MAKING MUSIC

**Time:** 1 day to 1 week
**Grade Level:** 3-8
**Group Size:** by crews
**Vocabulary:** courageous, accordion, tambourine

**OVERVIEW**
The students will create home-made instruments and prepare entertainment for the Captain during the evening’s “dog watch” time.

**TEACHER BACKGROUND**
The passengers who came on board the *Euterpe* were courageous souls. They were farmers, artists, miners and factory workers. These hard working men and women were used to a harsh life at home. When they came aboard and finally recovered from sea sickness, they soon would do all that they could to make the best of a long voyage.

To pass the time the emigrants would often organize concerts and dances. They would play instruments such as the fiddle, fife or flute and above all the favorite was the accordion. However, real instruments were often hard to come by, so the passengers would simply make their own – tambourines made from old sky light covers, they would use animal bones, tin cups or anything that they could invent. It was not uncommon for the passengers to entertain the Captain with their music.

**KEY CONCEPTS**
- Sailor’s quite often had to create their own entertainment.

**MATERIALS**
- Have the students bring one or two things from home to use in making an instrument.

**ADVANCED PREPARATION**
- Provide arts and craft items to assist in the making of instruments.

**PROCEDURE**

*Engage:* Split the students up into their crews. Have each crew work together to create instruments in class.

*Challenge:* Inform each crew that they need to come up with a song or a poem to go with the musical tune that they will be creating. The students will have a total of 10 minutes to perform their entertainment for the Captain. The students may develop one longer “concert” with each crew contributing, or five shorter performances as individual crews.

*Discussion:* The music and words do not need to be elaborate. Have them practice in class. Make sure they understand the year is 1874 and they are *emigrants* on a tallship. The words must reflect the voyage, life at home in *England* or their hopes when they *reach America.*