believe we really took our position in the early and middle thirties. In fact, all of Europe was involved in taking sides during the thirties. Can you find facts to support this argument, that World War II really started in the early and middle thirties?

Well, what a time, my Lord,
Well, what a time, great God-a-Mighty,
Well, what a time, what a time!

Well, if you read your paper and read it well,
You know about the story I'm about to tell.
In nineteen hundred and forty-one
The Second World War had just begun.
Mr. Big Shot Hitler went out to plan,
Lord, to pick out a place called No Man's Land.

Well, he told his boys they need not fear
'Cause I'm gonna be the Chief Engineer.
We'll have a time, my Lord,
Well, what a time, oh my Lord.
Well, what a time, great God-a-Mighty,
Well, what a time, what a time!

Well, ol' Great Britain got trouble in mind.
She threw sixty-five thousand on the firing line.
Well, ol' Great Britain let out a cry
For the United States to send supplies.
Well, we loaded our vessels and started to cross;
Well, the next thing we heard, our vessels was lost.
Well, this made America very displeased:
Old Adolph Hitler tryin' to rule the seas.
Well, we sent him a message straight from home;
Said: "Man, you better leave our vessels alone!"

(Chorus)

Well-a, great God-a-Mighty, what an awful sound.
Now how them bombs a-keep a-hittin' the ground.
Well, they didn't have time to repent;
Well, the souls went a-laborin' in the judgment.
They tell me the women and children did cry:
"Now, Lord have mercy, don't let us die!"
Well, they called my Lord; they called Him loud;
And he sent them a man from the clouds.
Well, the man that came was well prepared:
General Douglas MacArthur, then the Chief of Staff.
And just like Moses in the days of old,
We started whippin' the Japs and knocking them cold,
'Cause God was on our side and we're goin' to win;
But have to fight that battle to the bitter end.

(Chorus)

I say in nineteen hundred and forty-one
The Second World War had just begun.
By nineteen hundred and forty-two
They were calling for fathers and the sons, too.
By nineteen hundred and forty-three
They mighta missed you, but they sure got me!
Well, in nineteen hundred and forty-four,

Lord, we called back-home for more and more.
By nineteen hundred and forty-five
I would tell you about it, but I don't wanna lie.
Well, the story I'm-a tellin', it may not rhyme,
But I heard one day, heard a B-29:
It comin' through the air, Lord, big and bold.
It had a one little bomb way back in the hold.
Well, the pilot called the bombardier
And said, "Jack, this is it! And you can drop it right here!"

And it was a time, my Lord...etc.
IX-1. THE WORLD OF MAN

Title: JAPANESE BUDDHIST SERVICE

Description: At Nonomi Temple in Japan a priest of the Tendai sect recites the morning prayer.

Thought Questions: * What seems to be the main concepts or ideas of the Buddhist religion? In what ways does Buddhism differ from other great religions of the world?
* What feelings do you detect from the chanting of this prayer?

Homework: * On an outline map of the world, color in the countries in which the Buddhist religion is practiced. Check with a source book, such as the World Almanac, to find out how many people actually practice Buddhism in each country.

IX-2.

Title: INDIAN (HINDU) RELIGIOUS HYMN

Description: A Hindu suppliant sings a hymn to Shiva, one of the Supreme Trinity of Hindu gods.

Thought Questions: * How has the Hindu religion affected the political, social, and economic development of India?
* What are a few of the key concepts in the Hindu religion?

Homework: * Go to the library and look at an encyclopedia or other book that may have illustrations of Hindu gods in it. What is your impression of these gods? What conclusions can you draw from these illustrations concerning the Hindu's concept of the universe?

IX-3.

Title: MOSLEM HYMN

Description: An excerpt from a Moslem religious ceremony, (to come)

Thought Questions: * What are the major beliefs of the Moslem religion? How do these beliefs differ from the ideas of the Christian, Hebrew, or Hindu religions?

Homework: * On an outline map of the world fill in those countries in which the Moslem religion is predominant.
* After looking at your map closely, can you draw any conclusions about the effect of the Moslem religion on current international problems?
* Be prepared to give in class two illustrations from modern or ancient history in which the confrontation of two religious systems affected the course of history. Think of each of the continents: North America, South America, Africa, etc.

IX-4.

Title: IT'S THE SAME ALL OVER (by Art Samuels)

Description: Presents the case that all men are basically alike in their hopes, fears, and dreams.

"Here's a song I can honestly say just about wrote itself. I wanted to say something very specific... I was thinking about the many common qualities and ties, the many common feelings that, willy-nilly, bind all people all over the world. And because the idea was simple and truthful, the first and final draft of the song didn't take long to follow."

When a farmer in Maine surveys his grain With a grim and worried frown, You can bet he's not alone in hoping That the rain will soon come down... For Farmer Ivan in Smolensk Is an equally worried guy, 'Cause all his grain needs the very same rain And it comes from the very same sky.

CHORUS: It's the same all over, Where the four winds blow, Though east is east and west is west What's human is human like all the rest No matter where you may go.

When a mother in Spain sing a soft refrain That says, 'Sweet baby mine', It's a thing Mai Lin out in Tientsin Will understand just fine... She's got a baby of her own And she loves it just as dear. She'd walk a mile for that tiny smile And she'll kiss away each tear.

When Joe Lacolle in Montreal Begins to sneeze and squirm, The thing that's got into his blood Is a universal germ... With improvement in communications There may come a day... He'll sneeze and hear "Gesundheit!" From ten thousand miles away.

When Daisy Brown in London Town Is freddin' 'cause hubby is late, Mrs. Svenon in Stockholm is busy Re-heating her husband's plate, When a child in Rome says, "Vivere in Pace" Praying on her knees, You'll hear the whole world echo "Peace!"

Across the seven seas.

IX-5.

Title: TO I HOL

Description: A young Polish girl is ready to marry—lacks a suitor.

New Terms: (In English Trans.) Dowry, fickle, suit

Jadę gośćci jada Koś się nęo suçu, " Do smie nie prawjadu Bo nie ma posau.
To i hol, hola la To i hol, hola la
Choc nie ma posau Ani swe do mu, Jesczesne nie matula Nie da lada komu.
To i hol, hola la To i hol, hola la
Past my gate, all in state Ride the authors merry. They won't knock on my door For I have no dowry.
To i hola, hola la la
To i hola, hola la la
Kuski kis yam I can bake,
Who can want a finer cake?
Yet no call comes for me
For I have no dowry.
To i hola, hola la la
To i hola, hola la la
People say I'm too gay,
Fickle as a feather;
But I've learned more than they
From my wise old mother.

He doesn't write any more,
Not even a little note.
To trust a person
Is to trust a stone.

Don't trust a vagrant.
He'll just get up and leave you. (2)

Distant mountains
Make me think of my father and my mother.
Oh! my parents
Whom I left at home.

Those who once met will meet again.
Distant mountains
Beyond which I cannot see.

Thought Questions:
* Did you enjoy hearing these four songs? What appealed to you most? The rhythm? The strange language? The singer?
* If you didn't catch the translation, did you find that you needed to know every word and line? Were you able to feel what the singer was trying to say?

From the many American and British folk songs you may have heard, are there any which resemble one of these foreign language songs? Do you, for example, see a connection between the Zulu girl's "Distant Mountains" and an American girl's "On Top of Old Smoky"?

After hearing these songs and listening to the translations, what general conclusions can you draw about people in general?