

# Elizabeth Liza Liz Eliza Beth



cow bell, xylophone  
folksong, United States, pentatonic

## Little Liza Jane

Sing it as a ballad, turn it into a square dance, or make up your own version with friends living in many places! The catchy, pentatonic tune lends itself to simple orchestrations.

Key D, first note F#(mi), Pentatonic  
a cappella count-in: 1 2 1 gotta ...

### Little Liza Jane

United States  
folksong

arr: LJ Clare 2012

*Allegro*

I got-ta gal that you don't know, li'l Li - za Jane,  
Way down south in Bal - ti - more, li'l Li - za Jane.  
*chorus*  
Oh E - li - za, li'l Li - za Jane, Oh E - li - za, li'l Li - za Jane.

**1** I gotta gal that you don't know,  
Li'l Liza Jane,  
Way down south in Baltimore,  
Li'l Liza Jane.

verses

**2** When I go a-courtin'  
I'll go on the train.  
When I go to marry,  
Li'l Liza Jane.

**3** The hardest work I ever did  
Was a-brakin' on a train,  
the easiest work I ever did  
Was a-huggin' Liza Jane.

**4** When I went to see her,  
she met me at the door,  
shoes and stockings in her hands,  
Her feet all o'r the floor.

**Li'l Liza Jane dates back to the early 1900s in the United States. It's likely one of the Party-Games that adapted children's songs into mixers to get around a strict "no-dancing" religious tradition. There are many different versions of words that may be used with the melody. The song is a staple in modern New Orleans brass bands.**

Asked li'l Liza to marry me,  
What-da you reckon she said?  
Said she would not marry me,  
If ev'ryone else was dead.

### Extra Verses

Goin' up the mountain  
Raise me up some grain  
To make a barrel of sorghum  
To sweeten up Liza Jane.

Liza Jane'll eat up that sap  
She'll get her fill,  
Then that gal'll marry me  
You bet she will!

**C1.1 song: Little Liza Jane  
Great Big House**

**C1.2 apply musical elements while moving/singing**  
**element focus: names of elements**


Lesson A each week covers core material.

Lesson B offers additional ideas for review, practice or enrichment.

## Options for review, practice or enrichment

**A New Song: Little Liza Jane**  
\*a "boy meets girl" story song from pioneer days

**B Dancing Song: Great Big House**  
\*a traditional song/dance from the United States

 **Individual Work/Paper Work**

Use the first verse of “L’il Liza Jane” as a springboard for creating individual or class versions to this song. Give each student a work page and guide the class through the steps.

The two songs introduced in this lesson may be sung together **at the same time, partner songs.** Partner songs and rounds are both good beginnings for students learning to sing in harmony.

[illegible]

## Outline of lesson plan

## Warm-Ups(3 minutes)

**1 Beat/Rhythm: Keep the Beat-Keep the Rhythm**(while standing)

**1st time:** everyone does the chant once through

**2nd time:** divide the class in half  
half the class does the words  
half the class does the spelling, switch





**3rd time:** class still in two groups  
one group begins, when they get to the  
"Rhythm" section, the other group begins  
with "Keep the Beat"

## The Word Game (see Lesson 4A)

# New Song: Little Liza Jane

- 1 Clap and say in the song's rhythm pattern, "L'il Liza Jane."  
(2x) **"What's the girl's name?"** Help students understand that l'il is short for 'little'.

Now clap and sing the phrase, "L'il Liza Jane." Students echo both claps and singing.

			
L'il ti	Li - ta	za ti	Jane ta-a

Key D, first note F#(mi), Pentatonic  
a cappella count-in: 1 2 I gotta ...

## Little Liza Jane

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**Li'l Liza Jane** dates back to the early 1900s in the United States. It's likely one of the Party-Games that adapted children's songs into mixers to get around a strict "no-dancing" religious tradition. There are many different versions of words that may be used with the melody. The song is a staple in modern New Orleans brass bands.

- 2 "Good singing. Everytime I point at you, you clap and sing (sing it) "L'il Liza Jane."

### Teacher

I gotta girl that you don't know  
Way down south in Baltimore  
Jane  
O Eliza

### Students

I'l Liza Jane  
I'l Liza  
I'l Liza Jane

Sometimes when I want students to echo, I'll point to myself when it's my turn, then point to students, or cup a hand around one ear as a sign its the class' turn.

Baltimore is pronounced Baltimow.

- 3 "Well done. Who's Eliza?" (Liza is a short form of Elizabeth.) "Let's try that again." (Increase the tempo a bit this time.)

**Teacher**

I gotta girl that you don't know  
Way down south in Baltimore  
Jane  
O Eliza

**Students**

I'il Liza Jane  
I'il Liza  
I'il Liza Jane

- 4 "This song comes from the United States. It's a story about two people. I'm going to play the whole song. As you listen to the story, try to figure out what's going on. Be ready to sing your part whenever I point at you." Play the sing-a-long version.

- 5 "What is the story about?" Explore the story, the people in it and ideas about what might happen next.

- 6 Post the words. Sing the song with the recorded version.

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Li'l Liza Jane,  
Way down south in Baltimore,  
Li'l Liza Jane.

2 When I go a-courtin'  
I'll go on the train.  
When I go to marry,  
Li'l Liza Jane.

3 The hardest work I ever did  
Was a-brakin' on a train,  
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4 When I went to see her,  
she met me at the door,  
shoes and stockings in her hands,  
Her feet all o'r the floor.

## Extend the Learning



"L'il Liza Jane is another good song for zipping new words in to create a unique version.

Extend the learning into a Language Arts lesson by creating new verses following the form given here. (see work page)

I\* gotta friend in Toronto  
X Sammy Jo  
Likes to play, in the snow  
X Sammy Jo

O my friend X travels around  
O my friend is, outward bound

I gotta friend in Come by Chance  
X Sammy Jo  
Likes to sing and likes to dance  
X Sammy Jo

I gotta friend in Montreal  
X Sammy Jo  
Rakes up leaves most ev'ry Fall  
X Sammy Jo

Key D, first note F#(mi), Pentatonic  
a cappella count-in: 1 2 I gotta ...

# Little Liza Jane

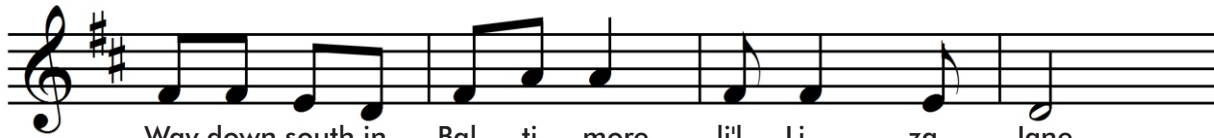
United States  
folksong

arr: LJ Clare 2012

*Allegro*



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## Steps for Writing a New Version of Little Liza Jane

1. Sing the first verse of Little Liza Jane.

2. Now sing it while walking in place.

How many steps did it take to sing "Baltimore"?

in Yellowknife?

3. But maybe Liza Jane doesn't live in Baltimore!

Where else could she live that's "way up north"?

in Dawson's Creek?

in Canada?

4. Think of a place to sing that's "way up north".

Try singing it to make sure it fits into 2 walking steps.

in Cornerbrook?

I gotta gal that you don't know, I'il Liza Jane,  
Way up north in \_\_\_\_\_, I'il Liza Jane.

5. Maybe Liza Jane isn't your sweetheart, maybe she's just a friend.

Change the word "gal" to "friend", and sing the verse now.

I gotta friend that you don't know, I'il Liza Jane,  
Way up north in \_\_\_\_\_, I'il Liza Jane.

6. Maybe the friend's name isn't Liza Jane.

Maybe it's .....

Think of a name for your song.

If your friend isn't little, clap (X) instead of singing "I'il".

Selima?

Logan James?

Zoey Ann?

Rashid Joe?

I gotta friend that you don't know, X \_\_\_\_\_  
Way up north in \_\_\_\_\_, X \_\_\_\_\_.

7. And the last step is fitting your friend's name into the chorus.

Remember if your friend isn't little, clap (X) instead of singing "I'il".



Oh E - li - za, li'l Li - za Jane, Oh E - li - za, li'l Li - za Jane.

# Great Big House

Key D, first note F#(mi), Pentatonic  
a cappella count-in: 1 2 Great big ...

United States  
Play Party Song  
arr: LJ Clare



1. Great big house in New Or-leans, for - ty stor - ies high \_\_\_\_\_.  
2. Went down to the old mill stream, fetch a pail of wa - ter,  
3. Fare thee well my dar - ling girl, fare thee well my daugh - ter,



Ev' - ry room that I been in, filled with ap - ple pie. - - -  
Put one arm a - round my wife, o - ther 'round my daugh-ter.  
Fare thee well my gold-en girl, gold-en slip-pers on her.

## New Dancing Song: Great Big House

**1** "L'il Liza Jane is a story song from the United States. Here's a story song from the United States that has a dance too. Listen and try to remember the story in this song. While you are listening help your body get ready for dancing by using your hands to put the beat on your knees. Play the sing-a-long version.

**2** Explore ideas about the story that is in this song.

**3** Organize students into either one large circle or several smaller ones. Each circle needs to have an even number of dancers. I have found this dance teaches easier if there is some way to visually mark every other dancer ---maybe shoes off or a light scarf tied around the waist?

**4** Teach the movements for the dance. Once conquered, they make a fun way to group dance. If you need help visualizing the 2nd verse actions, check out the song on youtube to see a demonstration. Note: youtube videos use a different tune.

**5** Try the dance with the music.

**6** Gather students back together on the mat. Post the music for Great Big House. Give a count-in and have students sing the song WITHOUT musical accompaniment.

*Dance steps  
are  
on the  
next  
page.*

**Dance Formation:** circle 8 or more dancers  
**Dancers:** even number, designate each as "1" or "2"

**1st Verse:** \*walk in circle to steady beat,  
 stop on "pie"

**2nd Verse:**  
*Went...stream* \*#1s move into centre, take hands,  
 hands at hip height  
*fetch...water* \*#2s move into centre BEHIND #1s,  
 hands reach over shoulders of #1s,  
 hold hands with another #2  
*Put one...wife* \*#2s raise holding hands to ceiling,  
 bring down behind #1s  
*The other...ter* \*#1s raise holding hands to ceiling,  
 bring down behind #2s  
 (arms are now all interlocked)

**3rd Verse:** \*keeping arms locked,  
 everyone walks to steady beat

**Repeat all three verses,** switching parts,  
 i.e. #2s move into circle first.

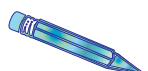
<https://www.youtube.com/watch?v=Qr3qghRk95E>

*It's difficult to say just how long videos will stay on  
 youtube --here's a sample of the dance that was  
 available when I wrote this. (Yes, its terribly slow.)*

In the early 1900s, strict religious communities forbade dancing. Many children's songs were taken by young people and used as ways to interact with others at gatherings. As long as singing with no instrumental accompaniment was used these songs were considered to be games. Great Big House is from New Orleans and is now a common part of Brass Band repertoires..

**Just for fun!**  
**try a different kind of pie**

cherry pie  
 chocolate pie  
 caramel pie  
 berry pie  
 pumpkin pie  
 apple pie  
 chicken pie  
 chicken pot pie





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Play Party Song  
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*Allegro*



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2. Went down to the old mill stream, fetch a pail of wa - ter,  
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alternate words for Great Big House (Montreal) and Little Liza Jane (Toronto)

## Partner Songs Toronto 'n Montreal

Key D, first notes F#(mi) Pentatonic  
a cappella count-in: 1 2 1 2 I gotta...  
1 2 1 2 Great big...

L'il Liza Jane  
Great Big House  
both folksongs  
United States  
new words: LJClare 2013

*Allegro*

The musical score is written for a single melodic line in treble clef, key of D major (two sharps), and 2/4 time. It consists of six staves of music. The lyrics are written below the notes, with some words in parentheses indicating clapping. The score begins with a key signature of two sharps (F# and C#) and a 2/4 time signature. The tempo is marked 'Allegro'. The lyrics are: 'I gotta friend in To-ron-to, (clap) Sam - my Jo. Plays some hockey Great big house in Mon-tre-al, for- ty stor-ies high\_\_\_\_, Ev' -ry room that in the snow (clap) Sam - my Jo Oh we're friends (clap) Sam-my 'n I been in, filled with tor-tiere pie! Like to vis - it in that house, cause my friends live me. Oh, we're friends (clap) Sam-my 'n me. there\_\_\_\_. We all sing and dance a lot, food and drink we share.'

I gotta friend in To-ron-to, (clap) Sam - my Jo. Plays some hockey

Great big house in Mon-tre-al, for- ty stor-ies high\_\_\_\_, Ev' -ry room that

in the snow (clap) Sam - my Jo Oh we're friends (clap) Sam-my 'n

I been in, filled with tor-tiere pie! Like to vis - it in that house, cause my friends live

me. Oh, we're friends (clap) Sam-my 'n me.

there\_\_\_\_. We all sing and dance a lot, food and drink we share.