

Question Sheet for Revolutionary War Music

1. First, review the lyrics for “God Save the Thirteen States.” The song was sung to the tune of “God Save the King.” Why do you think the writer of this song wanted to have the song sung to the tune of a British song?
2. Look at the third stanza of the song. How does this sum up the reason for revolution?
3. Next, view the lyrics for “The World Turned Upside Down.” Legend is that this song was played when Cornwallis surrendered to Washington at Yorktown. Why would this song be fitting according to Britain’s view?
4. From whose viewpoint is “Johnny Has Gone for a Soldier” sung? How are these lyrics different than the lyrics sung at the end of each episode of *Liberty!*?
5. What do the words in the last stanza of “Johnny Has Gone for a Soldier” symbolize, in your view?
6. Next, study the lyrics for *Liberty Song*. In the first stanza, what do you think the author means by “No tyrannous acts shall suppress your just claim or stain with dishonor America’s name”.
7. What do you think the message in the chorus of this song is?
8. How do these songs compare in scope and tone to a song such as “Yankee Doodle,” which is probably more well-known as a Revolutionary-era song? What was the original purpose of “Yankee Doodle?” (*Note: the song and lyrics are included in the Franklin School District site and are also discussed in the related music page on the Liberty! site*).
9. Which one of these songs, in your view, tended to unite colonists the most? Which one the least? Explain your view.
10. Speculate on whether music today has the same impact on political, military, and social issues as it did in the 18th Century. Is the impact greater? Less? Explain your answer.