

Elk Grove Unified School District
Visual and Performing Arts Resources
Music

Grade Five: Lesson 1

Title: We've Got Rhythm—Keep the Rhythm of the Workers (*Drill Ye Tarriers Drill*)

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

- 1.3 Read, write, and perform rhythmic notation, including quarter note triplets and tied syncopation.

Creative Expression

Creating, Performing, and Participating in Music

- 2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, alone and with others.
- 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

- 3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).
- 3.4 Describe the influences of various cultures and historical events on musical forms and styles.

Time: 20 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Silver Burdett Ginn, *The Music Connection—Fifth Grade*, Teacher's Manual
- Silver Burdett Ginn, *The Music Connection—Fifth Grade*
- CD player
- CD 9 #12 or VAPA CD #1
- Hand drum or claves (rhythmic sticks will do)

Purpose:

To feel the beat of the railroad workers by singing or playing the ostinato (repeating rhythmic pattern).

To understand how the work gave birth to this rhythmic work song.

To sing and enjoy the song and its rhythm.

Background:

The students have been introduced to steady beat and rhythm notation in earlier grades. Even though the students should already know what a steady beat is, it will be reviewed in this lesson.

Key Questions:

What is an ostinato?

What tools does it imitate in the way that the ostinato is performed?

Vocabulary:

- * *Work song*—a communal song that synchronized group tasks.
- * *Ostinato*—a rhythmic or melodic accompaniment figure repeated continuously.
- * *Rhythm pattern*—an ostinato: a musical idea that repeats throughout a piece or section of a piece.
- * *Steady beat*—an unchanging continuous rhythm.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals</p> <ul style="list-style-type: none"> ▪ Say, “<i>Today we are going to explore some rhythm patterns in music. Please open your music book to page 212.</i>” (or see attachment) ▪ “<i>What kind of a song is this?</i>” ▪ “<i>What tools did they use?</i>” ▪ “<i>What is a tarrier?</i>” (a worker) 	<p>How are you making your purpose clear to the students?</p> <p>Read together the paragraph on page 213. The <i>Cultural Connection</i> section in the teacher’s manual will give the teacher a clear description to share with the students.</p>
<p>2 Engage students</p> <ul style="list-style-type: none"> ▪ This is a song about drilling through rock by blasting it with explosives and then digging away the rock with a shovel or pick ax. Review the two attached fact sheets. ▪ Let’s listen to the song and clap a steady beat as we listen. 	<p>How can I effectively get the students interested in the content of the lesson?</p> <p>Play the song and encourage the students to sing along and, if they can, have them clap a steady beat. Doing both may be difficult for some.</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Now let’s create a rhythmic pattern that we can repeat over and over again during the song. This is called an ostinato. ▪ Place the students in small groups with the assignment to create suggestions for a rhythm pattern to do with the song on a hand drum, claves, or rhythmic sticks. ▪ Practice it a couple of times before putting on the recording again. 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <p>You can play the song several times letting several different groups of students perform their rhythmic patterns.</p>
<p>4 Assessment</p> <p>The students should be able to demonstrate an understanding of an ostinato and a steady beat by doing it in class.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</p> <p>Can the work song help the workers get their job done? Can it do anything else for the workers?</p>

Drill Ye Tarriers Drill

Every morning at seven o'clock
There's twenty tarriers a workin' at the rock
The boss comes along and he says, "Keep still
And come down heavy on the cast iron drill."

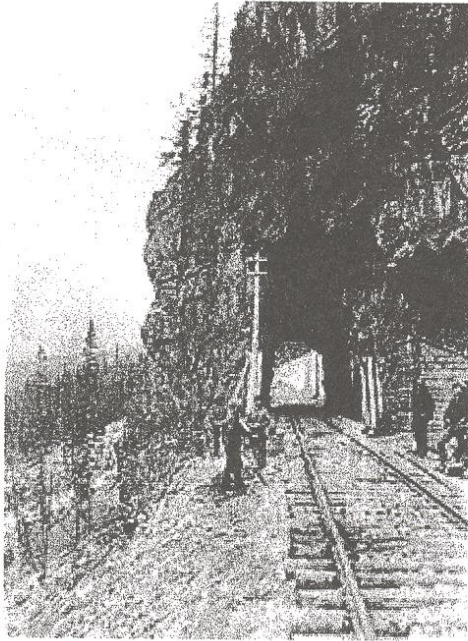
So drill, ye tarriers, drill
And drill, ye tarriers, drill
Oh it's work all day for sugar in your tay (*tea*)
Down beyond the railway
And drill, ye tarriers, drill

Our new foreman is Dan McCann
I'll tell you sure he's a blamed mean man
Last week a premature blast went off
And a mile in the air went big Jim Goff.

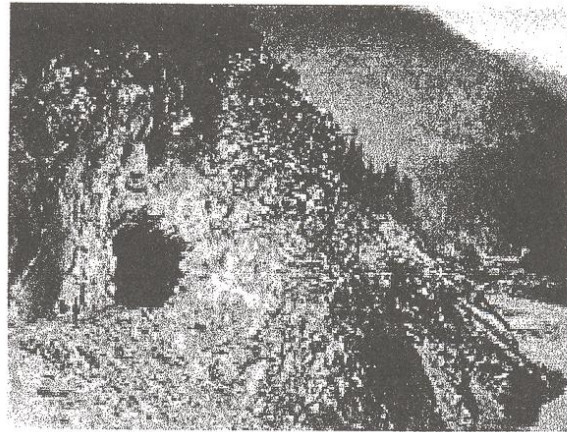
So drill, ye tarriers, drill
And drill, ye tarriers, drill
Oh it's work all day for sugar in your tay (*tea*)
Down beyond the railway
And drill, ye tarriers, drill

Next time payday comes around
Jim Goff was short one buck he found
"What for?" says he, came this reply
"You were docked for the time you were up in the sky!"

So drill, ye tarriers, drill
And drill, ye tarriers, drill
Oh it's work all day for sugar in your tay (*tea*)
Down beyond the railway
And drill, ye tarriers, drill



Canadian Pacific Railway tunnel, Mount Stephen, British Columbia, around 1888
Copyright/Source



Tunnel in the mountains, between Yale and Boston Bar, British Columbia, 1881
Copyright/Source

I Was There

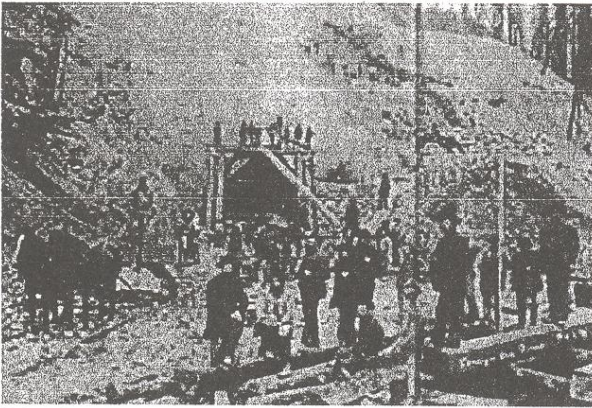


"... In the daytime there was the usual labor, such as drilling holes in the rock to blast it with powder, whose explosion sometimes threw the heavy stones a hundred yards into the torrent of the foaming river. We would dodge behind trees and get into all sheltered places till the shot was fired, then come out again and take away the *debris*, hammering the larger blocks to pieces and shoveling up the smaller into the carts."

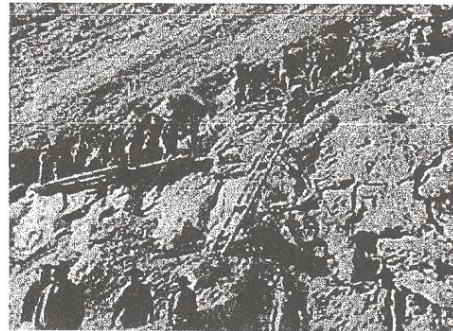
The Western Avemus or Toil and Travel in Further North America, by Morley Roberts.
London: Smith, Elder & Co., 1887, p. 88

American folklore and song owes much to the railroads and their builders for inspiration. In 1830 the first steam locomotive was put into service, but it wasn't until the 1840's that rails really started pushing West from the Atlantic coast. Between 1850—1860 there were 21,000 miles of track, mostly in Northern states. "Drill Ye Tarriers," written by Charles Connolly and Thomas Casey in 1888, told about terriers or dogs because both dogs and Irish rock drillers burrowed into the earth to construct tunnels for the railroads.

The work was harsh and dangerous, and Irish and Chinese workers who mostly did the building, suffered from low wages, discrimination, sickness and Indian attacks as they struggled across Indian Territory.



Working on the Corey Brothers' tunnel in the Rockies, 1884
Copyright/Source



Tunnel crews working on the Corey Brothers' tunnel in the Rockies, 1884
Copyright/Source

More than 100 men did the dangerous work on the Corey Brothers' tunnel. The tunnel was being worked from both sides at once. The hill was made of gravel on top, next a layer of blue clay and at the bottom, hard rock that needed blasting. Men worked on three levels. The lowest attacked the clay, the men in the middle cleared out the loose gravel, and the gang at the top moved the sand and tree stumps. Rocks falling from the top two levels made working at the bottom the most dangerous place to work.

I Was There



"I worked here myself, and without any exaggeration I can say I never felt safe, for every minute or so would come the cry, 'Look out below!' ... And a heavy stone or rock would come thundering down the slope right among us."

The Western Avenger or Toil and Travel in Further North America, by Morley Roberts.
London: Smith, Elder & Co., 1887, p. 76