



Music of the Westward Expansion

Unit Summary

What was life like for a western pioneer? Students take a journey through westward expansion using music to understand the experience of the pioneers. As they listen to lyrics and analyze the different types of music that was being sung and played during the later half of the 19th century, students gain insight into the life of the pioneers. Students identify the relationship between folk songs and historical events, and explore how music inspires and influences people today. The project culminates with a concert where students reenact life on the trail and share songs from the period.

Curriculum-Framing Questions

- **Essential Question**
How do the arts reflect history?
- **Unit Questions**
What can music teach us about history?
How does the pioneers' music reflect their lives?
- **Content Questions**
What is period music?
Who were the early pioneers?

Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Music of the Westward Expansion Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Start this unit by posing the Unit Question, *What can music teach us about history?* Record ideas on butcher paper to be posted on a wall in the classroom. Tell students they will be returning to this question and will have an opportunity to add to their responses.

Who Were the Pioneers?

Continue this project with a discussion by asking, *Who were the early pioneers?* and, *Why did they travel to the frontiers of the West?* Record ideas and answers as well as questions on a Know-Wonder-Learn (K-W-L) chart. Guide students to the ThinkQuest Web site [A Pioneer's Journey to the Frontier](#)*. This ThinkQuest introduces students to the pioneers. The site explains who the pioneers were, where they traveled, and how they traveled. Allow time to explore the information located at this site. Lead a discussion about any questions that arise.

Have students work in pairs to explore the question, *Why did pioneers travel west?* Consider having students use the [Seeing Reason Tool](#) to organize the factors that influenced westward expansion and show how these factors influenced one another. (The [Seeing Reason](#) Web site has examples of causal maps as well as resources to help you get started.) Before students use the tool, model a causal map with the whole class to familiarize them with the process. As they research western expansion and gather new insight, instruct students to modify their maps to reflect their changing understanding. These maps can serve as the basis of a role-playing activity and character diary entries. For an interesting comparison, have students create a new [Seeing Reason](#) map to investigate the question, *Why do people move today?*

Create group scenario role-playing cards, such as this [example](#). Develop each group scenario to include three or four characters who may have journeyed westward together, such as a farm family or a group of prospectors. Divide students into groups of three or four and randomly pass out a card for each group. Explain to students that they are to

At a Glance

Grade Level: 3-5

Subject(s): Music, Social Studies

Topics: Westward Expansion, Pioneer Life, Music

Higher-Order Thinking

Skills: Analysis, Cause and Effect, Evaluation

Key Learnings: Music Appreciation, History and Culture Through Music, Patterns of Human Migration

Time Needed: 8 weeks, 5 hours per week

Background: [From the Classroom](#) in Florida, United States

Things You Need

[Assessment](#)

[Standards](#)

[Resources](#)

select roles from the card and then gather more information about the journey west, keeping in mind how their characters would have experienced the journey. With this information, students can write brief fictional diary entries for their characters, explaining the daily events and happenings in their travels from the characters' points of view.

What Role Did Music Play in Westward Expansion?

Introduce music and songs from the first half of the 19th century. Present basic music lessons on the different forms that the songs use. Answer the Content Question, *What is period music?*

Have students brainstorm in small groups their answer to, *What role did music play in westward expansion?* Have one person from each group share the group's answers with the whole class.

Play one song, such as [Red River Valley](#)*, and discuss its interesting origin. Ask students to consider which "character" in their group would have been likely to sing this love song. Play other songs, and, as students listen, have them write descriptive words that come into their minds. Ask students, *How does the pioneers' music reflect their lives?* Have students share their thinking and describe the moods, feelings, or images each song evokes. Introduce the Essential Question, *How do the arts reflect history?* and the Unit Question, *What can music teach us about history?* Have students write responses from the points of view of their characters in their diaries. Make sure students include not only how their characters think the arts reflect history but also how they think the arts reflect history. Have students read their entries to the class, and add new ideas to the K-W-L chart.

Tell the students they will be taking on the role of pioneers. In their role, they share in a song in a final concert. Have each group choose a different song to study and interpret. Instruct students to research the writer of their song and find out what inspired him or her. From the point of view of their characters, have students write in their diaries about what the particular song means to them. They might write about when they first heard the song, what it reminds them of, or the images or "memories" it evokes. Have students illustrate their songs on large (12 x 18) pieces of construction paper, representing the narrative features as well as the feelings or moods the lyrics and tunes evoke. All these student products can be used in a slideshow backdrop for the final concert.

Gather Research

Explain to students they will also be creating a newsletter that reflects their knowledge of the pioneers and their music. This newsletter is for their characters' hometown newspaper. Guide student research so each group answers the following questions:

- *How does the music express the pioneer way of life or the life that was left behind?*
- *What can music teach us about history?*
- *Are some songs exaggerated tall tales? In what ways?*
- *Are some songs based on an actual person or event? Who or what?*
- *How does the pioneers' music reflect their lives?*
- *What musical instruments were used in the most popular renditions, and where did they come from?*
- *When would this song have been sung or played, and by whom?*

Copies of the different publications can be distributed during the concert. See a [newsletter sample](#). Distribute the [newsletter checklist](#) to help students create their newsletters.

Culminating Project

Help each group create a multimedia slideshow that supports their interpretation of the song they studied. Hand out the [project scoring guide](#) to review expectations. Illustrated phrases and pictures (including scanned original artwork) can be included to evoke the mood of the song and enrich the presentations. Make sure they include how the particular song reflects the history of the pioneers. Have students make their oral presentations in character. See one group's work in this [slideshow sample](#). Distribute the [slideshow checklist](#) to help students develop their slideshows. Use the [project scoring guide](#) to assess students' work.

Differentiated Instruction

Resource Student

- Place the student in a heterogeneous pairing or small group to do research and complete unit projects
- Keep the project open-ended to ensure that the student has an opportunity to be successful
- Provide the student with additional adult assistance, extra work time, and task modifications as needed

Gifted Student

- Assign the student to an expert role (in reading, writing, or technology) and encourage the student to help others
- Provide opportunities for the student to pursue independent projects related to the topic during spare time

English Language Learner

- Call upon ELL assistant teachers to help the student translate basic terms into an English/first language glossary
- Post translated terms around the room to allow all students to learn something new
- Explain difficult concepts and help the student complete assignments and conduct research
- Pair a bilingual student with a non-native speaker for tasks that require reading and writing
- Adapt assignments or allow more time as necessary

Credits

Cecelia Vaillant-Yanes participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

Designing Effective Projects: Music of the Westward Expansion From the Classroom

Ms. Vaillant-Yanes responded to these questions in e-mail:

What is your teaching background?

I have taught music to students from pre-kindergarten to grade 12. My formal teaching career began in Union City, New Jersey, and I later taught in both private and public schools in Newark, Bayonne, and Jersey City. In 1990, I settled in Florida, and began teaching music and ballet in an after-school program. I currently teach music to students in grades kindergarten through five at Charles D. Wyche, Jr. Elementary School in Miami.

What was your experience with instructional technology leading up to participation in the Intel® Teach Program?

When I began teaching in Miami-Dade County Public Schools in 1994, I had a co-worker who dragged me to every music technology workshop imaginable. That was my introduction to technology in education. I began experimenting with music literacy software, including ear training and sequencing applications. I didn't have access to all of this at first, but I tried to stay up to date with what was becoming available in music education. Later I began using music literacy software with my students. They just couldn't wait to get to the computer and either work by themselves or lead the class through lessons using the TV viewer.

What was it like taking the Intel® Teach Program?

At first I wondered if I would be able to implement the course project goals with a music lesson. Then I thought, of course I can. I'll develop a thematic unit in music. So I was off. I feel confident that I can now implement this type of lesson anywhere the music takes me and implement technology into a unit of study in music or any other content area.

Why did you choose to develop the unit you did ("Music of the Westward Expansion")?

I was simply staring at my computer when it hit me! At first I asked myself: What do I really want students to learn about? How can I coordinate music with their other studies? I teach music literacy, history, composers, movement, and creativity, and incorporate writing into the curriculum. What could I get them to learn by researching on their own? I remembered one of our grade levels doing a unit on the Westward Expansion and I recalled that there's a wealth of music from that historical period that is still with us today. So, using the district curriculum goals as a guide, I began my quest into the life and times of the settlers moving West. I chose three songs the students could analyze musically, research the history of, interpret from a pioneer's perspective, and create their own lyrics for to explain more about the times. Finally, kids could dress in period costume and perform the songs with a multimedia backdrop during a culminating concert.

What benefit does your technology training bring to your students?

I can help students can go a step further within the subject area. I can guide them to do effective research on their own or work as teams to gather information to expand on a unit of study. They can learn how to build and present their final product in a professional manner. This helps students meet their potential. Creativity also holds a special place here—the technology really helps kids express themselves.

Do you do a lot of technology-supported projects with your students? Can you briefly describe a few?

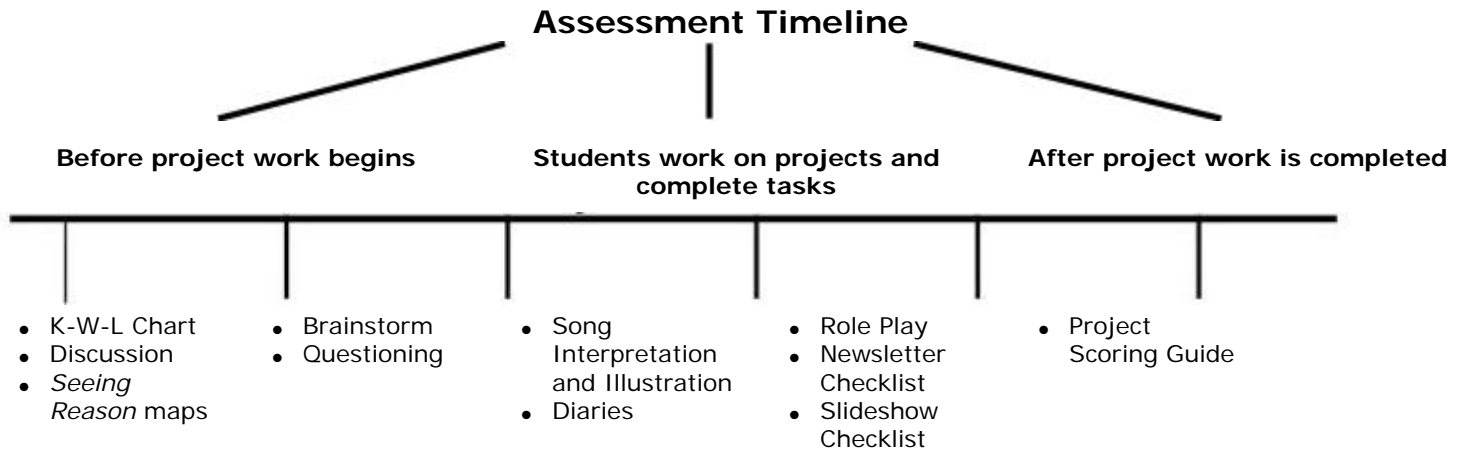
We have done projects in the past looking into the historical aspect of a song or a people. For example, last year we did a unit on Australia where students learned about the didgeridoo and the kookaburra, and they actually went online to find background on the bird and hear the laughing sound it makes. They learned some Aussie language and reviewed the history of the Olympics, too. Another project a few years ago was done with music and nature where the music used actual sounds in nature from Yellowstone National Park. Students identified animal sounds, researched one of the animals of their choosing, used pictures drawn or cut out, and made their own music folder for the project. I have also used online student evaluations in music where the student can e-mail their quiz answers to me.

Next steps: Where do you see technology fitting in to your teaching and your students' learning in the future?

My situation is different. I don't have a classroom now or my own computers. I travel from classroom to classroom, and not every room is equipped the same. Much time is spent traveling and getting prepared for each different grade level. I get to see each class only one hour a week, so planning takes on a whole new meaning when preparing a new unit of study. A thematic unit can be difficult to teach in my current situation. It's workable, but it takes patience and flexibility! I would hope to see myself one day in my own music suite or classroom where I have full access to music software, including a music encyclopedia application where students work on different research tasks. Opera excerpts are easily downloaded from the Internet for students to hear and analyze, and it would be nice to have ready access to those as well.

Designing Effective Projects: Music of the Westward Expansion Assessment Plan

Assessment Plan



Prior to digging into content, assess student understanding of the pioneers and westward expansion with a Know-Wonder-Learn chart. Use discussion strategies to further explore reasons why pioneers moved west. Check for understanding throughout the discussions to ensure that students understand the content. Use the *Seeing Reason Tool* to delve into the content, and be sure to review the maps and use the teacher comment feature to probe student thinking and informally assess the cause-and-effect relationships on each map. Use other strategies throughout the unit, such as peer brainstorming and questioning techniques, to help students ask questions, guide their research, and develop content expertise. Provide students with many opportunities to explore the relationship between music and westward expansion using different learning modalities, such as listening to music, writing in diaries, illustrating songs, and role-playing pioneers. Gauge student understanding informally throughout. Discuss newsletter and slideshow expectations and requirements with the [newsletter checklist](#) and the [slideshow checklist](#). Share the [project scoring guide](#) and use this to assess students' final presentations.

Content Standards and Objectives

Targeted Content Standards and Benchmarks

Oregon State Standards

Social Science: Grade 5: Geography

- Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.
- Identify patterns of migration and cultural integration in the United States.

Social Science: Grade 5: Analysis

- Examine an event, issue, or problem through inquiry or research.
- Gather, use, and document information from multiple sources (such as print, electronic, and human).

Targeted National Content Standards

Music Standards

- Sing alone and with others, a varied repertoire of music.
- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships among music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

National Educational Technology Standards (NETS)

Performance Indicators for Technology Literate Students (grades 3-5)

Prior to completion of grade 5, students will:

- Use technology tools (such as multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
- Use technology resources (such as calculators, data collection probes, videos, and educational software) for problem solving, self-directed learning, and extended learning activities.

Student Objectives

Students will be able to:

- Examine the role of music in westward migration

Music

- Research songs and musical instruments of the period
- Perform songs and add new lyrics in student performances
- Explain how music inspires and influences people today

Social Studies

- Identify patterns of migration and cultural integration
- Formulate questions
- Collect and organize information from multiple sources
- Classify information

Process Skills

- Work cooperatively in small groups
- Document observations in a journal or learning log
- Ask questions, gather research, organize information, prepare data, and present findings in writing

Designing Effective Projects: Music of the Westward Expansion

Resources

Materials and Resources

Printed Materials

- Jackson, R. (1978). *Popular songs of nineteenth-century America: Complete original sheet music for 64 songs*. New York: Dover Publications, Inc.
- Silber, I. & Robinson, E., eds. (1995). *Songs of the great American west*. New York: Dover Publications, Inc.

Supplies

- Basic art supplies

Internet Resources

Music Resources

- Kingwood College Library
<http://kclibrary.nhmccd.edu/music-1.html>*
Collection of American popular music before 1900
- Capistrano Elementary School: The Music Room, The Wild West
www.empire.k12.ca.us/capistrano/Mike/capmusic/the_wild_west/how_the_west_was_sung.htm*
Collection of music from the westward expansion
- Glossary of Folk Instruments
www.hobgoblin-usa.com/info/glossary.htm*
Definitions and images of various folk instruments
- Cowboy Songs Index
http://lonehand.com/cowboy_songs_index.htm*
Lyrics to cowboy songs
- Popular Songs of American History
www.contemplator.com/america/index.html*
Information and lyrics under the heading "The Gold Rush and Westward Journey"
- WPA California Folk Music Project Collection
<http://memory.loc.gov/ammem/afcchtml/cowinst.html>*
Glossary of musical instruments

Learning Resources

- The American Experience: WayBack-Gold Rush
www.pbs.org/wgbh/amex/kids/goldrush*
Resources for teachers on the history of the gold rush
- Historic Sites on the Oregon Trail
www.isu.edu/%7Etrinmich/Sites.html*
Facts about the Oregon Trail
- Go West Across America With Lewis and Clark
www.nationalgeographic.com/west*
Take a simulated journey with Lewis and Clark
- The Land of Glittering Dreams
www.glittering.com/home.html*
Photographs and letters from the California Gold Rush
- National Archives: The Digital Classroom
www.archives.gov/*
Materials from the National Archives and methods for teaching with primary sources
- A Pioneer's Journey to the Frontier
<http://library.thinkquest.org/6400/default.htm>*
Webquest focusing on early American pioneers

Technology—Hardware

- Computer(s) for conducting research, creating presentations, and formatting newsletters
- Internet connection for accessing the Internet
- Printer to print newsletters
- Projection system for final presentations
- Scanner to scan original artwork

Technology—Software

- Desktop publishing for preparing newsletters
- Encyclopedia on CD-ROM for conducting research
- Internet Web browser for conducting research
- Multimedia software for developing presentations

Music of the Westward Expansion Slideshow Checklist

Names: _____

Y or N	CONTENT
	We used a storyboard to organize our thoughts.
	We have a title slide that clearly states our topic.
	We used a template to organize our thoughts.
	Our information is correct.
	All of our sources are cited.
	We listened to suggestions from a teacher or a friend.
	Our presentation effectively summarizes important information.

Y or N	BACKGROUND OF MUSIC
	We included background information about the song.
	Each group character told when he or she first heard the song.
	Each group character told how the song makes him or her feel.
	Each group character created artwork that expresses the song and how it makes him or her feel.

Y or N	LAYOUT DESIGN
	The words are easy to read.
	The graphics enhance the presentation and are easy to see.
	Animation effects enhance the presentation.
	All transitions work properly.
	There is enough time to read and see everything on the slides.

Y or N	MECHANICS AND SPELLING
	Words are spelled correctly, and sentences are grammatically correct.
	We have proofread the slides and asked two other people to check them.

Y or N	RESOURCES
	We used books, magazines, or the computer to find information.

Y or N	TECHNOLOGY
	We took turns navigating on the computer (such as using the mouse, typing, and inserting graphics and photos).
	We completed research on the Internet using the online encyclopedia and visiting recommended Web sites.
	We remembered to save our work to the desktop folder.

Music of the Westward Expansion Newsletter Checklist

Names: _____

Y or N	CONTENT
	Our newsletter effectively summarizes important information.
	We included the five criteria listed in this checklist's "Background of Music" section.
	We used a template to organize our thoughts.
	Our information is correct.
	All of our sources are cited.
	We listened to suggestions from a teacher or a friend.

Y or N	BACKGROUND OF MUSIC
	We show how music expresses the pioneers' way of life.
	We explain why some song lyrics are exaggerated tall tales.
	We explain how these songs could be based on actual persons.
	We describe the musical instruments that were commonly used and where they came from.
	We demonstrate how music inspires and motivates people.

Y or N	LAYOUT DESIGN
	Our newsletter is easy to read.
	All newsletter space is used well.
	We include graphics or illustrations to enhance our story.

Y or N	MECHANICS AND SPELLING
	Words are spelled correctly, and all text is grammatically correct.
	We have proofread the newsletter and asked two other people to check it.

Y or N	RESOURCES
	We used books, magazines, or the computer to find information.

Y or N	TECHNOLOGY
	We took turns navigating on the computer (such as using the mouse, typing, and inserting graphics and photos)
	We completed research on the Internet using the online encyclopedia and visited recommended Web sites.
	We remembered to save our work to the desktop folder.

**Music of the Westward Expansion
Project Scoring Guide**

	5	3	1	Weight	Total
Song Choice	You chose a song that helps you clearly explain the role of music during the time of the pioneers. The song clearly supports your ideas about music's role in pioneer life.	You chose a song that somewhat helps you explain the role of music during the time of the pioneers.	You chose a song that does not help you explain the role of music during the time of the pioneers.	X 3	/15
Song Understanding	You demonstrate a clear understanding of the song's background and its origin. You have done extensive research.	You can vaguely explain the background of the song and where it originated. You have done some research.	You do not know the background and origin of the song.	X 3	/15
Song Interpretation	You developed a unique interpretation of the song from a pioneer's point of view. You show that you understand how pioneers felt. You seem to know exactly what they were thinking about when they sang the song.	You seem to understand some of what the pioneers were thinking while they sang the song.	You do not show any interpretation of the song.	X 2	/10
New Lyrics	You added new lyrics that the pioneers might have sung while drawing upon their life experiences. You added at least two new verses.	You seem to somewhat understand the song and have written some lyrics that relate to what the pioneers might have sung about.	You wrote modern lyrics and show limited understanding of what the pioneers might have sung about.	X 2	/10
Organization of Information	Your Information is clearly	Your information is mostly	Your information is randomly	X 1	/5

	organized, driving the flow of the presentation.	organized, but connections are sometimes hard to see.	placed throughout the presentation. It is hard to follow.		
Design/Presentation Elements	Your graphics and other enhancements enrich the learning experience and significantly contribute to the intended meaning.	Your graphics or others enhancements are present but do not always enrich the learning experience. In some instances, they are inappropriate.	Your graphics or other enhancements are present but distract from the learning experience or are inappropriate.	X 1	/5
				Total	/60



The Logan Family

Father: Joseph

Mother: Susannah

Daughter: Sarah

Son: Charles

The Logan family farms in Virginia. They grow corn and wheat, and raise chickens, pigs, and cattle. The last few years have been extremely difficult. A drought has caused crops to fail for the last two years. Traveling to the West and getting a donation land claim seems to be the family's best hope.

Susannah Logan manages the household and raises a kitchen garden each year. She hasn't made up her mind about migrating west— but she is studying medical aid books just in case.

Daughter Anna is 18. She has been the schoolmistress (teacher) in town for the last year. She has a sweetheart whom she is reluctant to leave behind.

Ben is the Logans' 11-year-old son. His sister is his teacher! In addition to going to school, Ben helps Joseph with the farming. He thinks traveling west would be a grand adventure.

- Famous pioneer songs include "My Darling Clementine," "Home on the Range," "Buffalo Gals," and "Oh Susanna!"
- Pioneers would take many supplies with them, including yeast, cornmeal, dried meat, potatoes, rice, and, sometimes, even a cow for its milk!
- Pioneers traveled in wagons pulled by oxen because oxen were stronger than horses or mules. These wagons could not carry more than 2,000 pounds. It took five to seven days to travel the distance we can travel in a car in one hour.

Music of the Westward Expansion

How Does the Music Express the Pioneers' Way of Life?

Pioneers shared many experiences. Travel began in the 1700s with the Appalachian Mountains as the frontier. Later, with the westward expansion, the pioneers moved to territories beyond the Mississippi River.

The pioneers came from different parts of the United States to begin their new lives. They came from many different backgrounds. Some were farmers, doctors, teachers, missionaries, or lawyers. The majority of their ancestors were from European countries.

The pioneers' way of life is depicted in their music. They knew they had long and difficult journeys ahead of them. Many brought

their music with them, which made the trip more bearable.

They sang about people they knew or met along their way. They sang about places they left behind and places they dreamed of. They sang about adventure, like finding gold, or even about love. Many times, they would sing about silly things and make up silly verses about people they actually knew.



Music to travel west by...

Some Songs Are Based on Tall Tales.

When people in the East first heard descriptions of the western frontier, they didn't know where the facts ended and the fiction began. The pioneers soon developed an exaggerated form of storytelling to present the big picture—the tall tale.

In those days, before TV and movies, people depended on storytelling for entertainment. After a long day's work, people gathered to tell one an-

other funny tales. Many of these tales became folk songs that the pioneers sang as they traveled.

Through the years, they would add lyrics to the songs they knew. Then no one really tired of singing the same old song twice. New lyrics gave pioneers an opportunity for more storytelling, creativity, and exaggeration and most likely took the boredom out of long trips to unknown lands.

Inside this issue

Are the pioneer songs based on reality?	2
What musical instruments were used?	2
How does music inspire and motivate people?	2

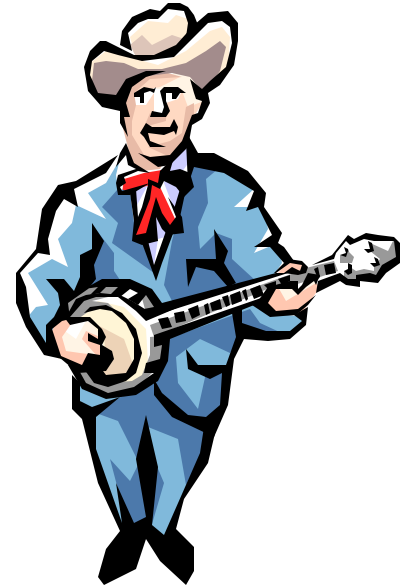
Some Songs May Be Based on a Real Person.

Many a time, the settlers would find among their company of travelers an outstanding person worthy of writing a song about. With time, the pioneers would find new verses to add to their songs.

Sometimes these songs would become a complete exaggeration of a legendary character or even an actual person known by the travelers.

The songs would tell about what the person did, where he or she came from, where they were going, and eventually what may have happened to them along the way. Whether they were successful in their adventures didn't matter and probably led to some type of exaggeration. The song could be based on a person that was living way beyond their times.

Silliness, sloppiness, adventurousness, and daring are some of the characteristics found in these characters.



"Oh, My Darling Clementine"

The banjo is an American development of African origins.



Musical Instruments of the Frontier

The banjo is an American development of African origins. It can have four, five, six, seven, eight, or more strings.

The Celtic harp is a small instrument of 24 to 34 strings, around three-and-a-half-foot tall, with a curved neck and pillar.

The dulcimer's name applied to certain musical instruments of the box-zither type. This includes the hammered dulcimer and Appalachian dulcimer.

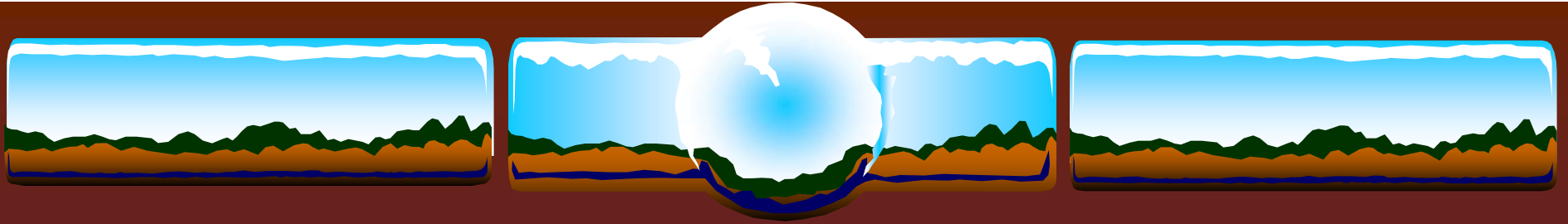
The harmonica was the first of the modern European free-reed instruments. It has a block of 10 or more double-sided reeds and is mouth-blown.

The mandolin is a small Italian lute that usually has 8 strings, sometimes 12. Now popular throughout the western world, it is often made with a flat back like a cittern.

Music Inspired and Motivated

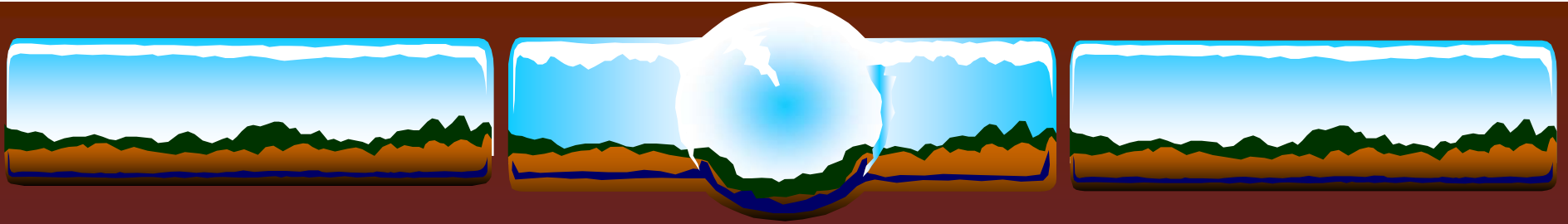
Music captivates and maintains attention. It affects many parts of the brain. Music is an effective memory aid. Music supports and encourages movement. Music taps into memories and emotions.

Pioneers loved music because anyone could participate in the singing and the creation of new lyrics. Music revived the weary and comforted the sick-at-heart. Music played a large part in the lives of the pioneers.



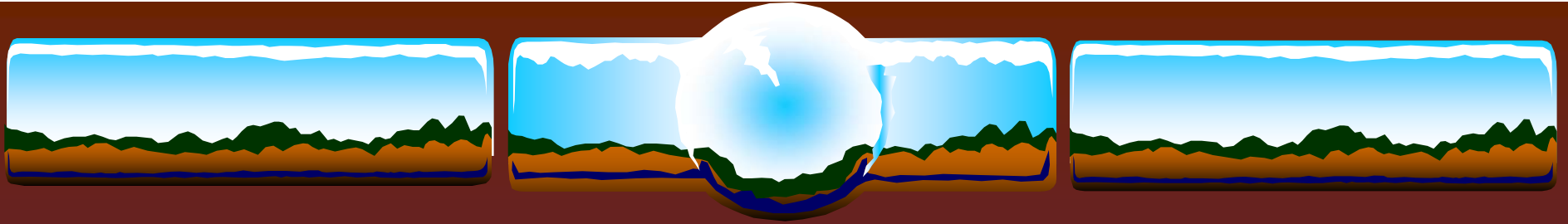
How Do the Arts Reflect History?

The arts are rich in historical facts, feelings, and attitudes. One simply needs to take a closer look.



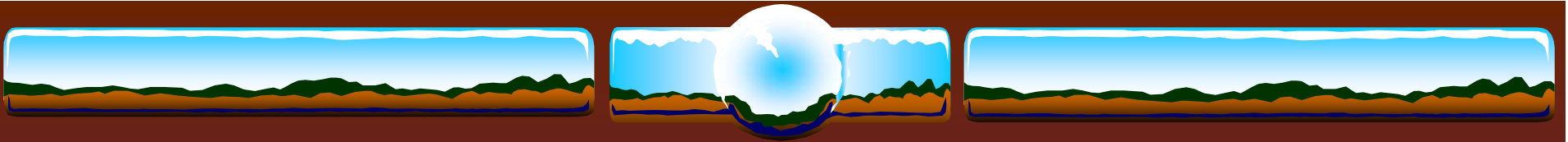
What Can Music Teach Us About History?

Music was often the way stories were passed down from generation to generation. Music can tell us stories, or it can convey feelings during certain events in history.



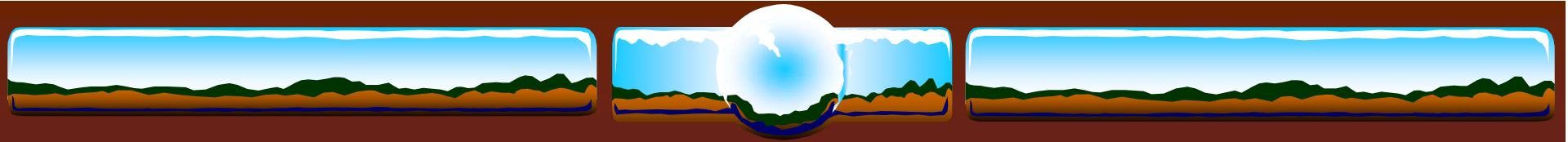
She'll be Comin' Round the Mountain

By the Logan family



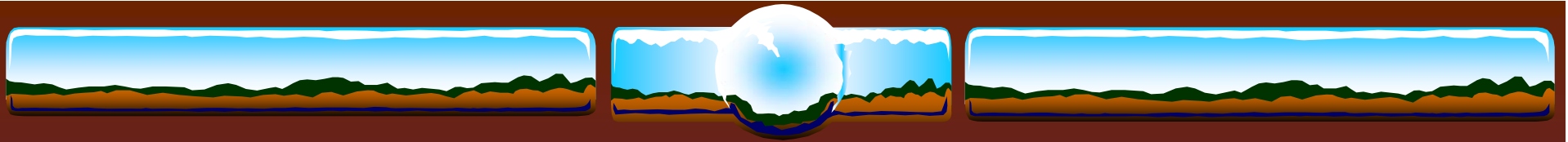
Background of the Song

- ❖ *She'll Be Comin' Round the Mountain* was originally an African-American spiritual called *When the Chariot Comes*.
- ❖ It became a popular Appalachian song during the 1800s.
- ❖ It was also sung by railroad workers as they laid tracks across America in the late 19th century.
- ❖ The song's lyrics convey a period in history by suggesting how the pioneers lived.



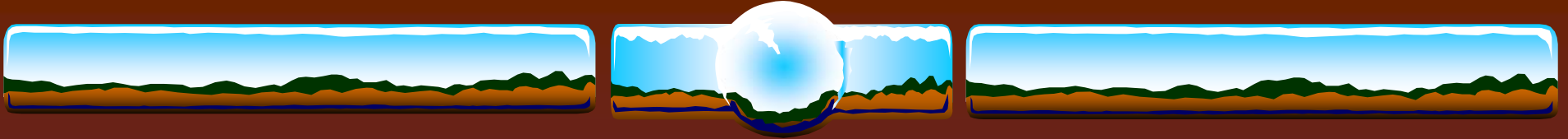
When We First Heard the Song

- ❖ I learned this song from my Pappy, who worked on the railroad. He said it made the work go by faster and seem a little easier. –Pa
- ❖ I know this song because Pappy would sing it all the time, then I started using it as a lullaby. –Ma
- ❖ Ma said she sang this song to me when I was just a baby. From then on, she'd sing it to me every night before I went to bed. –Anna
- ❖ I heard some farmers singing it one time, but they had changed all the words. –Ben



What the Song Means to Us

- ❖ The song is about old friends who haven't seen each other in a long time getting together. It makes us miss Pappy, who liked to sing it most.
- ❖ We like to make up silly words to add to it. Yesterday, we added prairie dogs.
- ❖ It makes us feel at home, even though we're not. Especially the part about the wool pajamas. We hated wearing those itchy things, but it got cold in the winter.
- ❖ It's a fun song to sing and makes the time go by faster.

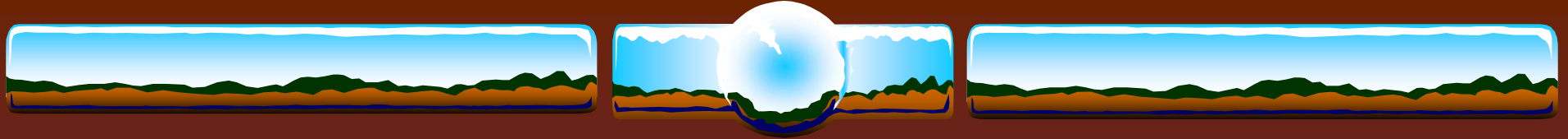


Sing Along—The First Verses

Follow the whole song along on your song sheet

- ❖ She'll be comin' round the mountain
When she comes, toot toot.
- ❖ She'll be comin' round the mountain
When she comes, toot toot.
- ❖ She'll be comin' round the mountain,
She'll be comin' round the mountain,
She'll be comin' round the mountain
When she comes, toot toot.

- ❖ She'll be drivin' six white horses
When she comes. Whoa back!
- ❖ She'll be drivin' six white horses
When she comes. Whoa back!
- ❖ She'll be drivin' six white horses,
She'll be drivin' six white horses,
She'll be drivin' six white horses
When she comes. Whoa back!
- ❖ Toot toot.



Sing Along with More

Here are some additions
we wrote to this song.
Please sing along with us!

We will strike it rich in gold,
When she comes, ching, ching.
We will strike it rich in gold,
When she comes, ching, ching.
We will strike it rich in gold,
We will strike it rich in gold,
We will strike it rich in gold
When she comes. Ching
ching. Hi babe... Whoa
back!... toot toot.

Prairie dogs will come out of
their burrows when she comes,
Who's there?

Prairie dogs will come out of
their burrows when she comes,
Who's there?

Prairie dogs will come out of
their burrows, Prairie dogs will
come out of their burrows,
Prairie dogs will come out of
their burrows when she comes,
Who's there?... ching ching...
Hi babe... Whoa back!... toot
toot.