

*HOUSE OF THE FIGHTING CHUPACABRAS PRESENTS*  
A Basic History Workshop Workbook: No. 2

# HISTORY THROUGH SONGS

Singing Your Way  
Through Some  
American History

**JUAN MANUEL PÉREZ**

SEATTAH SCHOLAR

# TABLE OF CONTENTS

<b>Introduction:</b>	<b>p. 3</b>
<b>THE THIRTEEN COLONIES SONG</b>	<b>p. 4</b>
<b>THE DOCUMENT SONG</b>	<b>p. 8</b>
<b>THE CONFEDERATION TO CONSTITUTION SONG</b>	<b>p. 12</b>
<b>THE FIRST AMENDMENT SONG</b>	<b>p. 16</b>
<b>THE PRESIDENTS 1-18 SONG</b>	<b>p. 18</b>
<b>THE MANIFEST DESTINY SONG</b>	<b>p. 20</b>
<b>THE PRESIDENTS 19-44 SONG</b>	<b>p. 24</b>
<b>Some Answers To The “Question” Pages</b>	<b>p. 26</b>

© 2014      Juan Manuel Pérez, Poet & Creator  
Corpus Christi, Texas  
Contact him by email at: [gotobulldog87@yahoo.com](mailto:gotobulldog87@yahoo.com)  
*The House Of The Fighting Chupacabras* ®  
*A Division Of Moon Maiden Productions* ®  
**IN GOD WE TRUST!**

The history cartoons belong to their individual and respective  
Cartoonists. With permission and gratitude to the artists.

## **Purpose For This Basic History Songbook/Workbook**

This songbook/workbook was created as yet another resource to assist History Teachers in delivering the purpose and meaning of our nation's most valuable course of study: American History.

I have been working on perfecting a workable solution to an all-to-present dilemma of "History Is Boring." I have to warn you, the teacher, that it might take you out of your comfort zone and into a place that you are going to have "to keep up" and strive for in order to be successful. Just so you know, my test subjects have been my very own students over a decade and a half of actually working this out. The results have been more than great and the students have enjoyed themselves along the way. Part of what I present to you here (because there is more than this little book) is just another way to reach other-style learners in your class.

Is it a perfect plan? That depends on your attitude and drive and whether or not your plan works out to be a better one when it comes to the students' success. I'll applaud you in either case.

Overall, like our American Constitution, this songbook is a living document and can be made perfect with use and restructure as needed.

Many thanks to the great **John Seidletz** for introducing me to the idea and for adding to the ones I have shared along the way.

Juan Manuel Perez

*History Rocks!*

# THE THIRTEEN COLONIES SONG

So here we are. You dared venture into the second book of learning American History a different way than what you are use to in Middle or High School: by singing.

Remember back in the day how you learned things about World History when you were a little kid? Sure you did. It was called vacation bible camp or Sunday school or something similar to that (I did in both English and Spanish). Of course that is if you grew up in a religious or somewhat religious home in the United States. It was how you learned about that famous historical figure named “Father Abraham” from which sprung “many sons” and, might I add, three major world religions: Judaism, Christianity, and Islam. It was also when you first tackled another great controversial topic in Biology and ancient, Ancient History: Creationism versus Evolution. It is how you learned about “unconditional love,” “justice,” and “mercy.” I bet, if you were privy to this type of experience, that a lot of what you remember the most about is what you learned from the songs you were taught. I also bet you that a lot of what you learned in pre-school or kindergarten was also from songs: The American English alphabet or perhaps the wonderment of space (Twinkle, Twinkle, Little Star) or even a reminder to clean up your room.

So with that we begin this grand idea of learning American History through songs; with the introduction of the first Song Activity on the subject of the Thirteen Colonies (opposite page). A paper/handout activity has been included on pages 6 and 7 for your use with this activity.

# THE THIRTEEN COLONIES SONG

[To the tune of “Yankee Doodle Dandy”]

*New Hampshire, Massachusetts, hey  
Rhode Island and Connecticut*

*New York, New Jersey, Pennsylvania  
And then there’s, little Ol’ Delaware*

*Yankee Doodle went to town  
Yankee Doodle dandy  
Mind the music and the step  
And with the girls be handy*

*Maryland, Virginia  
North Carolina  
South Carolina  
And then there’s little Ol’ Georgia*

*Yankee Doodle went to town  
Yankee Doodle dandy  
Mind the music and the step  
And with the girls be handy*

*QUESTIONS ABOUT*  
**THE THIRTEEN**  
**COLONIES SONG**

From North to South, name the three sections/regions of the Thirteen Colonies?

- A.
- B.
- C.

From North to South, what were the names of the top four colonies?

- a.
- b.
- c.
- d.

From North to South, what were the names of the next four colonies?

- e.
- f.
- g.
- h.

From North to South, what were the names of the last five colonies?

- i.
- j.
- k.
- l.
- m.

Copy for students as needed. ANSWERS ON PAGE 26.
---

## THE DOCUMENT SONG

Here is the basic information for the second Song Activity that is actually on page 10 and 11. Use it as you wish. By the way, this is the longest of the songs! So bare with it.

### *Important Documents & Ideas Essential To The Founding Of The US Government Up To 1787*

1215	Magna Carta
1619	The Virginia House Of Burgesses
1620	The Mayflower Compact
1639	The Fundamental Orders Of Connecticut
1689	The English Bill Of Rights
1754	The Albany Plan Of Union
1776	The Declaration Of Independence
1781	The Articles Of Confederation
1787	The US Constitution

### *Briefs On The Important Documents & Ideas Essential To The Founding Of The US Government Up To 1787*

**1215 Magna Carta:** The Great Charter of English liberty granted (under considerable duress) by King John at Runnymede on June 15, 1215

**1619 The Virginia House Of Burgesses:** First representative government group in the American colonies. The House met for the first time at Jamestown. It was July 30, 1619.



**1620 The Mayflower Compact:** Document signed by 41 male passengers on the Mayflower before landing at Plymouth (Massachusetts). Concerned that some members might leave to form their own colonies, William Bradford and others drafted the compact to bind the group into a political body and pledge members to abide by any laws that would be established. The document adapted a church covenant to a civil situation and was the basis of the colony's government.

**1639 The Fundamental Orders Of Connecticut:** were adopted by the Connecticut Colony council. The orders describe the government set up by the Connecticut River towns, setting its structure and powers.

**1689 The English Bill Of Rights:** An act passed by Parliament in 1689 which limited the power of the monarch. This document established Parliament as the most powerful branch of the English government.

**1754 The Albany Plan Of Union:** Benjamin Franklin's plan was an early attempt to form a union of the colonies. Part of the Plan was used in writing the Articles of Confederation, which kept the States together from 1781 until the Constitution.

**1776 The Declaration Of Independence:** Document written in 1776 which declared the American colonies as independent from England.

**1781 The Articles Of Confederation:** Preliminary constitution of the United States replaced by the current U.S. Constitution.

**1787 The US Constitution:** The supreme law of the United States. The Constitution is the framework for the organization of the United States government and for the relationship of the federal government with the states, citizens, and all people within the United States.

# THE DOCUMENT SONG

[To the tune of "Father Abraham"]

*There are some famous things  
In history  
That must be learned again repeatedly  
Or we'll forget  
Why we're so great  
Precious things we learn today*

*The Magna Carta  
Of England  
It was written in 1215  
Guaranteed some rights  
To citizens  
And they brought it to the colonies*

*The Virginia  
House Of Burgesses  
Was the first colonial assembly  
The first government  
Of representatives  
Came together in 1619*

**1620**

*On the **Mayflower***

*They signed yet another document*

*It was the first plan*

*Of self-government*

*In the English colonies*

**1639**

*Up in Connecticut*

*They wrote the first constitution*

*It had a funny name*

*That went like this*

***The Fundamental Orders Of Connecticut***

**In 1689**

*Back on the English Isle*

*Another document was written*

*The English Bill Of Rights*

*Showed us more ways*

*To our modern Bill Of Rights*

*These are some great things*

*To remember*

*For they are tested by our history*

*They are good to know*

*For you and me*

*In time this will you see*

# THE CONFEDERATION TO CONSTITUTION SONG

So, if you are a student of American History, and of the Colonial and the Early American Republic in particular, you should know by now that before the United States Constitution of 1787 was ever realized, there existed something else as our “national governing rules” called the Articles of Confederation which, by the way, had a weak central government, no real economic power, could not stop disputes between colonial states, nor set any boundaries, nor get any respect from other countries and be recognized as a legitimate power. Well, a lot of your students do not know this even existed nor that it was set up during the American Revolution. Heck some of them don’t even realize that the “American Revolution” and the “American War For Independence” are one and the same.

Boloney, you say! Funny, that is exactly where we are going with this next, short, Song Activity (see opposite page). This is just an attempt to remind the students of the “First American Government” that only lasted for less than a decade before the second and current set of national rules were set in place called the United States Constitution which improves on a lot of the weaknesses of the Articles of Confederation. A paper/handout activity has also been included on pages 14 and 15 for your use with this activity.

By the way, if you have not already done so, you need to appoint a student leader(s) as suggested in the First Book, so you can allow the students to teach each other instead of you leading the singing all the time.

# THE CONFEDERATION TO CONSTITUTION SONG

[To the tune of the “Oscar Meyer Weiner” Song]

*My government had a first name  
In 1781  
My government had a second  
name  
In 1787*

*Oh, I love my country this do  
And if you ask me this I’ll say...*

*From Confederation  
To Constitution  
It’s the good ol “U,” “S” of “A”*

*Questions For The*  
**CONFEDERATION TO  
CONSTITUTION SONG**

Name the first government's  
main document.

Name the second government's  
main document.

Copy for students as needed.  
ANSWERS ON PAGE 27.

Why did they want to change the first document?

Name the documents that were written to help explain and accept the second document:

Copy for students as needed.  
ANSWERS ON PAGE 27.

# THE FIRST AMENDMENT SONG

Okay, so here is the only Song Activity in the booklet that was originally introduced in the first BASIC HISTORY WORKSHOP WORKBOOK: *The American Constitution: Another Way Of Learning An Important Document.*

By the way, some of my colleagues like to sit and argue that there are Six Freedoms in the First Amendment and others will argue that there are only Five Freedoms in the First Amendment... and boy have I heard them argue and argue and argue... Good thing all I am doing here is providing a baseline because they all can agree, from the smartest down to me, that there are AT LEAST Five Freedoms (see below) expressed in the First Amendment. Just Saying.

## *FIVE FREEDOMS OF THE FIRST AMENDMENT*

Freedom Of **R**eligion

Freedom Of **A**ssembly

Freedom Of **S**peech

Freedom Of **P**ress

Freedom to **P**etition



# THE FIRST AMENDMENT SONG

[To the tune of “R.E.S.P.E.C.T.” then followed by a short rap]

*R. A. S. P. P.  
That’s what “one” means to me  
Give it to me...two, three, four*

*You have freedom of religion  
And the right to assemble  
Then there is liberty of speech  
And the freedom of the press  
And last but not least  
Is the right to petition  
Yeah!!!*

## THE PRESIDENTS 1-18 SONG

So for the next Song Activity, I chose the old, ripped-off-from-and-ole-English-pub-song-converted-to-a-lets-mock-the-British-song-by-the-American colonist Song. And now it's being used again (see the First Song Activity on The Thirteen Colonies on page 5). Who better to set this song too than to some of the very rebels that will be converted into "constitutional monarchs" (aka: American Presidents) of the greatest nation ever to be born of the British Crown.

There is no paper/handout activity for this song but I am sure there is something you can use, specifically on each president at a time, on Skynet... I mean internet.

Practice, practice, practice!!!

## THE PRESIDENTS 1-18 SONG

[From 1789-1877; to the tune of "Yankee Doodle"]

*First there was George Washington  
In second came John Adams  
Then third was Thomas Jefferson  
And fourth was James Madison*

*James Monroe was the fifth  
Then John Quincy Adams  
Andrew Jackson was the seventh  
Then Martin Van Buren*

*William Harrison was the ninth  
In tenth was John Tyler  
James K. Polk would be the next  
And twelfth was Zachary Taylor*

*Milliard Fillmore was thirteen  
Followed by Franklin Pierce  
James Buchanan was Fifteen  
Sixteen is Ol' Abe Lincoln*

*There's only two presidents left  
In seventeen, Andrew Johnson  
US Grant will be the last  
Up to 'Seventy-seven*

*That is all the presidents  
Since 1789  
Up to number 18  
And that will be just fine*

# THE MANIFEST DESTINY SONG

Okay, so this next Song Activity can be used not only for the teaching of American History but, in the greatest state of the union, it can also be used for its State History: that of Texas (Yeah, I'm biased!).

"Manifest Destiny" is the single, most unwritten and under-debated government protocol of the 1800's that resulted in the reshaping of a country at the expense of another, as well as the greatest land grabs in American History. Good or bad (but mostly bad when it came to the cultures that existed in the areas prior to the "white man incursions") it is why the United States has filled out the way it has. Sadly, it is why some (but not all) indigenous cultures of this great land disappeared (the official Native Americans; recognized by the federal government as such) and the other indigenous people (the un-official Native Americans recognized as Hispanics/Latinos/Chicanos/Others: yeah, the Mexicans) were killed or pushed off their homelands in the southwest. Yeah, I know it is not a popular idea among some American History Teachers and not many want to talk about it, but it is the truth behind Manifest Destiny (and sugar-coating it isn't helping anybody to recognize to never do it again).

Whew! As you can see that such debates can easily be started by this one Song Activity alone. Isn't that the passion for history you want to see from your students? Anyhow, a paper/handout activity has also been included on pages 22 and 23 for your use with this activity.

# THE MANIFEST DESTINY SONG

[Formerly the “Mexican-American & Manifest Destiny Song;  
To the tune of “I’ve Been Working On The Railroad” Song]

*The eyes of Texas are on Mexico  
Polk wants your land  
From '46 to '48 or so  
He disputes your boundaries*

*Do not think you can escape it  
It's the Manifest Destiny  
To expand our borders  
From sea to shining sea*

*Five Questions About*  
**THE MANIFEST DESTINY  
SONG**

What number president was Polk?

What took place between 1846 to 1848 in American and Mexican History?

What treaty was signed ending this event?

What exactly is Manifest Destiny?

What happened to Texas almost a decade before 1846?

Copy for students as needed. ANSWERS ON PAGE 28.
---

*Five More Questions About*  
**THE MANIFEST DESTINY  
SONG**

What were these boundaries the song alludes to?

Name all the present states that were granted from the treaty?

Who coined the term “Manifest Destiny”?

How was the term “Manifest Destiny” used in the 1840’s?

When was the era of “Manifest Destiny”?

Copy for students as needed.  
ANSWERS ON PAGE 29

## THE PRESIDENTS 19-44 SONG

So here we are at the very last Song Activity of this very short and resourceful book. It is a continuation of the first presidential song (Presidents 1-18; pages 18-19) that was put together to the tune of a former British song becoming a form of American colonial criticism and called the Yankee Doodle Dandy (just like the 13 Colonies Song). This one is more to the American tune of the “Old McDonald Had A Farm” song; because Old McDonald is the president and the farm is the United States and on that farm he had... a variety of humans from different ethnicities and of all shapes, sizes and persuasions.

This Song activity has no paper/handout activity but there are plenty of those anywhere you look on the internet. Best of luck to you and your students!

## THE PRESIDENTS 19-44 SONG

[1778-Present; To an improvised “Old McDonald Song”]

*Rutherford Hays was Nineteen  
Twenty was James Garfield  
Chester Arthur was Twenty-One  
Grover Cleveland was Twenty-Two*



*With Ben Harrison Twenty-Three  
Then Cleveland repeats  
William McKinley, Twenty-Five  
Then Teddy Roosevelt*

*William Taft was Twenty-Seven  
Woodrow Wilson was Twenty-Eight  
Warren Harding was Twenty-Nine  
Number Thirty was Calvin Coolidge*

*Herbert Hoover is Thirty-One  
FDR is Thirty-Two  
Harry Truman, Thirty-Three  
Eisenhower is Thirty-Four*

*JFK is Thirty-Five  
LBJ is Thirty-Six  
Nixon becomes number Thirty-Seven  
Gerald Ford number Thirty-Eight*

*Jimmy Carter, Thirty-Nine  
Ronny Reagan number Forty  
Papa Bush is Forty-One  
Bill Clinton Forty-Two*

*Baby Bush, number Forty-Three  
Then Obama is Forty-Four  
That is the end of the President's song  
Next election will add one more*

Answers to  
*Questions About*  
**THE THIRTEEN COLONIES  
SONG**

From North to South, name the three sections/regions of the Thirteen Colonies?

- A. *NEW ENGLAND COLONIES*
- B. *MIDDLE COLONIES*
- C. *SOUTHERN COLONIES*

From North to South, what were the names of the top four colonies?

- a. *NEW HAMPSHIRE*
- b. *MASSACHUSSETS*
- c. *RHODE ISLAND*
- d. *CONNECTICUT*

From North to South, what were the names of the next four colonies?

- e. *NEW YORK*
- f. *NEW JERSEY*
- g. *PENNSYLVANIA*
- h. *DELAWARE*

From North to South, what were the names of the last five colonies?

- i. *MARYLAND*
- j. *VIRGINIA*
- k. *NORTH CAROLINA*
- l. *SOUTH CAROLINA*
- m. *GEORGIA*

Answers to  
*Questions About*  
**THE CONFEDERATION  
TO CONSTITUTION SONG**

Name the first government's main document.

*The Articles Of Confederation  
(1781-1787)*

Name the second government's main document.

*The United States Constitution  
(1787-Present)*

Why did they want to change the first document?

*Because of its weaknesses, mainly a weak,  
central government.*

Name the documents that were written to help explain and eventually accept the second document:

*The Federalist Papers, written primarily by  
John Jay, Alexander Hamilton and James  
Madison. A total of 85 papers (or articles)  
were written.*

Answers to  
*Five Questions About*  
**THE MANIFEST DESTINY  
SONG**

What number president was Polk?

*11TH*

What took place between 1846 to 1848 in American and Mexican History?

*THE MEXICAN-AMERICAN WAR*

What treaty was signed ending this event?

*THE TREATY OF GUADALUPE-HIDALGO (1848)*

What exactly is Manifest Destiny?

*WAS THE 19TH CENTURY BELIEF THAT THE UNITED STATES WAS DESTINED TO EXPAND FROM EAST TO WEST BECAUSE GOD HAD OR DAINED IT.*

What happened to Texas almost a decade before 1846?

*TEXAS WAS ITS OWN COUNTRY, THE LONESTAR REPUBLIC FROM AROUND 1836 TO 1845; ONE OF THE SIX FLAGS OF TEXAS*

Answers to  
*Five More Questions About*  
**THE MANIFEST DESTINY  
SONG**

What were these boundaries the song eludes to?

*THE RIVERS; THE RIO BRAVO DEL NORTE/ RIO GRANDE AND THE RIO NUECES (NUECES RIVER).*

Name all the present states that were granted from the treaty?

*CALIFORNIA, NEVADA, UTAH, ARIZONA, NEW MEXICO, AND COLORADO, INCLUDING TEXAS BY DEFAULT*

Who coined the term “Manifest Destiny”?

*JOHN O’SULLIVAN IN THE EARLY 1840’S*

How was the term “Manifest Destiny” used in the 1840’s?

*IT WAS USED BY DEMOCRATS TO JUSTIFY THE WAR WITH MEXICO IN 1846.*

When was the era of “Manifest Destiny”?

*FROM AROUND THE END OF THE WAR OF 1812 TO THE BEGINNING OF THE CIVIL WAR*

## JUAN MANUEL PÉREZ

Juan, an American-born poet of indigenous Mexican descent, is the author of *Another Menudo Sunday* (2007), the e-book *O' Dark Heaven: A Response To Suzzette Haden Elgin's Definition Of Horror* (2009), *WUI: Written Under The Influence Of Trinidad Sanchez, Jr.* (2011), and six poetry chapbooks, including the horrifically acclaimed *Dial H For Horror* (2006).

The poet has also been a member of the **San Antonio Poets' Association**, **The Poetry Society Of Texas**, **The San Angelo Writers' Club**, the **Science Fiction Poetry Association**, the **Horror Writers Association**, the **Alamo Area Poets Of Texas**, the **Writers Of The Rio Grande**, **Texas Association of Creative Writing Teachers**, and **Gulf Coast Poets**.

Juan is the **2011-2012 Poet Laureate** for the **San Antonio Poets' Association** and is also recognized as a "**Poet Of The Southwest**," as well as a "**Librotraficante**," one of many Chicano harbingers of the current "Latino Renaissance" in response to Arizona's proposed book-banning regulations. He has been a featured reader and presenter at numerous poetry venues, universities, and writers' workshops around the great state of Texas, as well as, other states including New Mexico, Oklahoma, Georgia, and Ohio. So it goes without saying that he is available for readings in and out of state.

Juan writes poetry on a variety of subjects like Mexican-American/Native American life, immigration, migrant & field labor, comic books, science fiction, horror, food, and even the elusive Chupacabra for which he is also affectionately known as the **Original Chupacabrista**.

Juan has presented his poetry on the airwaves for **Corazon Bilingue** on Texas Rio Grande Valley Radio (September 16, 2010) and for the **S.C.R.E.A.M. for P.E.A.C.E. Halloween Radio Program** in San Francisco, California (October 31, 2011).

His work has appeared in *descant*, *Fresh Blood/Old Bones*, *Wordland 2*, *Elegant Rage: A Poetic Tribute To Woody Guthrie*, *Blood Moon Rising Magazine*, *Buzzkill: Apoca-*

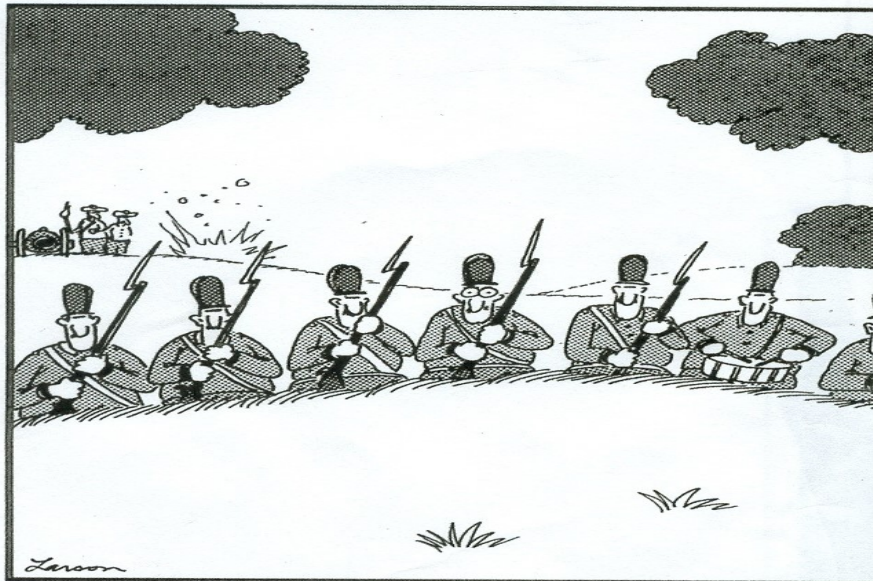
His work has appeared in *descant*, *Fresh Blood/Old Bones*, *Wordland 2*, *Elegant Rage: A Poetic Tribute To Woody Guthrie*, *Blood Moon Rising Magazine*, *Buzzkill: Apocalypse, An End Of The World Anthology*, *San Antonio Express-News*, *New Myths*, *Arts United San Antonio Magazine*, *La Bloga*, *Eye To The Telescope*, *Dark River Press*, *Harbinger Asylum Yellow Mama*, *Moon The Eight Continent: An Anthology Of Space Poetry*, *New Texas*, *Concho River Review*, *Alamo Area Poets Of Texas Anthology*, *Agave: A Celebration Of Tequila*, *Gifts Of The Great Spirit*, *The 4th Annual Gulf Coast Poets Poetry Out Of Bounds Reading Chapbook*, *The Langdon Review Of The Arts In Texas*, *What Fears Become: The Horror Zine, Volume III*, *The Rhysling Anthology*, *The Mayo Review*, *Writers Of The Rio Grande.com*, *The Enigmatist*, *Horror Writers Association Newsletter*, *WritingRaw.com*, *The San Angelo's Writers Club Newsletter*, *Homenaje A Miguel Hernandez En Su Centenario*, *San Antonio's 350.org*, *And Now The Nightmare Begins*, *vacpoetry.com*, *Desahogate*, *thehorrorzine.com*, *Boundless*, *The People's Comic Book Newsletter*, *Voices De La Luna*, *International Poetry Review*, *Il-lumen*, *Star\*Line: the Journal of the Science Fiction Poetry Association*, *The Poet Magazine*, *di-verse-city*, *Voices Along The River*, *The Dreamcatcher*, *Inkwell Echoes*, *The Palm's Leaf*, *Message of the Muse* and many other publications.

Juan is a ten-year US Navy/US Marine Corps Veteran and a former Combat Medic serving in the First Gulf War (**Operation Desert Shield/ Desert Storm**, 1990-1991) with experience as a Spanish translator providing medical assistance to those affected during Hurricane Andrew (1992) in Dade County, Florida.

Presently, he is a successful, public high school history teacher in Corpus Christi, Texas where he lives.



History shmistory



Bunker Hill, June 17, 1775: An unfortunate twist of fate for one young Redcoat, Charles "Bugeyed" Bingham, was not knowing that the opposing American general had just uttered the historic command, "Don't fire until you see the whites of their eyes."