Learning English with CBC
Listening Lessons for Intermediate Students
Based on CBC Manitoba Radio Broadcasts
November 27, 2009

Lesson 51: Teacher’s Edition

Level: Benchmark 5 and up

Topic: Where Have All the Children Gone?

Language Skills and Functions:
Listening – listening to a short interview for main ideas and inference
Speaking – asking questions; expressing opinions
Reading – scanning a text; reading a poem
Writing – writing questions; making notes

Language Competencies: Vocabulary, Pronunciation, Listening and Speaking Strategies, Socio-cultural/sociolinguistic Competence

Language Tasks: Assessing and discussing background knowledge on lesson topics
Listening for the main ideas and inference in a radio interview with artist Tamara Weller
Asking questions about the book Hana’s Suitcase based on the title
Writing about memories associated with leaving your country
Scanning a text about the history of the poppy campaign for new information
Reading and responding to facts about the impact of war on children
Reading/Listening to “Where Have All the Flowers Gone?” by Pete Seeger and discussing the main ideas
Expressing opinions on whether peace is possible

Essential Skills: Reading text, working with others, thinking skills, oral communication, writing

Worksheets¹: 1. What Do I Know About This Topic?
2. Listen for Main Ideas and Inference
3. Asking Questions about Hana’s Suitcase
4. Using Language to Talk about Memories
5. Find the New Information in the Text
6. Using Language to Express Shock or Disbelief
7. Protest Songs

Appendices: Transcript of the podcast
History of the Annual Poppy Campaign
Lyrics for “Where Have All the Flowers Gone?”

¹ Answers to worksheets are in the self-study version of the lesson plan.
Manitoba Memo

During the first and second World Wars, the Korean War and other global wars, over 100,000 Canadian soldiers lost their lives. On Remembrance Day every year, Canadians pay their respects to these soldiers. Some attend a special ceremony, while others wear a poppy. Many note the occasion with a minute or more of silence at the 11th hour on the 11th day of the 11th month. In schools across the country, students learn about the impact of past wars and wonder if there is hope for world peace in their generation.

Beginning in the 1950’s, Canada began to look for ways to prevent war. The country tried to carve out a role for itself in the world as a peace-keeper. It became one of a handful of nations the United Nations called upon to serve in peace-keeping missions.

Canada’s peace-keeping tradition meant many Canadians did not support the country’s involvement in the military mission in Afghanistan that began in 2002. When Members of Parliament decided the country would pull out of Afghanistan in 2011, they were reflecting the wishes of a majority of Canadians.

How wars are fought and the victims of war have changed during the twentieth century. Prior to WWII, more soldiers were killed in combat than civilians. However, from WWII on, ninety percent of those killed in war and regional conflicts were civilians, and more than half of the civilians were children.

Can we protect children from conflicts waged by adults? Can we prevent conflicts to protect children? These are critical questions of our time.

Pre-listening activities

1. **Check your background knowledge**

   Have students work in groups of four. Explain that a good strategy for listening or reading is to activate background knowledge. Tell students that if they know something about the topic in advance, and become familiar with the vocabulary before they listen or read, they will have an easier time understanding the material.

   Hand out Worksheet 1 and review it with the class.

   Ask the groups to share the background information they have discussed with the rest of the class.

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2 Adapted from *Tapestry Writing 2*, Editor Rebecca Oxford, Publisher Heinle and Heinle
Vocabulary

Elicit or present key vocabulary that students need to understand prior to listening to the podcast (see suggested vocabulary and explanations which follow). You can write the words on the board and elicit possible meanings from the class or break students into groups and give each group a few words to review. Groups can then present the vocabulary to the rest of the class. You can also ask students to mark the syllables and stress for each word, identify word families and practise pronouncing the words. You may want to ask students to think of sentences that use the new vocabulary. If your students keep a vocabulary journal, they can copy the vocabulary into their journal.

Vocabulary

concentration camp  A prison where political prisoners and others who are not soldiers are kept and treated cruelly or killed, especially during a war.

Auschwitz  The name of a large concentration or death camp for Jewish people which was set up in southwestern Poland during World War II.

acquired  To obtain something. For example: "The museum recently acquired items for its Holocaust exhibit."

museum  A building where important items of a historical, cultural or scientific nature are kept so that the public can come to see them.

curator  A curator is the person in charge of a museum or art gallery.

Holocaust  The killing of millions of Jewish people and others by the Nazis in the second world war.

memoirs  A book where someone writes about their life and experiences. Important or famous people often write their memoirs.

imagine  To form a picture or idea in your mind about what something could be like. For example, you might imagine a world without war.

precious  Something which is valuable or important to you.

New Testament  The part of the Bible which describes the life of Jesus Christ and what he taught.

diary  A notebook or journal where you write down things that happen to you in your life.

ghetto  A part of a city where people of a particular race or class live. Ghettos are generally made up of people who are poor and economically disadvantaged.

subdivided  To divide something that has been divided before into smaller parts. For example, a piece of land can be sub-divided into lots to build houses.

accomplish  To succeed in doing something. To get something done.
3. Predict what the podcast is about

In this interview, Terry Macleod interviews artist Tamara Weller about an art project she has undertaken with a group of Grade 6 students at an elementary school. Ask students what they think Terry and Tamara might talk about.

They might talk about …what the art project is about.
They could talk about… what the students learned from the project.
They’re unlikely to talk about…the latest trends on the Winnipeg art scene.
I don’t have any idea about what they’ll talk about.

While-listening activities

1. Introduce the podcast

Tell students that in this podcast, they will hear three speakers. They will hear:

Marcy Markusa – host
Terry Macleod - interviewer
Tamara Weller – artist

Play the podcast for the first time.

2. Listen for main ideas and inference

Hand out Worksheet 2. Ask students to work in pairs to complete it. Discuss the answers as a class.

After-listening activities

1. Review pre-listening predictions

Review what kinds of things students thought Terry and Tamara would talk about. How close were their predictions?

2. Asking questions about Hana’s Suitcase

Hand out and review Worksheet 3. Students can work in pairs, but each student should write their own questions. Take up the questions as a class.

You could also ask students what questions they could ask a teacher, librarian or someone else who has read the book, to find out whether it is a book they might like to read. For example:

How many pages are in the book?
Are the chapters long or short?
Is it suitable for my reading level?
Are there lots of photos?
Would it be a good book to read aloud to a twelve year old?
Extension activities

1. Using language to talk about memories
   Hand out and review Worksheet 4. Ask students to complete the worksheet individually.
   Ask some of the students to share their memories with the class.

2. Scanning a text about the history of the poppy campaign
   Hand out and review Worksheet 5 and Appendix 2. Ask students to work with a partner to scan the text for new information and complete the Worksheet. You may want to put a time limit on this activity to actively encourage scanning as opposed to reading in detail.
   Take up the answers as a class.

3. Using language to express shock and disbelief
   Hand out and review Worksheet 6. Ask students to work in pairs.
   When students are finished, discuss the general reaction the class had to the facts presented.

4. Reading and discussing the lyrics of a song about war
   Tell students that they are going to read the lyrics of a song about war. Explain that reading lyrics, without music, is like reading a poem. Provide the following background information for the song.

   **Background**
   The song is called "Where Have All the Flowers Gone?" It is a well-known song about the impact of war and it has been sung around the world in many languages. Although it was written before the Americans became involved in the Vietnam War, it became popular in the 1960's during that war. Many Americans opposed the Vietnam war and there were frequent public protests against it. Music was often a part of those protests.

   **Task 1** *(You will need to cut the lyrics in Appendix 2 into verses so students can rearrange them in order like a puzzle)*

   Have students work in groups. Ask the groups to first read the verses and then to work together to see if they can arrange the verses in a logical order to tell a story.
Task 2
Play a recording of the song or read the lyrics out loud. After they’ve listened, students can re-arrange their version so it is in the correct order. Then ask the class to read it together chorally (or ask individual students to read verses out loud).

Read the first verse out loud and ask students to tap out the beats. Then do the same thing for the second verse. Ask students how the rhythm of the two verses compares. (It’s the same.)

Ask students to comment on the language used in the lyrics. Why do they think the writer used so much repetition?

Task 3
Handout Worksheet 6. Ask students to work in groups to discuss the questions and then share their thoughts with the class.

Task 4
For a final challenge, ask the groups to write one or two new verses for the song. They don’t have to fit into the existing song but they should follow the pattern and rhythm of a verse.

Here is one example:

Where have all the children gone?
Long time passing
Where have all the children gone?
Long time ago
Where have all the children gone?
Left their homeland everyone
When will we ever learn?
When will we ever learn?

Have the groups share their verses with the rest of the class.

5. Expressing opinions on a statement about children and war

Tell students that the statement you are writing on the board is from Deborah Ellis. She writes about children affected by war. Her latest book is called Children of War: Voices of Iraqi Refugees.

Here is what she wrote in the introduction to that book.

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3 Many artists have recorded this song. They include Pete Seeger, Peter, Paul and Mary, Marlene Dietrich (in German) and on a more contemporary front, Nora Jones. It’s easy to find a version on YouTube.
I believe we can create a world without war. One of the steps we can take is to understand the impact of our decisions on the world’s most vulnerable - our children.\(^4\)

Ask students to work in groups to discuss the statement and answer the following questions:

a) Do you agree or disagree with Deborah Ellis? Do you believe we can create a world without war? Why or why not?

b) Do you think that understanding the impact of war on children is the key to ending war? Why or why not?

\(^4\)From a review of the book: [http://umanitoba.ca/cm/vol15/no11/childrenofwar.html](http://umanitoba.ca/cm/vol15/no11/childrenofwar.html)
Want to know more...

You can find a review of the book *Hana's Suitcase* at:
http://www.umanitoba.ca/outreach/cm/vol8/no21/hanasuitcase.html

Information about Tamara Weller’s art project can be found in the Jewish Post:

Information on Remembrance Day, Canada’s war history and the poppy can be found at:
http://legion.ca/Home/SiteHome_e.cfm

For more ideas about using war protest music in an ESL classroom:
http://jalt.org/global/newsletter/59protestmusic.htm

For more ideas about using poems, literature and drama in an EAL classroom:
http://www.teachingenglish.org.uk/think/articles/literature/recent

If you’re looking for a poem, try:  http://www.poemhunter.com/

For more information on the Deborah Ellis book, "Children of War", go to:
http://umanitoba.ca/cm/vol15/no11/childrenofwar.html

For more information on the impact of war on children, go to:
Unicef: http://www.unicef.org/graca/
WAR Child Canada: http://www.warchild.ca/aboutus

(Note: CBC does not endorse and is not responsible for the content of external websites)
Worksheet 1: What do I Already Know About This Topic?

A good strategy for listening or reading is to first activate your background knowledge. If you know something about a topic in advance, you will have an easier time understanding what you are listening to, or what you are reading. Activities that help you do this are often called "pre-listening" or "pre-reading" activities.

**Task 1**

Below you will find four topics that will be part of this lesson. What do you know about each one of them? (If you don't know anything about a topic, don't worry - you will by the end of the lesson!) There are several responses to chose from. For example, you may know enough about a topic to feel confident that you can tell your classmates about it (option d). You may not know anything about a topic (option a), or your knowledge of the topic may be somewhere in between.

**Background Knowledge Levels**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I have never heard anything about this topic.</td>
</tr>
<tr>
<td>b</td>
<td>I have heard of this topic, but I don't know very much about it.</td>
</tr>
<tr>
<td>c</td>
<td>I think I know what this topic is about, but I'm not sure.</td>
</tr>
<tr>
<td>d</td>
<td>I know about this topic and I can tell my classmates something about it.</td>
</tr>
</tbody>
</table>

Before you discuss the topics as a group, complete the chart *individually*. Choose the response from the chart above that best reflects your knowledge level of each topic.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Your Knowledge Level (a, b, c or d?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Holocaust</td>
<td></td>
</tr>
<tr>
<td>2. Why people wear poppies on Remembrance Day</td>
<td></td>
</tr>
<tr>
<td>3. Protests against the Vietnam War</td>
<td></td>
</tr>
<tr>
<td>4. The impact of war on children</td>
<td></td>
</tr>
</tbody>
</table>

**Task 2**

Now discuss each topic as a group. Begin by seeing if anyone has d beside the first topic. If yes, ask them to share their background knowledge. If no-one has a d, does anyone have a c? If yes, what do they think the topic is about? If no-one has a c or d on a topic, can your group guess what it might be about?

Ask one member of your group to take a few notes, so that you can share the background information with the rest of the class.
Worksheet 2: Listen for Main Ideas and Inference

Sometimes when we listen, we are listening for very specific details. Other times, we are listening for the main ideas and for inference. What is the story about? What information do we take away after listening? What can we infer about the story from a speaker’s tone of voice or from the situation? When you listen this time, listen for main ideas and inference. Use point form to answer the questions. The first one is completed for you as an example.

1. What did artist Tamara Weller ask students to do for the art project?
   - research the life of a child in the Holocaust
   - create a suitcase with things the child might have taken with them

2. What did she ask the students to think about to help them understand what it might have been like to be a child in the Holocaust?

3. How would you describe Terry’s reaction to the note that was written in the diary in one of the suitcases? What do you think he was thinking or feeling when Tamara read the note?

4. Why did Tamara conclude that the art project was a success?

5. Do you think elementary schools in your country would be likely to undertake an art project like this one? Why or why not?

6. Do you think this kind of art project is a good way to help students understand the impact of war on children? Why or why not?
Worksheet 3: Asking Questions about *Hana’s Suitcase*

You now know that the title of the book that inspired the art project is "Hana's Suitcase." Can you use the information in the title to help you ask questions about what the book might be about? Work with your partner to write the questions. When you have finished, take turns asking the questions out loud.

1. **Situation: You want to know who Hana is.**

   **Question:** *Who is Hana?*

2. **Situation: You want to know why she needed a suitcase.**

   **Question:** ____________________________________________

3. **Situation: You want to know what she packed in her suitcase.**

   **Question:** ____________________________________________

4. **Situation: You want to know where she travelled with her suitcase.**

   **Question:** ____________________________________________

5. **Situation: You want to know whether she reached her destination.**

   **Question:** ____________________________________________

6. **Situation: You want to know what happened to her after she reached her destination.**

   **Question:** ____________________________________________

7. **Situation: You want to know if there is a photo of Hana in the book.**

   **Question:** ____________________________________________

8. **Situation: You want to know if *Hana’s Suitcase* is a true story.**

   **Question:** ____________________________________________
Worksheet 4: Using Language to Talk About Memories

We often need language to talk or write about memories. Our memories are an important part of who we are. You can use the following structure to talk about memories.

**I remember (or similar phrase) + present participle of verb**

Here are some examples of memories an immigrant to Canada might experience as they are leaving their home country.

<table>
<thead>
<tr>
<th>Sentence beginning</th>
<th>Present participle</th>
<th>Sentence ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remember</td>
<td>seeing</td>
<td>the mountains in my country for the last time.</td>
</tr>
<tr>
<td>I'll never forget</td>
<td>kissing</td>
<td>my grandmother goodbye.</td>
</tr>
<tr>
<td>I recall</td>
<td>going</td>
<td>to my favourite coffee shop to say goodbye to everyone.</td>
</tr>
<tr>
<td>I remember</td>
<td>being</td>
<td>excited and scared at the same time.</td>
</tr>
</tbody>
</table>

Now it's your turn. You can write about what you remember about leaving your home country to come to Canada. Or you can imagine what Hana and children like her would have felt and write memories from a child's point of view. Try to write in complete sentences. Use the same structure as the examples above.

1. ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________
   ______________________________________________________________________

3. ______________________________________________________________________
   ______________________________________________________________________

4. ______________________________________________________________________
   ______________________________________________________________________

5. ______________________________________________________________________
   ______________________________________________________________________
Worksheet 5: Find the New Information in the Text

Sometimes when we read a text, we are already familiar with much or some of the content. In these situations, we often scan it or glance over it, looking for information that is new to us.

Think back to the first discussion the class had about the poppy. What information did you learn in that discussion? Write what you remember in the left-hand column on the chart below. You can write in point form.

Now scan through the information in Appendix A. What information in the text is new to you? Can you quickly find new information about the history and role of the poppy? Write three new pieces of information in the column on the right. You can write in point form.

<table>
<thead>
<tr>
<th>What we already know</th>
<th>New information we learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
Worksheet 6: Expressing shock and disbelief

Sometimes, we need language to respond to information that shocks or upsets us. Other times, we may not be shocked. What do we say? How do we respond? Read the statements below about the impact of war on children. How would you respond to each one? Working with a partner, take turns reading the statements out loud and responding to them.

<table>
<thead>
<tr>
<th>language to express shock, surprise or disbelief</th>
<th>language to use when you are not surprised</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can't believe that's happening.</td>
<td>I believe that.</td>
</tr>
<tr>
<td>That's terrible/horrible/awful.</td>
<td>I know that's happening. I've been there.</td>
</tr>
<tr>
<td>(That) can’t be (true).</td>
<td>I can see that.</td>
</tr>
<tr>
<td>How can that be possible?</td>
<td>I've heard that before.</td>
</tr>
<tr>
<td>I find that information really upsetting.</td>
<td>That makes sense.</td>
</tr>
<tr>
<td></td>
<td>That doesn't surprise me.</td>
</tr>
</tbody>
</table>

1. A United Nations report in 1999 found that wars around the world were affecting the lives of children more than any other time in history.

Your response: _________________________________________

2. In 2001, it was estimated that over 300,000 child soldiers were involved in more than 30 conflicts world-wide.

Your response: _________________________________________

3. When economic sanctions are imposed on a country, infant mortality and child deaths increase.

Your response: _________________________________________

4. Two million children around the world died in armed conflict in the 1990’s and three times as many were injured or disabled.

Your response: _________________________________________

5. War has uprooted over 20 million children from their homes.

Your response: _________________________________________

6. Most of the children recruited into armies are from poor families or from minority or indigenous groups.

Your response: _________________________________________

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5 The statements are from: [http://www.unicef.org/publications/index_4401.html](http://www.unicef.org/publications/index_4401.html)
Worksheet 7: Protest Songs

Discuss the following questions about the lyrics of the song "Where Have All the Flowers Gone?" in your group.

1. What do you think of this song? Do you like or dislike it? What do you like about it? Dislike about it?

2. What do you think is the main message of this song?

3. Do you think the content of the song is still relevant today? Can you think of examples of how it is relevant?

4. In your country, are there songs that speak out against war or promote peace? Can you think of examples? What kinds of messages are in these songs?

5. Do you think that songs, literature (books and poems) and art are good ways to get people to think about the impact of war? Do you think they can inspire people to act? Why or why not?
**November 12, 2009** (broadcast date)

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Podcast</th>
<th>Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcy</td>
<td>Hi I'm Marcy Markusa and you're listening to Learning English with CBC. Well, have you ever heard the story about Hana's suitcase? It is a true story about a young Jewish girl named Hana Brady who was sent to a concentration camp in 1942. Hana was just thirteen years old when she died at Auschwitz in 1944. Over fifty years later, the suitcase Hana took with her was acquired by a museum in Tokyo. The museum curator set out to find out everything she could about Hana's life. Her research led to the book called <em>Hana's Suitcase</em>. Recently, Hana's story inspired students from Maple Leaf School in Winnipeg to undertake a very unique art exhibit. In this interview, Terry Macleod speaks with the artist involved in the project.</td>
<td>5</td>
</tr>
<tr>
<td>Terry</td>
<td>Local artist Tamara Weller asked Grade 6 students at the school to research a child affected by the Holocaust and then create a suitcase for each one of them. I met Tamara Weller at the school in a room full of about 50 of those suitcases.</td>
<td>10</td>
</tr>
<tr>
<td>Tamara</td>
<td>The reason for the suitcases was because <em>um</em> I think there's a point in some memoirs that I have read and in <em>Hana's Suitcase</em> where the child's trying to decide what they're gonna bring with them and this seems like a really powerful moment in remembering. So I asked the children to imagine that they were children who were in the Holocaust and <em>ah</em> and what would they bring, what would they, what would they take with them if suddenly their lives changed and they were forced <em>um</em> to go somewhere else where they didn't know where they were going and they were afraid.</td>
<td>15</td>
</tr>
</tbody>
</table>

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6 You can hear the entire interview at: [http://www.cbc.ca/podcasting/pastpodcasts.html?56#ref56](http://www.cbc.ca/podcasting/pastpodcasts.html?56#ref56). It will be on the past podcasts site for approximately one month after the broadcast date.
Terry What was it like for the children to go to that place, where they had to think about loss, about leaving, about taking their most precious things?

Tamara When I would go around individually and and speak with them, um all of them seemed to to listen to me and talk about what it would be like to be a kid in a in a concentration camp and they, and they, they remembered and learned details of these people’s lives, like they didn't have to look at a sheet or they were or I'd heard conversations um between them talking about what happened to to their child and where their child went.

Terry Can we just look at a couple of other ones, just open a couple of them and and tell me what's in them?

Tamara This one is about Eva Heineman. Ah, there’s quite a few ah objects in this one. There's a little teddy bear and on it says "hope", there’s um a New Testament, there’s a a book, ah it looks like a, a, a sort of teenager ...

Terry And there's a written note here, what's that say?

Tamara Ya. There's a little, there's a written note, it says, my little diary. (reading) "Now it all comes to an end. The ghetto has been subdivided into districts and they are all taking us all away."

Terry Oh goodness. Really? So when you look at all that you've encouraged these kids to accomplish, how does it make you feel?

Tamara Um, I feel amazing. I've never, ya, I've never um I've never seen this kind of response in all of the times I've ever worked with children before and it's just, it's so encouraging to think that they learned something that they may have never learned without this project.
Appendix 2: History of the Annual Poppy Campaign

What is the purpose of the poppy campaign?

The purpose of the poppy campaign is to remind Canadians of the sacrifice of the over 100,000 Canadian soldiers who died in World War 1 (WW1) and World War 2 (WW2), the Korean War and other past wars.

The poppies also serve to remind us of the soldiers who are serving or have been killed in more recent battles, for example, in Afghanistan.

The poppies are distributed approximately two weeks before Remembrance Day celebrations.

Canadian Legions collect the donations from the poppy campaign and put the money into trust accounts to assist war veterans and their families.

In a typical year, 18 million poppies are distributed and over eight million dollars is distributed.

Why is the poppy the symbol of the campaign?

After the Napoleonic wars of the 19th century and again after WW1, soil become rich in lime from the rubble of destroyed buildings. Poppies love lime rich soil and they grew wild on the battlefields.

Their presence was observed by writers and poets. In 1915, a famous poem called In Flanders Fields noted the presence of the poppies and helped to make them a symbol for soldiers who died in battle.

When did the poppy donation campaign begin?

In 1918, an American working in a New York City cafe wore a poppy in memory of those who died in battle. Then in 1920, a French woman learned of the custom. She decided to use a handmade poppy to raise money to distribute to needy children in war-torn areas of France.

In 1921, Canada held its first poppy donation campaign.
Appendix 3: WHERE HAVE ALL THE FLOWERS GONE

*words and music by Pete Seeger and Joe Hickerson*

Where have all the flowers gone?  
Long time passing  
Where have all the flowers gone?  
Long time ago  
Where have all the flowers gone?  
Girls have picked them every one  
When will they ever learn?  
When will they ever learn?

Where have all the young girls gone?  
Long time passing  
Where have all the young girls gone?  
Long time ago  
Where have all the young girls gone?  
Taken husbands every one  
When will they ever learn?  
When will they ever learn?

Where have all the young men gone?  
Long time passing  
Where have all the young men gone?  
Long time ago  
Where have all the young men gone?  
Gone for soldiers every one  
When will they ever learn?  
When will they ever learn?

Where have all the soldiers gone?  
Long time passing  
Where have all the soldiers gone?  
Long time ago  
Where have all the soldiers gone?  
Gone to graveyards every one  
When will they ever learn?  
When will they ever learn?
Where have all the graveyards gone?
Long time passing
Where have all the graveyards gone?
Long time ago
Where have all the graveyards gone?
Covered with flowers every one
When will we ever learn?
When will we ever learn?

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