

**Donna Wissinger and Joy Myers present:**  
**THE WORLD TURNED UPSIDE DOWN:**  
Music and Stories of the American Revolution  
STUDY GUIDE (Grades 3-5; 6-8; 9-12)



Examples of Next Generation Sunshine State Standards met during the program:

- SS.A.4.2.3 Events leading to and including the American Revolution
- SS.5.A.5.3 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
- SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.
- SS.912.C.1.2 Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.A.4.2.4 All aspects of war and resulting documents

Additional standards for the optional culminating orchestra program FREEDOM

- MU.A.3.2.3; MU.C.1.2.3; MU,E.1.2.2 Rhythm, meter, lyrics, MU.4.C.1.1 Identify and classify instrument families of orchestral
- MU.4.C.3.1 Describe what makes a musical work appealing
- MU.4.H.2 Describe how the arts document historical events
- MU.4.H.3 Learn connections between learning music and learning other subjects



**Drum Roll! The Year is 1775! Trouble is brewing! In this election year, *The World Turned Upside Down* reviews, builds upon, and deepens students' knowledge and understanding of American Freedom. Students:**

- experience revolutionary stories and participate as patriots, loyalists and courageous leaders in this world-changing period of American history
- learn the music, important documents, dates, events, and personalities that continue to shape their country and lives
- learn the power of diversity and inclusion in a free society
- particularly during this election year, students learn of the responsibility of each citizen to keep America true to her word that '*All people are created equal*'
- learn that history is a subject about people who dared to live their lives courageously. It illuminates their triumphs, their shortcomings, and the unknown consequences of their actions. **Students experience that we can learn how to better write our own *life* stories by knowing the stories of others.**

**Right Face!** Yankee Doodle comes to town in full Continental uniform in this exciting, interactive program about the American Revolutionary War and the fight for freedom. Through the music of fife and drum, students understand the role music and musicians played in this historic conflict. Throughout the program, students become the voices of patriots, loyalists and British helping them gain insights into the causes of the war and the attitudes of the various participants.

- 3-5 students experience a day in the life of a patriot soldier, learning the drum beats and executing the maneuvers they signaled
- 6-8 students feel the passion of loyalty versus new thinking and the power, both uplifting and demeaning, of name calling
- 9-12 students examine the responsibilities and leadership necessary for freedom and American democracy

**GOALS OF THE PROGRAM:**

The goal of the program is to help students experience history as a subject about real people who have messages that can help them be successful in their own lives, and to feel the excitement of the colonies' fight for freedom that is part of our country's history.

## What do you know pre-review?

### Grades 3-12

1. There are \_\_\_ stripes are on the American flag and they signify:
  - a. 50; the number of states in the Union
  - b. 13; the number of colonies that fought for independence
  - c. 15; the number of colonies in the new world
  
2. The Revolutionary War was:
  - a. a war between England and the 13 colonies of North America
  - b. the war between the states
  - c. fought between 1775-1781
  - d. fought in the late 1800s
  - e. a and c
  - f. b and d
  
3. Central figures in the Revolutionary War were:
  - a. Generals Patton and Eisenhower
  - b. Generals Robert E. Lee and Ulysses S. Grant
  - c. General George Washington, Henry Knox and John Adams
  
4. The Revolutionary War was fought:
  - a. for colonial independence from England
  - b. to abolish slavery in the United States
  - c. to defeat the French and Indians
  
5. The document that was signed and celebrated each 4<sup>th</sup> of July is:
  - a. The Declaration of Independence
  - b. The Treaty of Paris
  - c. The Constitution
  
6. What does 'we hold these truths to be self-evident' mean?
  - a. that only some people should be given the secret of the truths
  - b that the truths are already known to peoples' hearts and minds and do not need explanation
  
7. At the end of the Revolutionary War, who was not free or treated equally?
  - a. slaves, women, native peoples
  - b. all people gained independence and freedom and were treated equally
  
8. What questions do you have about the Declaration of Independence and its value in the world today?

In this program students will experience the following. Preparation for the program can be a review of these concepts or a review of the teacher's choice.

Students experience that there were at least 4 sides to this conflict between the Colonists and the British:

- Colonists (The colonists called themselves Patriots; the British called them Rebels)
- British (The patriots called those who sided with the British Tories; they called themselves Loyalists)
- Quakers and other Pacifists who were caught in the middle
- Native Americans

**Students experience how the names people gave to themselves and their opponents (i.e. Patriot or Rebel) reflect their perspectives.**

Students experience the role of music during war time; it was used:

- To organize marching
- to express feelings (celebrating)
- to keep up moral
- to recruit
- to organize and sound troop movements (communicating)

Students learn the contributions and character traits of George Washington, Henry Knox, John Adams, and Benedict Arnold.

Students feel the thrill of Cowpens and the Battle of Yorktown, and the song "The World Turned Upside Down" to show how unlikely and astonishing a victory it was for the Colonists.

Students learn part of the Declaration of Independence and discuss the strange circumstance that a people fighting for their freedom could yet hold slaves.

## **SUGGESTIONS FOR STUDENT PREPARATION PRIOR TO THE PROGRAM:**

Preparation for the program can consist of a review of some vocabulary words, a discussion about some aspect of the American Revolution or a hands on project involving the art or music teachers. Following are a few suggestions to get started.

Vocabulary/Spelling words: rebel  
conflict  
pacifist  
revolution  
declaration  
fife  
flam  
stroke

Writing/Reading:

Read excerpts from the Declaration of Independence, rewrite it in your own words.

Read some of Benjamin Franklin's "Poor Richard's Almanac" or some other period writing

Create a space in the library of books of relating to the Revolution.

Write new words to the song, "The World Turned Upside Down"

Social Studies:

Read the Declaration of Independence and discuss its meaning. Examine the signatures of the authors and supporters.

Discuss the names given to the participants in the war. (Rebel/patriot, Tory/loyalist, Quakers and Native Americans) Role play a discussion on taxation, whether to declare independence, etc. taking the various positions of the participants in the conflict.

How did the geography in America impact the war?

Read about and discuss some of leaders at that time. What were their strengths? What impact did they have on the conflict?

Discuss the reasons George Washington was selected Commander-in-Chief.

Art:

Make a map of the thirteen colonies. Mark historical sites or important battles.

Make a colonial flag.

Music:

Discuss the role music could play in times of war. Discuss the reason the fife and drum were selected as instruments of the American Revolution. Who played them? Why? Learn to sing "The World Turned Upside Down", "God Save our Thirteen States", "Good-bye America"



## Men and Women We Must Remember

*Paul Revere, yes. But many others fought America's battle for liberty.*

An opinion essay by Andrew Cline

Reprinted from THE CHRISTIAN SCIENCE MONITOR

By now you've probably seen some reference to April 19's place in history. Perhaps a news brief summarizing David Koresh's fiery finale in Waco, Texas, or a feature story memorializing victims of the Oklahoma City bombing.

But, long before these events were captured by TV for constant refrain on Hard Copy, April 19 was a date to remember. April 19 is the day this nation was conceived.

At about 6 a.m. on the 19th of April, 1775, Samuel Adams surveyed the green at Lexington in the Colony of Massachusetts and said to his friend John Hancock, "Oh what a glorious morning!" He wasn't talking about the weather. An hour earlier a great war had begun.

Almost every American knows of Paul Revere's ride and of the way colonists hid "like Indians" to chase the redcoats back to Boston.

But how many know of the bravery of the Lexington women who risked being hanged for treason to hide gunpowder, muskets and food from the British regulars who searched their homes? Of the American spies who kept track of the British troop movements? Or of the post carriers who nearly killed their horses to spread news of the battle to the ends of the colonies?

### **10 P.M.- the British assemble**

It was at 10 on the evening of April 18 that 700 plus British regulars assembled on Boston Common. They had orders to confiscate the arms and munitions that the colony's leading radicals had stored in Lexington and Concord. As they crossed the Charles River, two lanterns were hung in the steeple of the Old North Church. The lanterns launched riders Paul Revere and William Dawes to Lexington to warn of the coming danger.

Revere arrived at the home of Jonas Clarke at midnight. Two sentries were posted to protect the Clarke's guests, Adams and Hancock, who were wanted by the government. The sentries told

Revere not to make any noise. "Noise!" Revere retorted. "You'll have noise enough before long. The regulars are coming out!"

By 2 a.m. on April 19, 130 townsmen had assembled on the Lexington Green. They agreed to keep still and not engage the regulars "unless they should insult or molest us". During the next few hours, most of the "minutemen" slinked back to their homes or to Buckman Tavern.

### **5 a.m.- the alarm sounds**

When the alarm was sounded near 5 a.m., 70 men (almost half of Lexington's adult male population) answered, including Jonas Parker, who was more than 60 years old. Women and children followed, coming to see what all the ruckus was about.

The ruckus was caused by Maj. John Pitcairn's six companies of regulars marching onto the green. Pitcairn ordered the townsmen to drop their weapons and disperse. Some trudged away, but only under orders from their own captain, John Parker. Others, including Jonas Parker (related to Captain Parker) stood firm. Not one laid down his musket.

Naturally, the British said the rebels fired first, and vice versa. Some of the regulars reported seeing shots fired from a house, while Pitcairn and others reported that the first shot flashed from behind a stone wall. American observers thought a mounted Redcoat fired first.

Before Pitcairn's troops left, half an hour after they arrived, eight townspeople were dead, including old Jonas Parker who had been shot and then bayoneted where he stood. One man Jonathan Harrington died on his own doorstep as his wife and children watched.

Most Americans don't think knowing the date America's first battle for independence or the names of the men and women involved is useful. They consider it trivia.

### **This is not trivia**

It's not. Those who resisted the British that day and for the next six years were the founders of a nation and of a culture.

Lexington's minister was a patriot named William Emerson, grandfather of Ralph Waldo Emerson. Nathaniel Hawthorne's grandmother watched the battle. Herman Melville's grandfather was at the Boston Tea Party. Henry Wadsworth Longfellow's grandfather commanded Paul Revere during the war and Henry David Thoreau's grandfather served under Revere.

We owe these people more than our Freedom; they helped found our national identity as well.

William Emerson's brother-in-law was one Daniel Bliss, a Tory (and a lawyer). A month before the battle at Lexington and Concord, Bliss gave two British spies food and shelter, then escorted them to Boston. Emerson said of this event, "Verily our enemies are of our household."

The same can be said (perhaps hyperbolically, perhaps not) of those Americans who think history unimportant. Without a collective memory a nation cannot maintain its purpose and character. If we forget the men and women who gave us liberty, we forget what a peculiar commodity liberty is and we may risk losing it.

\*Andrew Cline is director of publications at the John Locke Foundation, a public policy think tank in Raleigh, N.C.

Standards are constantly changing, that said, they are hopefully designed to give students the skills and knowledge to achieve excellence. To help teachers clearly understand what each of the programs hopes to accomplish, I have included a page with each study guide that outlines the specific art standard and the interdisciplinary standard that this program will help your students achieve.

"THE WORLD TURNED UPSIDE DOWN":  
MUSIC OF THE AMERICAN REVOLUTION (GRADE 3-5)

THE ARTS:

Standard 1: Creating, Performing and Participating in the Arts

Throughout the program, students have the opportunity to participate by experiencing the day in the life of a Revolutionary War soldier. They learn various drumbeats and what they meant, march to the beat of the drum and sing along with the artists.

Standard 2: Knowing and Using Arts Materials and Resources

Students learn more about the two musical instruments featured in the program: the fife and rope tension drum. They come to appreciate them as tools for communication as well as musical instruments.

Standard 3: Responding to and Analyzing Works of Art

The students discuss the role that music plays in times of war. They analyze the words to the songs that were used to motivate, express feelings and rally the home front.

Standard 4: Understanding the Cultural Contributions of the Arts

Music becomes the vehicle for understanding some of the causes and attitudes of the various participants of the American Revolution.

SOCIAL STUDIES:

History of the United States

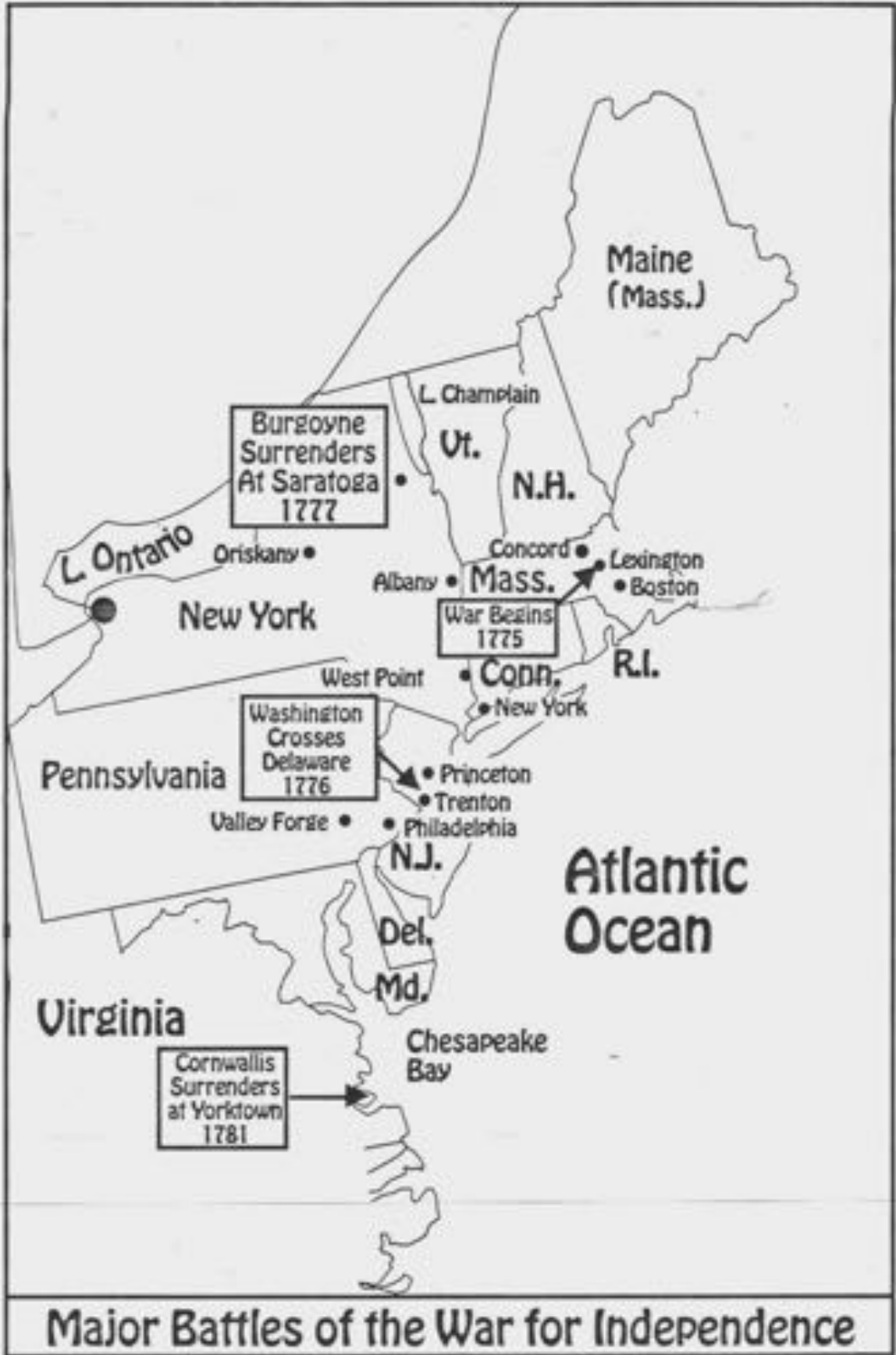
Students look at the history of the American Revolution from the perspective of the 4 different sides to this conflict: the Colonists (Patriots/Rebels), the British (Tories/Loyalists), the Quakers and other Pacifists who were caught in the middle, and the Native Americans.

Civics, Citizenship, and Government

Students spend some time reviewing the Declaration of Independence and the Constitution and come to better understand the roots of our government.

Older students grasp the responsibility of citizen to be thoughtful participants in conversation and eventual voting.





**Major Battles of the War for Independence**

## What do you know?

**In the Article**, *Men and Women We Must Admire*, the author believes

- a. past history has no meaning in our lives
- b. history reminds us of people who had incredible courage and risked their lives for causes in which they believed
- c. history is a series of unrelated events and people

The author suggests that

- a. the events of April 19, 1775 had little importance in American history
- b. the events of April 19, 1775 damaged our country's future
- c. the events of April 19, 1775 helped to form a nation and culture that changed the world

**Using the map of the Major Battles of the War in conjunction with information provided during the program answer the following questions:**

The British marched 16 miles from this large city toward Lexington in 1775:

- a. Albany
- b. New York
- c. Boston

This British surrender was instrumental in France's decision to aide the Colonies:

- a. Washington's victory at Trenton in 1776
- b. Burgoyne's surrender at Saratoga in 1777
- c. Cornwallis' surrender at Yorktown in 1781

The map shows the Southern campaign of the British.

- True  
False

Part of the reason Burgoyne met with disaster was:

- a. The Continental Navy blocked his route
- b. His army was making its way south through the wilderness of upstate NY and ran out of supplies
- c. Benedict Arnold committed treason

At the surrender of Yorktown in 1781:

- a. Washington gave his troops permission to taunt the surrendering British
- b. Cornwallis presented his sword to Washington in defeat
- c. The British Army played *The World Turned Upside Down* in recognition that the world was forever changed