

Student Edition

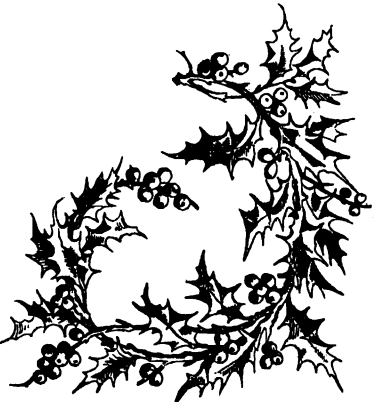


AN EARLY AMERICAN CHRISTMAS

A Revolutionary Holiday Celebration

by

Teresa & Paul Jennings



AN EARLY AMERICAN CHRISTMAS

A Revolutionary Holiday Celebration

By Teresa & Paul Jennings

CHARACTERS:

Contemporary American children (any number, multiple speaking parts)

Early American children (any number, multiple speaking parts)

TIME:

Today and the late 1700's

SETTING:

America

SEQUENCE 1

Opening Song: "O Christmas, Christmas!"

During the opening song, some contemporary American children (students) are decorating their school's performance area for their Early American Christmas program. They can be playing around with costumes and decorations typical of the era as they sing and even dance.

O CHRISTMAS, CHRISTMAS!

JOYOUS FOLK STYLE (♩ = 150; ♪ = 50)

Teresa Jennings

4 5 8 13 8

1st TIME - UNISON
2nd TIME - DIVISI INTO ROUND

(22) ROBUSTLY!

I 'Tis a joy - ous re - un - ion. O, Christ-mas, Christ-mas!

II

sub. p

I Joy - ous re - un - ion. O, Christ-mas, Christ-mas!

II

SING ON D.S. f

'Tis a

(30) sub. f

I Bright cel - e - bra - tion. O, Christ-mas, Christ-mas!

II joy - ous re - un - ion. O, Christ-mas, Christ-mas!

O CHRISTMAS, CHRISTMAS!

The musical score is written for two parts, I and II, in a key of D major (two sharps). It consists of five systems of two staves each. The lyrics are written below the notes. The score includes dynamic markings such as *sub. p* (subito piano) and *sub. f* (subito forte), and a measure number 38 in a circle. The lyrics are: "Bright cel - e - bra - tion. O, Christ-mas, Christ-mas!", "Joy - ous re - un - ion. O, Christ-mas, Christ-mas!", "Hark! How the chil - dren are sing - ing, sing - ing!", "Hark! How the chil - dren are sing - ing, sing - ing!", and "Tra la la la la! O, Christ-mas, Christ-mas!". The score also includes a measure number 46 in a circle.

sub. p
I Bright cel - e - bra - tion. O, Christ-mas, Christ-mas!

sub. p
II Joy - ous re - un - ion. O, Christ-mas, Christ-mas!

(38) *sub. f*
I Hark! How the chil - dren are sing - ing, sing - ing!

sub. f
II Bright cel - e - bra - tion. O, Christ - mas, Christ-mas!

sub. p
I Hark! How the chil - dren are sing - ing, sing - ing!

sub. p
II Bright cel - e - bra - tion. O, Christ-mas, Christ-mas!

(46) *sub. f*
I Tra la la la la! O, Christ-mas, Christ-mas!

sub. f
II Hark! How the chil - dren are sing - ing, sing - ing!

O CHRISTMAS, CHRISTMAS!

sub. p

I Tra la la la la! O, Christ-mas, Christ-mas!

II *sub. p* Hark! How the chil-dren are sing-ing, sing-ing!

(54)

I

II *sub. f* Tra la la la la! O, Christ-mas, Christ-mas!

I

II *sub. p* Tra la la la la! O, Christ-mas, Christ-mas!

(62) 4 *f* Christ-mas! Christ-mas! Tra la la la! *DIV.*

II 4 *f* Christ-mas! Christ-mas! Tra la la la! *DIV.*

SEQUENCE 2

After the song, the students talk amongst themselves.

Our teacher says that this year we will be celebrating the holiday season the way Americans did when our country was just beginning.

That was more than 200 years ago!

I'll bet it was very different from the way we celebrate today.

Yeah. But we still hear about some of their weird customs today.

You mean like the Yule Log or the Boar's Head?

Yeah. Like that. And what the heck is "figgy pudding"?

I don't know. But I don't think I want any. (*Make yucky face.*)

(*Others make similar faces, too*)

You know, I think the Yule Log was practically a whole tree. It was really big.

Men that owned lots of land or estates and had big houses - and big fireplaces - burned the Yule Log for the whole Christmas season!

Wow. That must have been a big fire, too!

Can you imagine dragging a whole tree into your fireplace today?

Well, we drag a whole tree into our living rooms! You know - a Christmas tree!

I guess we do! Wonder how these traditions got started in the first place?

I don't know. I guess they're just passed along from person to person.

And from generation to generation.

Our ancestors had customs and beliefs that they practiced and taught their children to practice.

And their children taught their children and so on.

Even so, traditions don't have to be ancient.

That's right! We've started our own traditions since we were little.

You mean like watching Christmas specials on t.v. every year?

Yeah! I'll bet our ancestors didn't do that 200 years ago!

Not only that, but we are always adapting traditions, too. Adding our personal touches.

I suppose that means we all have traditions, doesn't it?

Others nod in agreement while song begins. Optional ad libs: Guess so, Yeah, I see your point, Probably so, I know what you mean, etc.

SEQUENCE 3

Song: "Traditions"

TRADITIONS

HALF-TIME HIP-HOP (♩ = 80; ♩ = 160) (♩♩ = ♩♩♩)

5

6

3

Teresa Jennings



1. Tra -
2. Tra -



di - tion - al - ly, what you see is what we've come_ to be
di - tion - al - ly, the fam - i - ly is where you're going_ to see



from those stor-ies and cus-toms, hab-its and be-liefs, hand-ed
those stor-ies and cus-toms, hab-its and be-liefs, hand-ed



down gen - er - a - tion - al - ly. You see? Ev' - ry - bod - y has a
down gen - er - a - tion - al - ly. You see? Ev' - ry - bod - y has the



per-son-al ver-sion, a lev-el of im-mer-sion, tra - di - tion - al - ly. Like an
op-tion of cre - a - tion, a pri-vate var - i - a - tion, tra - di - tion - al - ly. All you



un - writ - ten law is no one ev - er saw, but prac-ticed and re - spect - ed for
real - ly have to do is try to fol - low through, and prac-tice and re - spect it, tra -

TRADITIONS

cen - tur - ies.
di - tion - al - ly. } 1. Tra -

(28)
di - tions, _____ passed a - long from one to an-oth-er. Tra -
di - tions, _____ hand - ed down from fa-th ers and moth-ers. Tra -

TO CODA AFTER REPEAT 1.
di - tions, _____ come to be. 2. Tra -
di - tions, _____ passed to

2. 3 D.S. AL CODA
me.

CODA (42)
me. 1. Tra - di - tions, _____ passed a -
di - tions, _____ hand - ed

long from one to an-oth-er. Tra - di - tions _____ come to
down from fa - thers and moth-ers. Tra - di - tions _____ passed to

1. 2.
be. 2. Tra - me.

2 YELL:
Tra - di - tions!

SEQUENCE 4

One of the students holds up a 13 star flag and looks wistfully at it.

I wonder what kind of traditions the kids had a couple of hundred years ago?

Wouldn't it be so cool to go back in time and ask them?

Others nod and ad lib: Wow! That would be awesome! Oh, yeah! Can you imagine?, etc.

SEQUENCE 5

The Early American children enter the stage opposite the contemporary children. Spotlight or highlight them somehow, if possible. They speak to the audience and/or the Contemporary kids. The Contemporary kids should turn to face them and react and respond to everything that is said as if they can actually communicate with the Early American children.

Here in our new country, there are people from all over the world.

Some of us are immigrants and some of us were born here.

We live in cities and towns, farms and villages.

We speak many different languages and with many different accents, depending on where we live or where we came from.

We have many different lifestyles, yet we have many things in common, too.

One of the things most of us have in common is the celebration of Christmas.

Many of us and our ancestors came here seeking the freedom to practice our own religions.

And celebrating Christmas is one of those freedoms.

As you might imagine, because we are so diverse, Christmas is celebrated in many different ways.

Some religious groups honor Christmas with quiet dignity and prayer, while others of us are quite exuberant and filled with an outward expression of joy.

In fact, the Father of our Country, George Washington, believed in making very merry at Christmas time.

Well, at least until the war began in 1776.

SEQUENCE 6

Underscore for Narration: "Milford – A Fuguing Tune"

He opened his home at Mount Vernon in Virginia to everyone he knew at Christmas time!

His Christmas celebration went on for days with guests coming and going or staying all along!

His home was decked with grand Christmas decorations and he provided more food and drink than anyone could ever want!

But one of the best parts of the celebrations for George Washington – and for all of us – is the Christmas music!

SEQUENCE 7

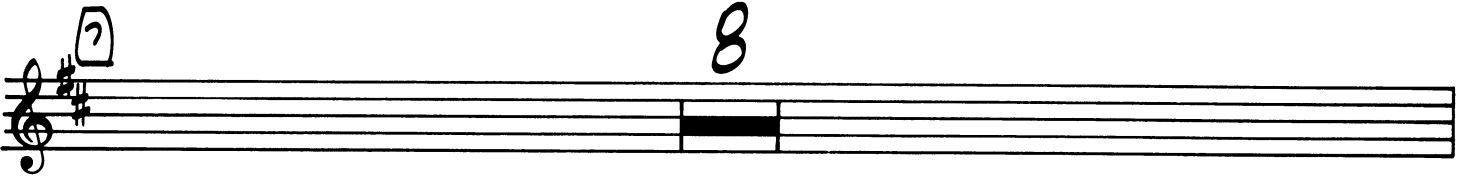
Songs: "Deck The Halls"

DECK THE HALLS

Traditional
arr. Paul Jennings

SUBILANTLY (♩ = 80; ♩ = 160)

6



15 3 TIMES



1. Deck	the halls with	boughs of hol - ly.	Fa la la la la, la
2. See	the blaz - ing	Yule be - fore us.	Fa la la la la, la
3. Fast	a - way the	old year pas - ses.	Fa la la la la, la



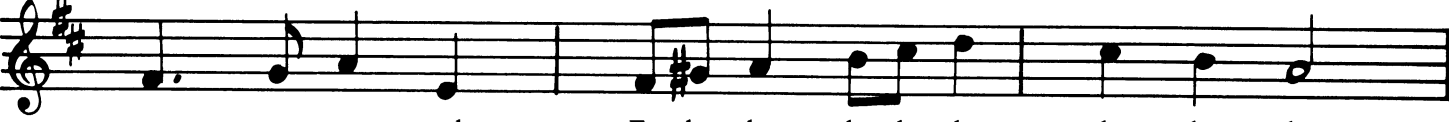
la la la.	'Tis the sea - son	to be jol - ly.
la la la.	Strike the harp and	join the chor - us.
la la la.	Hail the new, ye	lads and las - ses.

DECK THE HALLS

(23)



Fa la la la la, la la la la. Don we now our
 Fa la la la la, la la la la. Fol - low me in
 Fa la la la la, la la la la. Sing we joy - ous



gay ap - par - rel. Fa la la, la la la, la la la.
 mer - ry meas - ure. Fa la la, la la la, la la la.
 all to - geth - er. Fa la la, la la la, la la la.

/ 1, 2.



Troll the an - cient yule - tide car - ol. Fa la la la la, la la la la.
 While I tell of Yule - tide treas - ure. Fa la la la la, la la la la.
 Heed - less of the wind and weath - er.

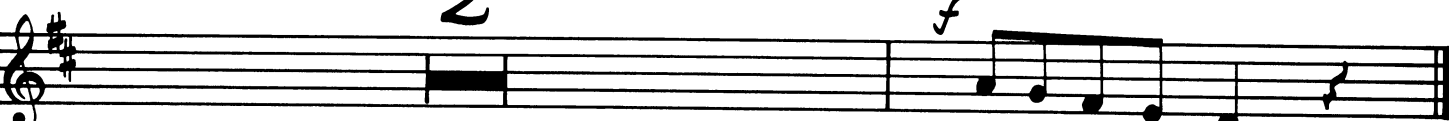
/ 3.



Fa la la la la, la la la la.

2

f



Fa la la la la!

SEQUENCE 8

Optional: Add your own cheerful and/or energetic Christmas song(s) here.

SEQUENCE 9

One of the traditions we have in common is caroling!

We go from house to house in the city!

We knock on our neighbors' doors in the towns!

We go from farm to farm in the country!

And we share our Christmas spirit in song!

SEQUENCE 10

Song Sequence: "Here We Come A-Caroling"

"The Coventry Carol"

"We Wish You A Merry Christmas"

This section includes songs which can be used entirely, partially or adapted to suit your needs. Consider having groups of children from different sections of the country, e.g., New England, Virginia, or Ohio, perform parts of the sequence. This is also a good time to add any other carols of your choosing.

HERE WE COME A - CAROLING

MERRILY (♩ = 96)

8

Traditional
adapted/arr. Paul Jennings



9 4 TIMES



1. Here we come a - car - ol - ing a - mong the leaves so
2. are not dai - ly beg - gars that go from door to
3. We have got a lit - tle purse of stretch - ing leath - er
4. Bless the mas - ter of this house, like - wise the mis - tress,



green. door. skin. too. But we are neigh - bor's chil - dren whom
We want a lit - tle mon - ey to
And all the lit - tle chil - dren, a

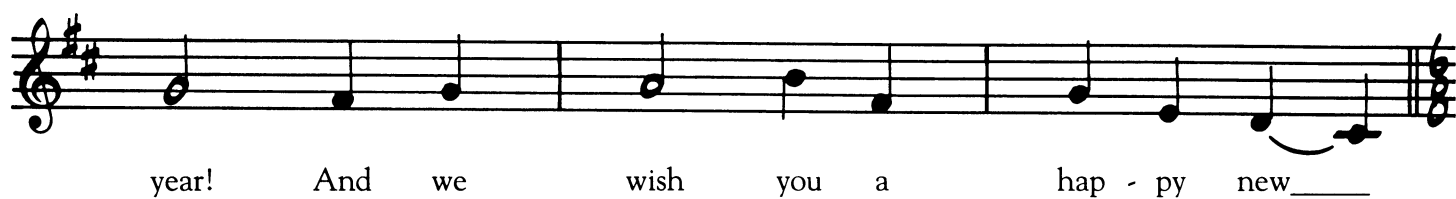
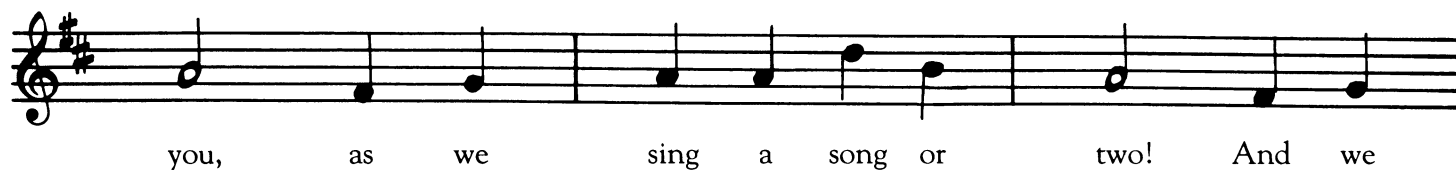
(♩ = ♩)

17



fair you have seen be seen. } Love and joy come to
line it well with fore. in.
wish from us to you.

HERE WE COME A - CAROLING



THE COVENTRY CAROL

EXPRESSIVELY (♩ = 80)

8

Traditional
adapted/arr. Paul Jennings



GENTLY - LIKE A LULLABY

(9) *mp*



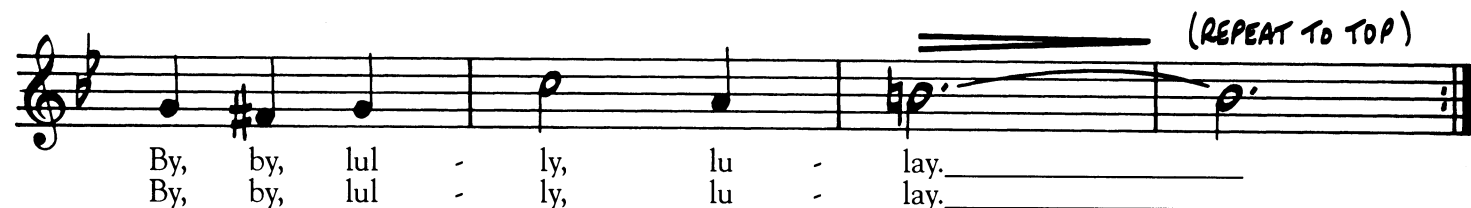
1. Lu - lay, thou lit - tle tin - y child.
2. O sis - ters, too, how may we do,



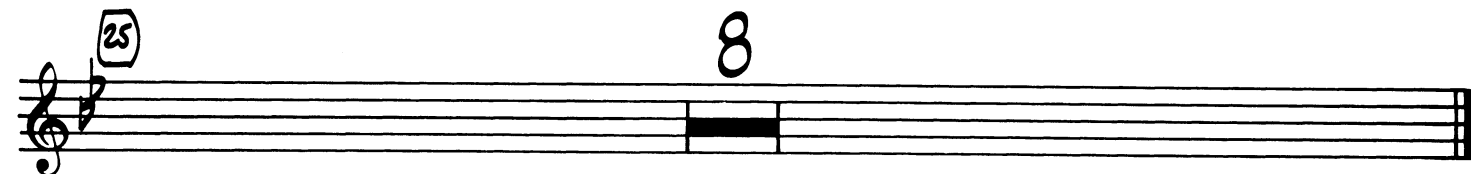
By, by, lul - ly, Lu lay. Lul -
For to pre - serve this day? This



lay poor thou young - ling for tin - y child.
sing.



By, by, lul - ly, lu - lay.
By, by, lul - ly, lu - lay.

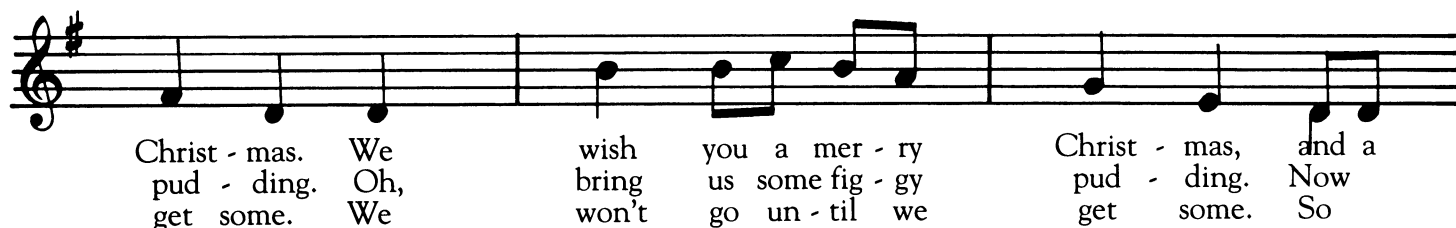
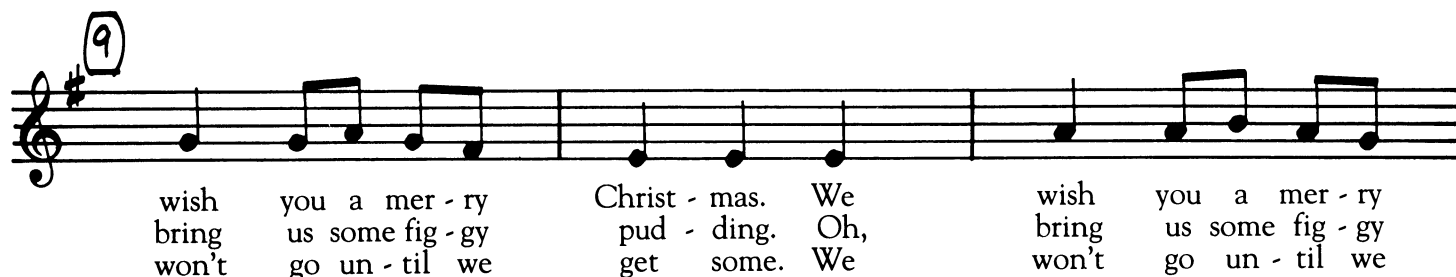


WE WISH YOU A MERRY CHRISTMAS

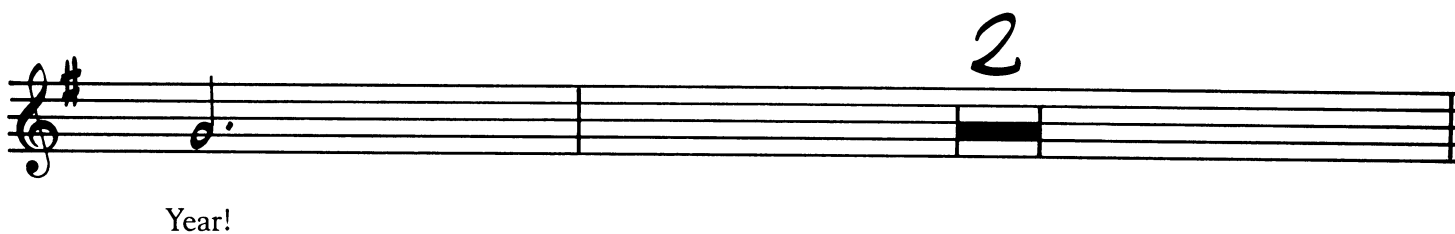
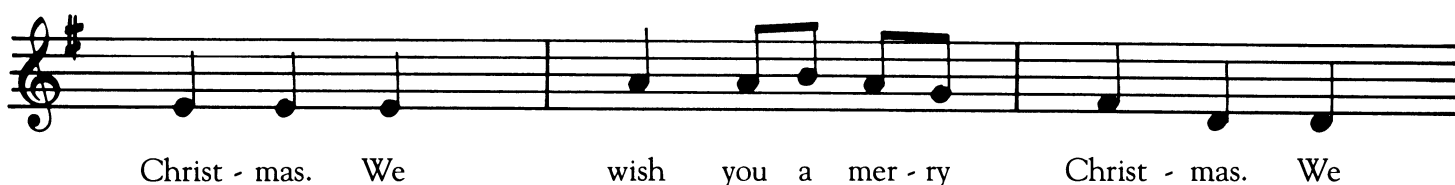
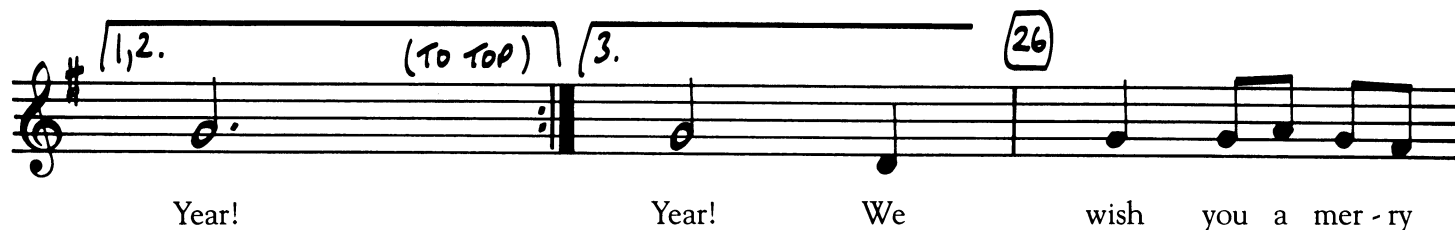
Traditional
arr. Paul Jennings



1. We
2. Oh,
3. We



WE WISH YOU A MERRY CHRISTMAS



SEQUENCE 11

Underscore for Narration: Military drum

Tensions began to mount here in the 1770's.

England wanted to control America as a colony.

But we wanted our freedom.

All the children from the different parts of the country stand next to each other – united.

After the Declaration of Independence was written and signed in 1776, America went to war.

That first Christmas, we were not as joyous as in Christmases past.

Many men, young and old, were away from home fighting for our freedom and for the freedom of our families.

Still, we sang at Christmas. But our hearts were a bit more melancholy for a time.

SEQUENCE 12

Song: "Auld Lang Syne"

AULD LANG SYNE

POIGNANTLY (♩ = 54; ♪ = 108)

arr. Teresa Jennings

SOLO: mf

arr. Teresa Jennings

3

SOLO: *mf*



Should

[illegible]

ould ac-quain-tance be for-got, and nev-er brought to mind? Should

auld ac-quain-tance be for-got, and days of Auld Lang Syne?

1. Should

Handwritten musical notation for a guitar solo. It shows a treble clef, a key signature of one flat (Bb), and a 3-measure rest. The word "(OPTIONAL)" is written above the staff. The notation is on a five-line staff with a single note on the first line (F4) at the end.

1. Should

[illegible]

1. Should_

AULD LANG SYNE

(17)

The first system of the musical score for 'Auld Lang Syne' consists of three staves. The top staff is in treble clef with a key signature of two flats (Bb and Eb). It begins with a repeat sign and a first ending bracket. The lyrics are: 'auld ac-quain-tance be for-got, and nev - er brought to mind? Should here's a hand, my trust - y friend, and gives a hand of thine. We'll'. The middle staff is also in treble clef and contains the same melody as the top staff. The bottom staff is in bass clef and provides a harmonic accompaniment. The lyrics are aligned under the top staff.

auld ac-quain-tance be for-got, and nev - er brought to mind? Should
here's a hand, my trust - y friend, and gives a hand of thine. We'll

auld ac-quain-tance be for-got, and nev - er brought to mind? Should
here's a hand, my trust - y friend, and gives a hand of thine. We'll

The second system of the musical score continues the melody and accompaniment. It features the same three-staff format. The lyrics for this system are: 'auld ac-quain-tance be for-got, and days of Auld Lang Syne? } For take a cup of kind - ness yet and for Auld ___ Lang ___ Syne. } For'. The top and middle staves show the melody with some notes tied across measures. The bottom staff continues the accompaniment. The lyrics are aligned under the top staff.

auld ac-quain-tance be for-got, and days of Auld Lang Syne? } For
take a cup of kind - ness yet and for Auld ___ Lang ___ Syne. } For

auld ac-quain-tance be for-got, and days of Auld Lang Syne? } For
take a cup of kind - ness yet and for Auld ___ Lang ___ Syne. } For

AULD LANG SYNE

(25)

The first system of the musical score for 'Auld Lang Syne' consists of three staves. The first staff is in treble clef with a key signature of two flats (Bb and Eb) and a circled measure number '25' above it. The second and third staves are in treble and bass clefs respectively, also with a key signature of two flats. The lyrics are written below each staff. The first staff has lyrics: 'Auld___ Lang___ Syne, my dear. For Auld___ Lang___ Syne. We'll'. The second staff has lyrics: 'Auld Lang___ Syne, my dear. For Auld Lang___ Syne.____ We'll'. The third staff has lyrics: 'Auld___ Lang___ Syne, my dear. For Auld___ Lang___ Syne. We'll'. There are musical notations including eighth notes, quarter notes, and half notes, with some measures containing slurs or ties.

I Auld___ Lang___ Syne, my dear. For Auld___ Lang___ Syne. We'll

II Auld Lang___ Syne, my dear. For Auld Lang___ Syne.____ We'll

III Auld___ Lang___ Syne, my dear. For Auld___ Lang___ Syne. We'll

The second system of the musical score continues the three-staff format. The first staff has lyrics: 'take a cup of kind-ness yet for Auld___ Lang___ Syne. 2. And'. The second staff has lyrics: 'take a cup of kind-ness_ yet for Auld___ Lang___ Syne. 2. And'. The third staff has lyrics: 'take a cup of kind-ness yet for Auld___ Lang___ Syne. 2. And_'. The musical notation includes eighth notes, quarter notes, and half notes, with some measures containing slurs or ties.

I take a cup of kind-ness yet for Auld___ Lang___ Syne. 2. And

II take a cup of kind-ness_ yet for Auld___ Lang___ Syne. 2. And

III take a cup of kind-ness yet for Auld___ Lang___ Syne. 2. And_

AULD LANG SYNE

2.

I Syne. We'll___ take a cup of kind - ness yet for Auld___ Lang___

II Syne. We'll___ take a cup of kind-ness_ yet for Auld___ Lang___

III Syne. We'll take a cup of kind-ness yet for Auld___ Lang___

SOLO: mf

I Syne. For Auld___ Lang___ Syne. 3

II Syne. 3

III Syne. 3

SEQUENCE 13

Optional: Add your own slow and/or gentle Christmas/Holiday/Seasonal songs here.

SEQUENCE 14

Underscore for Narration: “Chester”

America didn't do very well in the beginning of the Revolution.

In December of 1776, we were cold and hungry.

Our soldiers were tired and scared.

But General George Washington was very brave and very smart.

He had an idea, which could have turned out terribly for our young country.

On Christmas night, General Washington led his soldiers across the icy waters of the Delaware River.

The British army was celebrating Christmas on the other side and they were not expecting to fight.

General Washington's strategy paid off. The British army was completely surprised.

It was a victory for the young American army.

It was only one victory, but it was a victory we needed.

We still had a long battle ahead, but now we had hope.

The Revolutionary War lasted for many years.

And even though the British were defeated long before, a peace treaty was not signed until 1783.

And in all that time, we continued to celebrate Christmas each year, even though we waited and prayed for the war to end.

At long last, it did end, and our freedom had been won.

On Christmas Eve night in 1783, General George Washington returned to his beloved Mount Vernon just in time to celebrate once more.

There was, of course, great merriment.

SEQUENCE 15

Song: “Joy To The World”

JOY TO THE WORLD

JOYOUSLY (♩ = 100; ♪ = 200)

8

Traditional
arr. Paul Jennings



9 3 TIMES *f*

I	1. Joy	to	the	world!	The	Lord	is	come.	Let
	2. Joy	to	the	world!	The	Sav	ior	reigns.	Let
	3. He	rules	the	world	with	truth	and	grace.	And
II	1. Joy	to	the	world!	The	Lord	is	come.	Let
	2. Joy	to	the	world!	The	Sav	ior	reigns.	Let
	3. He	rules	the	world	with	truth	and	grace.	And

I	earth	re	ceive	her	King!	Let
	men	their	songs	em	ploy!	While
	makes	the	na	tions	prove	the
II	earth	re	ceive	her	King!	Let
	men	their	songs	em	ploy!	While
	makes	the	na	tions	prove	the

17

I	ev'	ry	heart	pre	pare	him	room.	And
	field	and	floods,	rocks,	hills	and	plains	re
	glo	ries	of	His	right	eous	ness.	And
II	ev'	ry	heart	pre	pare	him	room.	
	field	and	floods,	rocks,	hills	and	plains	
	glo	ries	of	His	right	eous	ness.	

JOY TO THE WORLD

heav'n and na - ture_ sing. And_ heav'n and na - ture_ sing. And_
 peat the sound-ing_ joy, re - peat the sound-ing_ joy, re -
 won-ders of His_ love. And_ won-ders of His_ love. And_

And heav'n and na - ture sing. And heav'n and na - ture
 Re - peat the sound-ing joy, re - peat the sound-ing
 And won-ders of His love. And won-ders of His

25
 heav'n_ and heav'n_ and na - ture sing!
 peat_ re - peat_ the sound-ing joy!
 won - ders, won - ders of His love!

sing. And heav'n_ and na - ture sing!
 joy. Re - peat_ the sound-ing joy!
 love. And won - ders of His love!

30
 Joy! Joy!

38
 Joy! Joy!

4
 Joy!

div. 4
 Joy!

SEQUENCE 16

Optional: Add your own joyous songs here.

SEQUENCE 17

And now we pass our traditions, customs and beliefs down to the future generations of Americans!

Speaker puts arm out toward Contemporary children. All the Early American children turn to face the Contemporary children. Spotlight returns to the Contemporary students, who speak once more.

SEQUENCE 18

You know, I don't think there's that much difference between the way kids celebrated back then and the way we do now.

I know what you mean. Even though there was a war, they continued to celebrate, just like we do today when there is war.

They hoped that the war would end so they could be together again with their loved ones, especially at Christmas.

That's exactly how we feel today.

Their families and friends were part of their spirit, even when they were separated. Just like today.

And they had gatherings and prayers, just like today.

They had big feasts and decorations, too.

They even used evergreens, like pine, spruce and holly, just like we do today.

And of course, music was a huge part of their celebration, too. Just like today!

I guess it's true. Even though 200 years have passed, we're not that different after all.

And now, it's our turn to pass our traditions, customs and beliefs down to future generations of Americans!

We've sure learned a lot from those Early Americans.

Especially how to celebrate An Early American Christmas!

SEQUENCE 19

Finale: "Season Of Joy!"

SEQUENCE 20

Bows: "Season Of Joy" Instrumental Version

THE END

SEASON OF JOY!

FOLK/LATIN ROCK (♩ = 80-84; ♩ = 160-168) 4

Teresa Jennings

5 **mf** REPEAT ON D.S. TOO

I

1. Put a-side__ your work and put a-side__ your
 2. Cel - e-brate__ your life and cel - e-brate__ your

II

SING ON D.S. ONLY **mf**

1. Put a-side__ your work!
 2. Cel - e-brate__ your life!

I

wor - ries! Put a - side__ your trou - bles! It's the
 fam' - ly! Cel - e-brate__ with all your heart the

II

Put a - side__ your wor - ries! _____ } It's the
 Cel - e - brate__ your fam' - ly! _____ }

I

sea - son__ of joy!
 sea - son__ of joy!

II

sea - son! _____ La la la__ la la__

SEASON OF JOY!

I Sea - son_ of joy!
Sea - son_ of joy!

II It's_ the sea - son_ of

I 1. 2. joy! joy!

I (21) f Gath - er with_ your dear - est friends! Let your dif - fi - cul - ties end for

II f Gath - er with_ your dear - est friends! Let your dif - fi - cul - ties end for

I mf now in the sea - son, the

II mf * now in_ the sea - son!_ Now, sea - son_ of

SEASON OF JOY!

I
sea - son_ of_ joy! Oh!_ *f*

II
joy! Sea - son_ of joy! La_ la la_ la_ Oh!_ *f*

33
I
Sea - son,_ sea - son of_ joy and love!_ Of

II
Sea - son,_ sea - son_ Joy and love! 'Tis the sea - son!_

I
joy_ and love!_ Oh!_

II
'Tis the sea - son!_ 'Tis the sea - son! Oh!_

42
I
Sea - son,_ sea - son of_ joy and love!_ Of

II
Sea - son,_ sea - son!_ Joy and love! 'Tis the sea - son!_

SEASON OF JOY!

TO CODA

I joy _____ and love! _____

II 'Tis the sea - son!_

(52) 2 D.S. AL CODA

I Sea - son!_ of joy! _____

II

CODA

I love, _____ love! _____ Oh! _____

II 'Tis the sea - son! _____ Oh! _____

CRES.

(61)

I Sea - son, sea - son of _____ joy and

II Sea - son, sea - son! _____ Joy and

SEASON OF JOY!

I
love! _____ Of joy _____ and

II
love! 'Tis the sea - son! _____ 'Tis the sea - son! _____

I
love! _____ Oh! _____ Sea - son, sea - son of _____

II
'Tis the sea - son! Oh! _____ Sea - son, sea - son! _____

I
joy and love! _____ Of

II
Joy and love! 'Tis the sea - son! _____

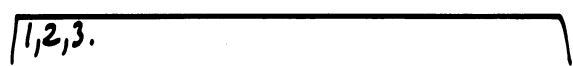
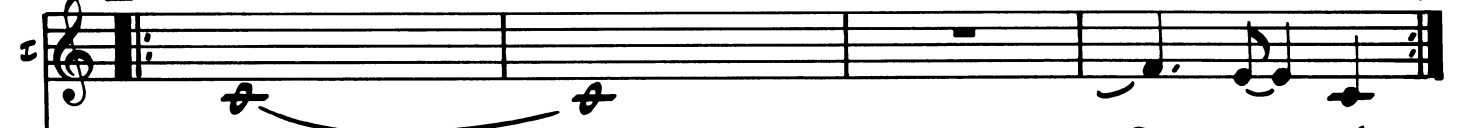
I
joy _____ and love! _____

II
'Tis the sea - son! _____ 'Tis the sea -

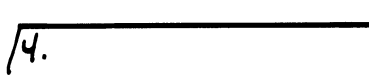
SEASON OF JOY!

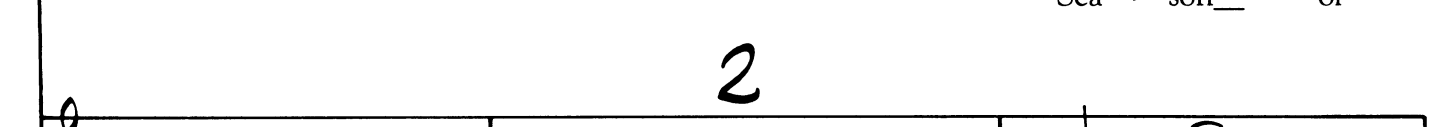
I  Sea - son__ of

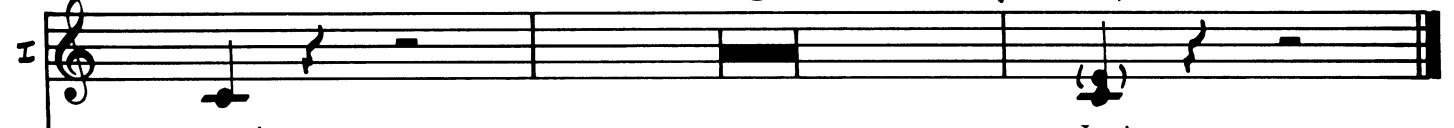
II  son!__ Sea - son__ of

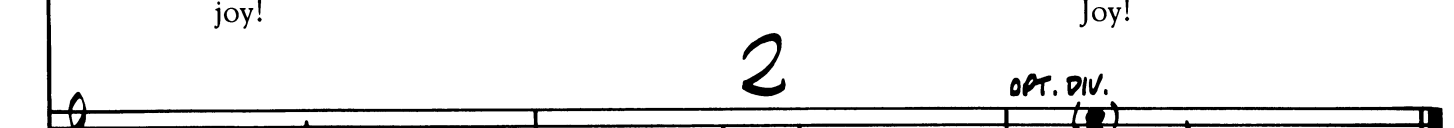
(8) 4 TIMES - FLUTE SOLO   joy!__ Sea - son__ of

II  joy! La__ la la__ la la la la!__ Sea - son__ of

I    Sea - son__ of

II   Sea - son__ of

I  (OPT. DIV.)  joy! Joy!

II  (OPT. DIV.)  joy! Joy!