

## The Lost Lady Found

6<sup>th</sup> Grade

Language Arts/Music

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### Core Curriculum,

#### Language Arts, RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Music, 6.M.CO.3

Experience and explore music which connects us to history, culture, heritage, and community; identify connections between a music genre and a cultural or historical contexts; and explore and explain how musical works are influenced by a composer's heritage and experiences.

**Objective:** 6<sup>th</sup> grade students will sing an English ballad while accompanying themselves on their ukuleles (eventually). They will analyze the text and infer details about the story. They will also compare the text to Percy Grainger's instrumental version of the song to see if there are any correlations between the two versions.

### Materials:

Copy of *The Lost Lady Found*

Recording of Percy Grainger's *Lincolnshire Posy mvt. 5* (can be found on YouTube)

### Lesson Outline:

**Sing all 9 stanzas of the song.** Ballad, a song that tells a story, comes from the Latin word, *ballare*, which means to dance. Ballads originally were sung without accompaniment, as the singer would put emphasis on the strong beats to propel the music forward.

**Have the students sing with you.** Once they have done this, break up into pairs and have them search the text for other clues about the story.

*The Lost Lady Found* is a ballad that was first written in the early 1800's, but its origins could be much older. The text tells the story of a maid who was kidnapped by Irish raiders and taken to Dublin, whose uncle is accused of her murder, and later is rescued by her childhood admirer. One could infer that she was a wealthy orphan. She may have been familiar with her kidnappers as implied by the word "betrayed".

### Questions:

What details do we know about the Uncle?

What details do we know about the maid?

How much time do you think has passed in the story? Why?

What is a trustee? What do you think "mirth" means?

**Listen to Percy Grainger's version** of *The Lost Lady Found*. Percy was an Australian composer who travelled the world. He collected folk songs and arranged them in pieces for many different ensembles. When arranging, he tried his very best to keep the original character of the person who sang it to him, or the text of the song he was arranging in the case of *The Lost Lady*.

**Questions:** How did the text line up with the recording?  
What imagery did he use?  
What line was the high moment in the piece?  
How was each stanza reflected in the music?

**Sing with the recording.** Have a discussion as needed. If students missed details when just listening, repeat the questions now and discuss.

**Play on Ukulele.** This is optional. It will take a few weeks of ongoing practice to be able to play and sing the song at the same time. A good practice it to have on half of the class play, the other sing and then switch. You can also play and sing with the recording if time allows.

**Extensions:**

*Dorian mode*- my students related this to pirate music, specifically *Pirates of the Caribbean*.

*Idioms*- specifically "Unsung Hero" which was a person who did something great and did not have a ballad written about them (think minstrels).

*Figurative Language*- Was there any other figurative language in the text?

*Middle Ages and Renaissance*- what was the historical contexts of ballads?

Are there modern examples as well?

# The Lost Lady

English Folk Song

Traditional

Dm Am F Dm  
 'Twas down in yon val - ley a fair maid did dwell, She  
 5 Dm Am F Dm  
 lived with her un - cle, as all knew full well, 'Twas  
 9 Dm F C Dm  
 down in yon val - ley where vi - o - lets grew gay, Three  
 13 Dm Am F Dm  
 gyp - sies be - trayed her and stole her a - way

2. Long time she'd been missing, and could not be found;  
Her uncle, he searched the country around,  
Till he came to the trustee, between hope and fear,  
The trustee made answer, "She has not been here."

3. The trustee spoke over with courage so bold,  
"I fear she's been lost for the sake of her gold,  
So we'll have life for life, sir," the trustee did say,  
"We'll send you to prison, and there you shall stay."

4. There was a young squire that loved her so,  
Oft times to the schoolhouse together they did go,  
"I'm afraid she's been murdered, so great is my fear.  
If I'd wings like a dove I would fly to my dear."

5. He traveled through England, through France and  
through Spain,  
Till he ventured his life on the watery main,  
And he came to a house where he lodged for a night,  
And in that same house was his own heart's delight.

6. When she saw him, she knew him, and fled to his arms;  
She told him her grief while he gazed on her charms.  
"How came you to Dublin, my dearest, I pray?"  
"Three gypsies betrayed me and stole me away."

7. "Your uncle's in England, in prison does lie,  
And for your sweet sake is condemned for to die."  
"Carry me to old England, my dearest," she cried.  
"One thousand I'll give thee, and will be your bride."

8. When they came to old England her uncle to see,  
The cart it was under the high gallows tree;  
"Oh, pardon, oh, pardon, oh, pardon I crave.  
I'm alive, I'm alive, your dear life to save."

9. Then from the high gallows they led him away,  
The bells they did ring and the music did play,  
Every house in that valley with mirth did resound,  
As soon as they heard the lost lady was found

