

Composed and Performed by  
Ms. Herry's 5th Grade Class

# Classroom Cantatas

Mendell  
Elementary School

Independence:  
Its Many  
Meanings in  
Colonial America

**can ta ta  
singers**

# INDEPENDENCE: ITS MANY MEANINGS IN COLONIAL AMERICA

A CANTATA WRITTEN AND PERFORMED BY MS HERRY'S FIFTH GRADE  
ELLIS MENDELL ELEMENTARY SCHOOL, ROXBURY, MA  
2008-2009

ABIGAIL ADAMS  
NO FREEDOM  
WHY DO THEY PUT CHAINS ON ME?  
INDEPENDENCE

# Abigail Adams

Words and Music by Azhanae Martin, Frances Curtis-Seisay,  
Hakim Williams and Ricardo Gonzales  
Ms Herry's 5th grade, Ellis Mendell School  
with Carola Emrich-Fisher, Cantata Singers

Swing

Piano

The piano introduction consists of two staves. The right hand plays a melodic line in a swing style, starting with a quarter note G4, followed by eighth notes A4, B4, C5, and D5. The left hand provides a harmonic accompaniment with chords and moving lines.

Swing

4

A - bi-gail A - dams was John A-dams' wife. She

This system contains the first line of the song. The vocal line begins at measure 4 with the lyrics 'A - bi-gail A - dams was John A-dams' wife. She'. The piano accompaniment continues with a similar swing feel, supporting the vocal melody.

7

*f* 3

want-ed rights for wo-men in the Dec-la-ra-tion of In-de-pen-dence,

This system contains the second line of the song. The vocal line begins at measure 7 with the lyrics 'want-ed rights for wo-men in the Dec-la-ra-tion of In-de-pen-dence,'. The piano accompaniment features a triplet of eighth notes in the right hand and sustained chords in the left hand, marked with a forte (*f*) dynamic.

Abigail Adams

2

10 *f* *p* *Fine*

so they could be, so they could be in - de - pen - dent.

14 *Recitative*

One day, A - bi - gail and John A - dams were eat - ing pan - cakes, waf - fles and ba -

18 *con.* "I won - der why wo men

con. "I won - der why wo men

23

don't have a - ny rights — when they get mar - ried." John answered her,

27

"A-bi-gail, they should have rights. — All men are cre-a-ted e - qual." Then she

31

said, "John, all men and wo - men are cre-a - ted e - qual."

*D.C. al Fine*

# No Freedom

Words and Music by Armando Colon, Kiwan Mosley,  
Melybet Oller and Audreyana Washington  
Ms Herry's 5th Grade, Mendell School  
with Jacque Wilson, Cantata Singers

Hand claps: *Voices:*

Voices and Piano

Dun dun dun dun dun dun dun

4

dun dun dun dun dun dun dun!

We are the South, the South, the great

8

**Soulful, like a Recitative**

South!

We as the South be-lieve that we should own our own plan ta - tions.

11

We should n't be con trolled by King George a-ny more. We're ti-red, so ti-red

14

of pay in' his tax-es. We should be a-ble to keep slaves to

No Freedom

18

grow our crops. Shoo - bop, shoo bop shoo bop-pi - ty bop. They will

20

cook and \_\_\_ clean \_\_\_ and clean and \_\_\_ cook and wash our \_\_\_ clothes. \_\_\_

23

Wash 'em, wash 'em, wash 'em \_\_\_ good! \_\_\_

27

*f* We are the South, the South, the strong South!

# Why Did They Put Chains On Me?!

Music and Words by Cairo Watkins, Tajanae Edwards,  
Eddie Barreto and Isaiah Medina  
Ms Herry's 5th Grade, Ellis Mendell School  
with Kumi Donaghue, Cantata Singers

Sadly  $\text{♩} = 102$

Voice

Why did they put

Piano

*p*

7

chains on me?! Where are we go-ing? Where will we be? Our fate is

14

*mf*

in God's hands now. Pain, So much pain for me.



21 Happily

I re - mem - ber when I was

28

young. My bro thers and sis - ters play - ing happi - ly while I was help - ing my

35 (whisper)

mom in the kit - chen, the kit - chen, the kit - chen... We are go - ing to have

# Why Did They Put Chains On Me?

40

free-dom We are go-ing to have free-dom We are go-ing to have

cresc.

44

free - dom We have free - dom! We have free - dom! We are

*f*

47

free at last! Free - dom!

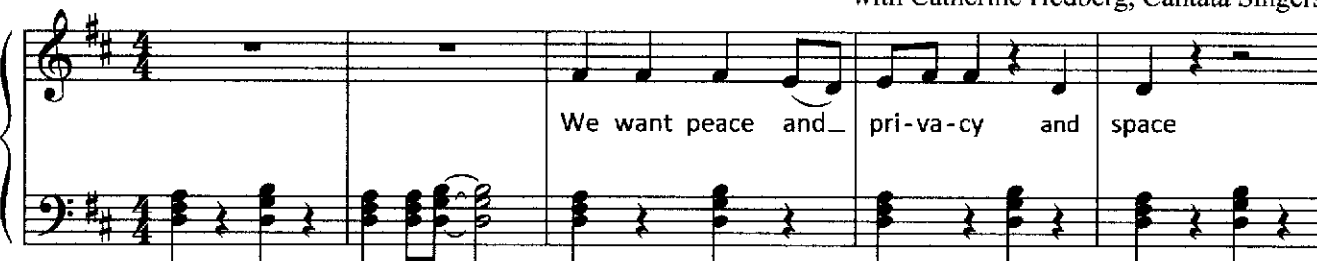
(shout)

# Independence

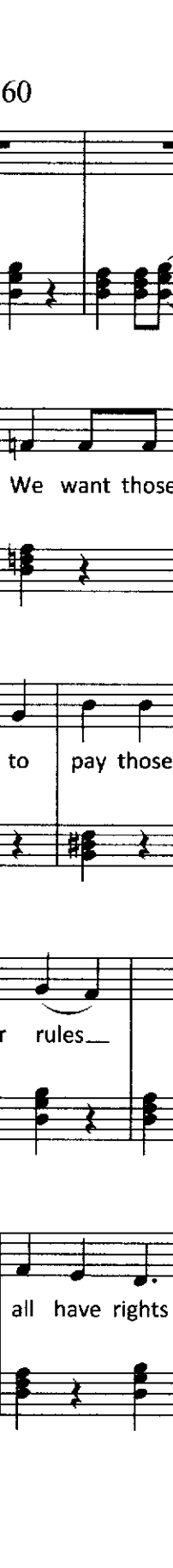
Words and Music by Victor Acevedo, Zareah Esperance,  
Amire Loftis and Malachi Padilla  
5th Grade, Ellis Mendell School  
with Catherine Hedberg, Cantata Singers

♩ = 60

Voices and Piano




We want peace and pri-va-cy and space



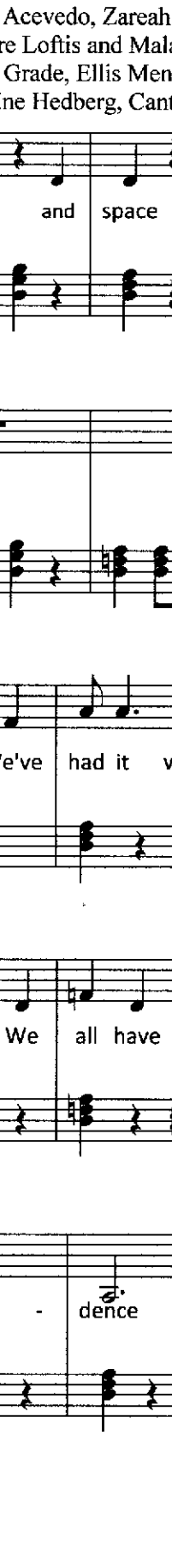
We want those Brit-ish out of our face.



We don't want to pay those Brit-ish. We've had it with their



tax-es and their rules. We've had e-nough! We all have rights!



We all have rights to live in peace and in-de-pen-dence

Independence

Slower

We do not want to be ruled by King George the Third.

The first system of music features a treble clef with a key signature of one sharp (F#) and a common time signature. The melody begins with a whole rest, followed by quarter notes G4, A4, B4, and C5. A triplet of eighth notes (D5, E5, F#5) is marked with a '3' above it. The bass line consists of a steady eighth-note accompaniment: G3, A3, B3, C4, D4, E4, F#4, G4.

We should al - ways work to - ge - ther no mat - ter what co - lor or

The second system continues the melody with quarter notes G4, A4, B4, and C5. The bass line continues with eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4.

race we are. Whites should not treat blacks as slaves or as

The third system features a triplet of eighth notes (D5, E5, F#5) in the melody. The bass line continues with eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4.

pup - pets or as rats. We should all be e - qual with no pow - er o - ver oth - ers.

The fourth system continues the melody with quarter notes G4, A4, B4, and C5. The bass line continues with eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4.

We all have rights to live in peace and

The fifth system continues the melody with quarter notes G4, A4, B4, and C5. The bass line continues with eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4.

in - de - pen - - - dence.

The sixth system concludes the piece with a dotted half note G4 in the melody. The bass line continues with eighth notes: G3, A3, B3, C4, D4, E4, F#4, G4.