



# Vocabulary in Context

## 1 revolution

The goal of the American patriots in their **revolution** was to overthrow British rule.



## 2 strategy

General George Washington thought up a **strategy**, or plan, for the colonial army.



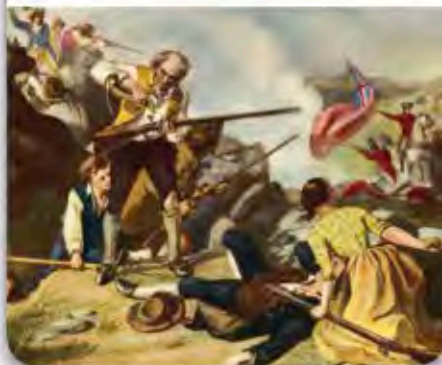
### Q LANGUAGE DETECTIVE

#### Talk About the Writer's Words

Work with a partner. Choose two Vocabulary words. Use them in the same sentence. Share your written sentences with the class.

## 3 foes

Patriots sometimes fired on their British **foes**, or enemies, from behind rocks and trees.



## 4 legendary

This boy is pretending to be Paul Revere on his **legendary**, or famous, midnight ride.



- ▶ Study each **Context Card**.
- ▶ Use the context of the sentences to clarify the meaning of each Vocabulary word.

5

**formal**

Crispus Attucks was shot without **formal**, or proper, warning at the Boston Massacre.



6

**gushed**

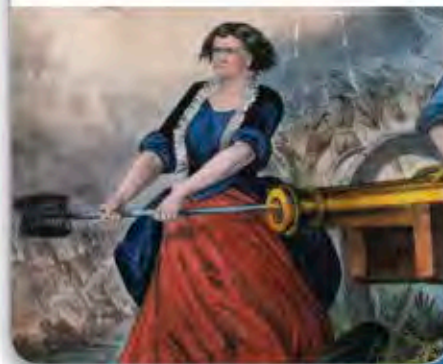
As water **gushed** into his damaged ship, John Paul Jones vowed to keep fighting.



7

**plunged**

Molly Pitcher was a patriot hero even before she **plunged** a ramrod into a cannon.



8

**magnificent**

"Give me liberty or give me death," were grand, **magnificent** words of patriot Patrick Henry.



9

**retreat**

Patriot troops trained by General Steuben forced Hessians to **retreat**, or pull out, from battle.

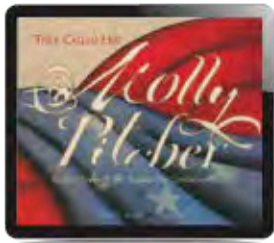


10

**shimmering**

The signal for Paul Revere to ride was two **shimmering**, flickering lantern lights.

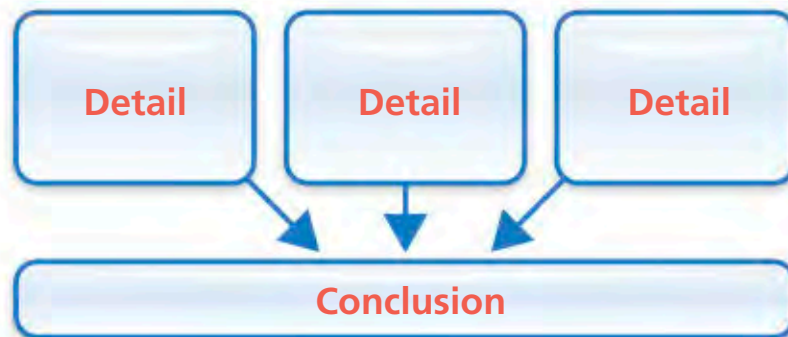




# Read and Comprehend

## ✓ TARGET SKILL

**Conclusions and Generalizations** As you read “They Called Her Molly Pitcher,” notice the details the author provides about the people on the battlefield. The descriptions of their appearance and actions can help you draw conclusions and make generalizations about participants in the American Revolution. Use a graphic organizer such as the one below to record a conclusion about the actions of Molly Hays. Then quote the text evidence that you used to draw your conclusion.



## ✓ TARGET STRATEGY

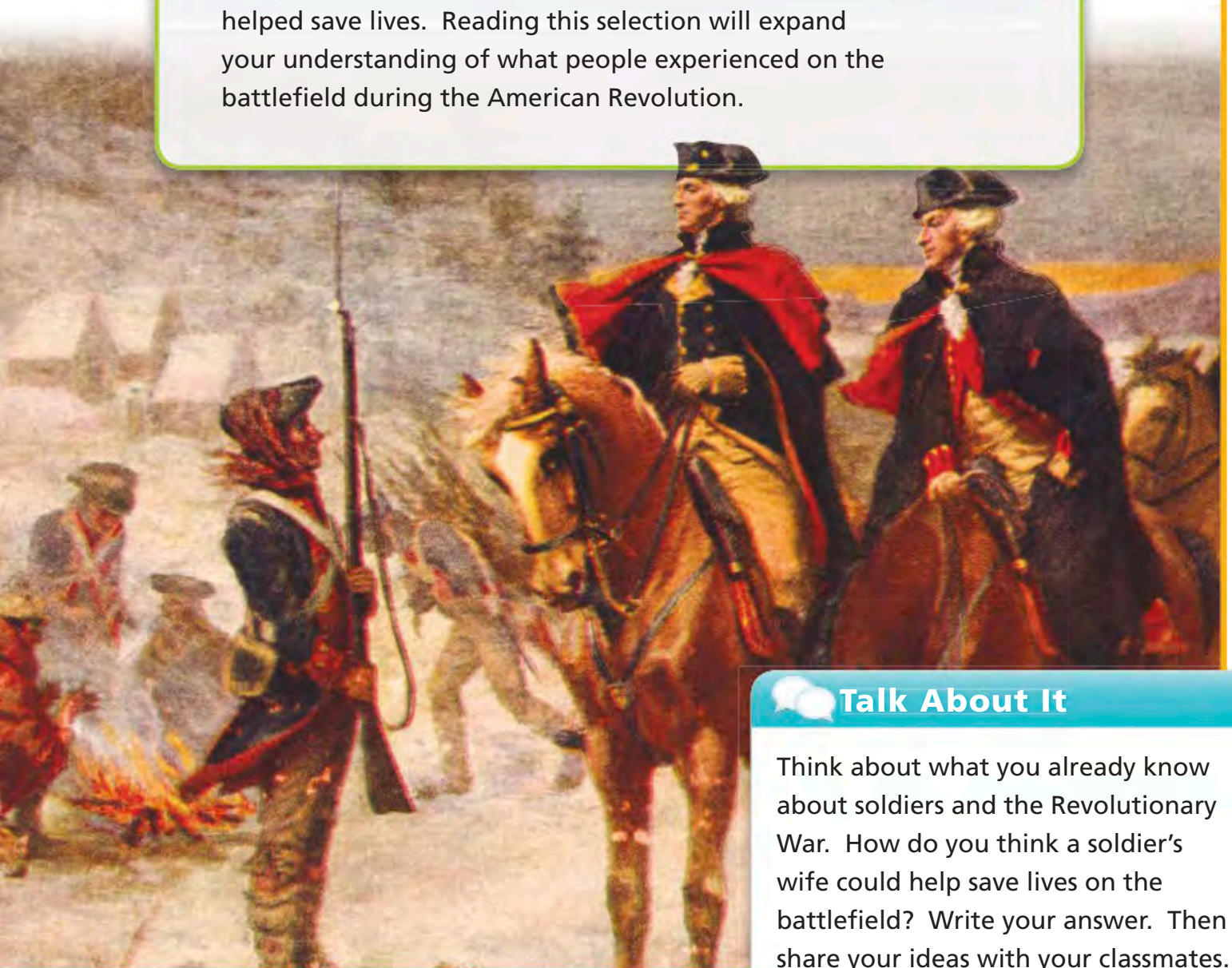
**Analyze/Evaluate** Use your graphic organizer to **analyze** details in “They Called Her Molly Pitcher.” Ask yourself questions about the author’s points, and **evaluate** how well those points are supported with reasons and evidence.

## PREVIEW THE TOPIC

### Life on the Battlefield

During the American Revolution, many men joined the army. Some of their wives and children went with them and lived in army camps. Life on the battlefield was difficult. Women and children suffered from the same conditions as the soldiers whom they tried to help.

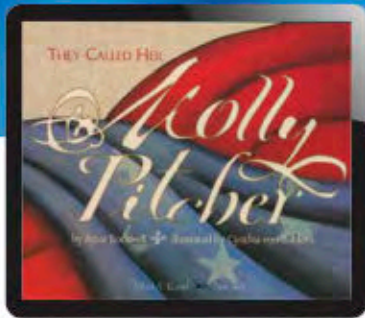
In “They Called Her Molly Pitcher,” you’ll learn about one woman who traveled with her husband and assisted the soldiers during a battle. Her actions helped save lives. Reading this selection will expand your understanding of what people experienced on the battlefield during the American Revolution.



### Talk About It

Think about what you already know about soldiers and the Revolutionary War. How do you think a soldier’s wife could help save lives on the battlefield? Write your answer. Then share your ideas with your classmates.

# ANCHOR TEXT



## ✓ GENRE

**Narrative nonfiction** tells about real people, things, events, and places. As you read, look for:

- ▶ factual information that tells a story
- ▶ illustrations that help convey ideas from the text
- ▶ events in time order

## MEET THE AUTHOR

### *Anne Rockwell*

Anne Rockwell always wanted to create art, but an injury made it difficult for her to draw, so she developed her writing talent. She tries very hard to write exciting nonfiction with “color.” Her American biographies include *Only Passing Through: The Story of Sojourner Truth* and *Big George*, about George Washington.



## MEET THE ILLUSTRATOR

### *Cynthia von Buhler*

In addition to being a children’s book illustrator,

Cynthia von Buhler is an award-winning fine artist, performer, and musician. She lives with her many pets in a castle on Long Island in New York. She has also written and illustrated her own picture book, *The Cat Who Wouldn’t Come Inside*.

An illustration of a woman, Molly Pitcher, in a blue dress and a white bonnet with a red band. She is holding a large red pitcher aloft in her right hand. The background is a textured, painterly style with shades of blue and green. The overall scene suggests a historical or military context.

THEY CALLED HER

# Molly Pitcher

by Anne Rockwell

illustrations by  
Cynthia von Buhler

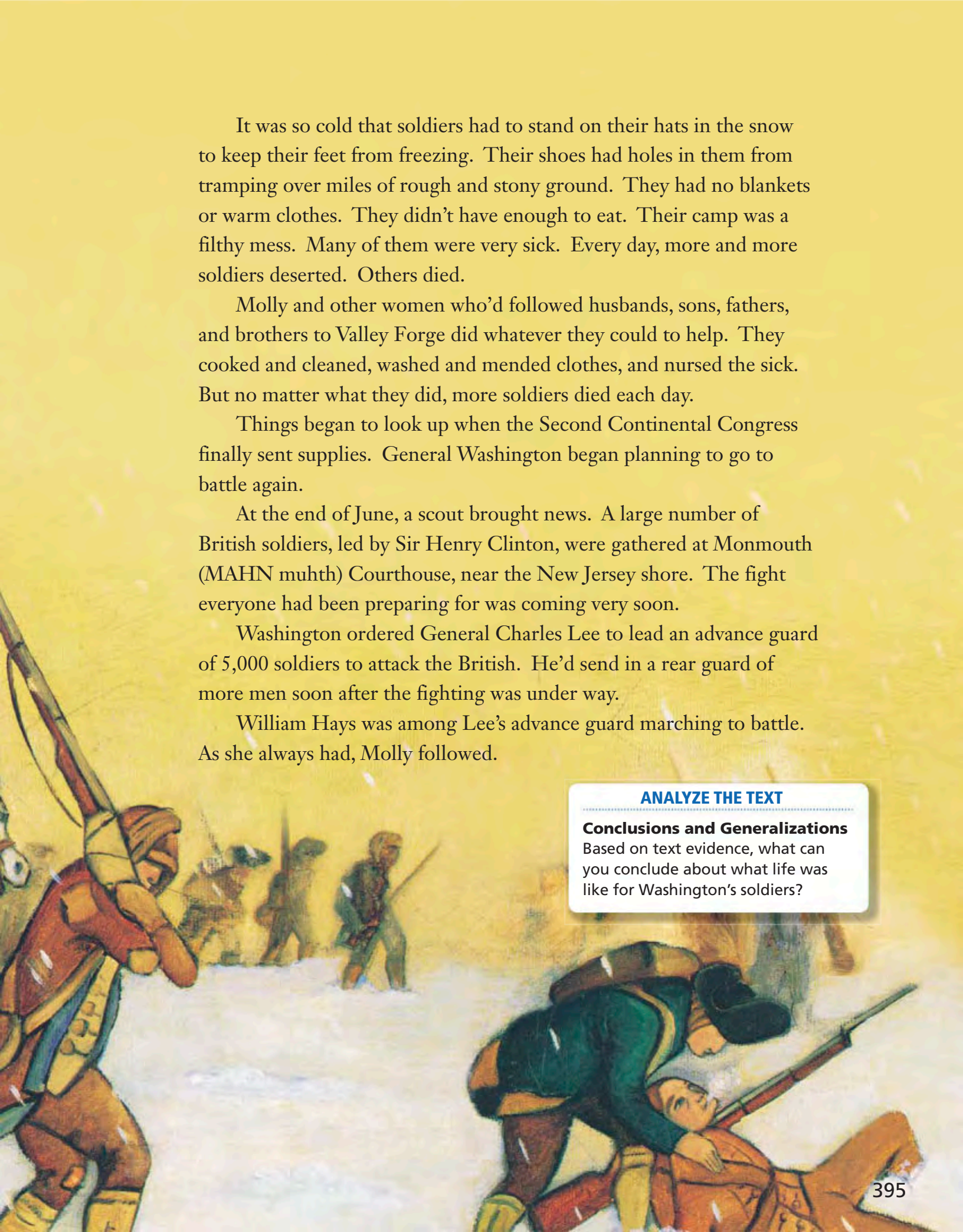
## ESSENTIAL QUESTION

How do individual acts of bravery shape history?

*In 1777* a barber named William Hays closed up shop and joined George Washington's Continental Army in the **revolution** against England. He went to Valley Forge, Pennsylvania, where a Prussian general named Baron von Steuben was training the Patriot troops in the **formal** rules of battle that armies used in those days. Like many women of the time, Hays's wife, Mary, nicknamed Molly, went with him. Some people think that she is the **legendary** heroine Molly Pitcher.

General George Washington was commander in chief of the Continental Army. He and other officers, plus a bedraggled army of about 12,000 men and boys, were camped at Valley Forge just before Christmas of 1777. Snow lay deep on the ground, and Washington's troops had run out of everything they needed to keep on fighting. Washington begged the Second Continental Congress for food and supplies, but none came.





It was so cold that soldiers had to stand on their hats in the snow to keep their feet from freezing. Their shoes had holes in them from tramping over miles of rough and stony ground. They had no blankets or warm clothes. They didn't have enough to eat. Their camp was a filthy mess. Many of them were very sick. Every day, more and more soldiers deserted. Others died.

Molly and other women who'd followed husbands, sons, fathers, and brothers to Valley Forge did whatever they could to help. They cooked and cleaned, washed and mended clothes, and nursed the sick. But no matter what they did, more soldiers died each day.

Things began to look up when the Second Continental Congress finally sent supplies. General Washington began planning to go to battle again.

At the end of June, a scout brought news. A large number of British soldiers, led by Sir Henry Clinton, were gathered at Monmouth (MAHN muhth) Courthouse, near the New Jersey shore. The fight everyone had been preparing for was coming very soon.

Washington ordered General Charles Lee to lead an advance guard of 5,000 soldiers to attack the British. He'd send in a rear guard of more men soon after the fighting was under way.

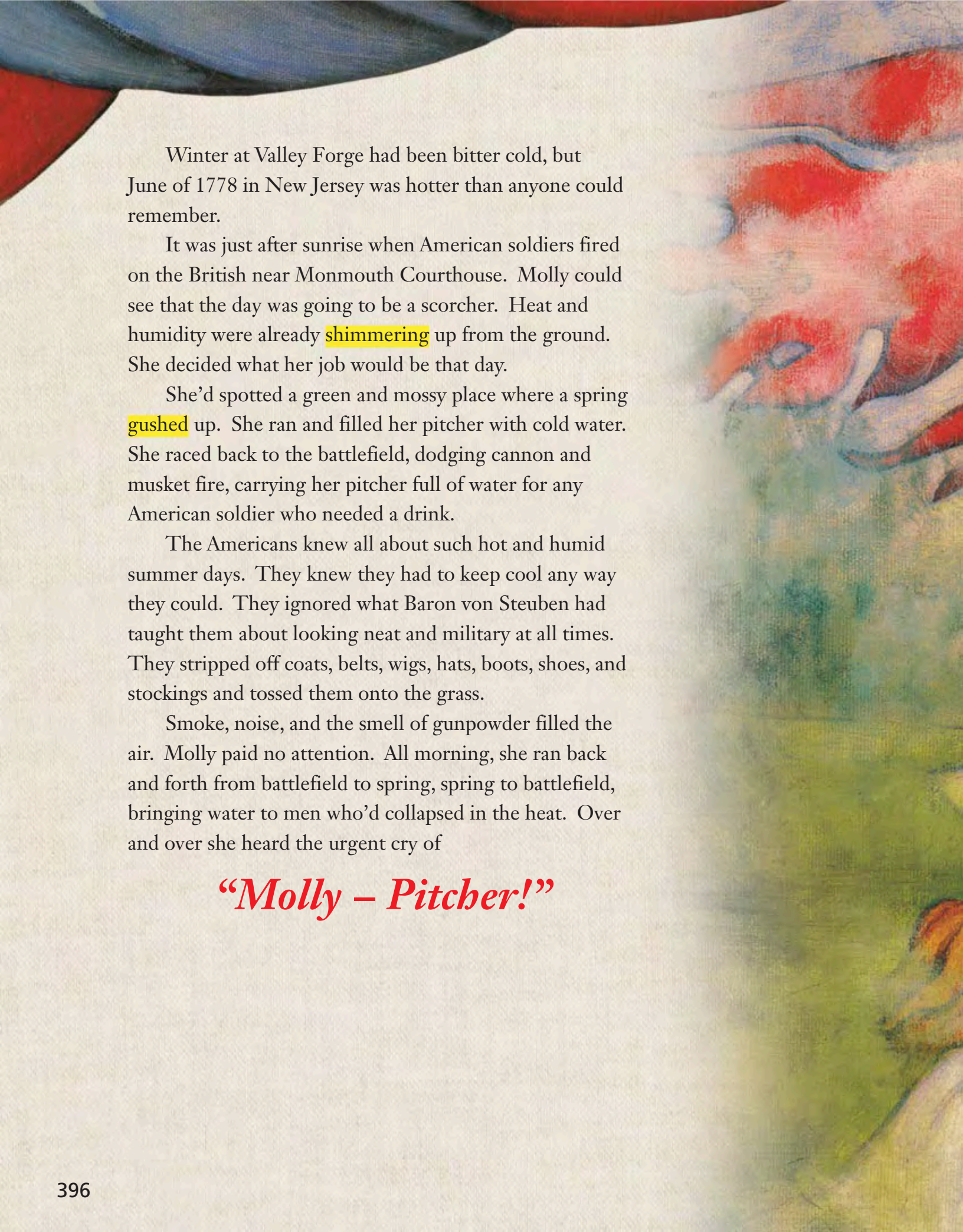
William Hays was among Lee's advance guard marching to battle. As she always had, Molly followed.

#### **ANALYZE THE TEXT**

##### **Conclusions and Generalizations**

Based on text evidence, what can you conclude about what life was like for Washington's soldiers?





Winter at Valley Forge had been bitter cold, but June of 1778 in New Jersey was hotter than anyone could remember.

It was just after sunrise when American soldiers fired on the British near Monmouth Courthouse. Molly could see that the day was going to be a scorcher. Heat and humidity were already shimmering up from the ground. She decided what her job would be that day.

She'd spotted a green and mossy place where a spring gushed up. She ran and filled her pitcher with cold water. She raced back to the battlefield, dodging cannon and musket fire, carrying her pitcher full of water for any American soldier who needed a drink.

The Americans knew all about such hot and humid summer days. They knew they had to keep cool any way they could. They ignored what Baron von Steuben had taught them about looking neat and military at all times. They stripped off coats, belts, wigs, hats, boots, shoes, and stockings and tossed them onto the grass.

Smoke, noise, and the smell of gunpowder filled the air. Molly paid no attention. All morning, she ran back and forth from battlefield to spring, spring to battlefield, bringing water to men who'd collapsed in the heat. Over and over she heard the urgent cry of

*“Molly – Pitcher!”*



Still more British soldiers, under orders from Lord Cornwallis, marched toward Monmouth Courthouse. The men formed a line of scarlet like a winding river of blood. They were a magnificent and terrifying sight. But their fine uniforms weren't what they should have been wearing in the sun that blazed down on them.

Each man wore a tall black fur hat; a scarlet coat of thick, warm wool; a wide and shining black belt that held a sharp sword; a white waistcoat; and matching woolen pants with knee-high, brightly polished black boots. Each marched with his eyes straight ahead, a musket on his shoulder, a knapsack full of heavy lead balls of ammunition on his back. They moved to the stirring music of war. Drums were beating, fifes were playing, trumpets were sounding.

The soldiers started dropping as the sun rose higher. These Englishmen had never felt such heat in their home across the sea. It was almost a hundred degrees in New Jersey that day. Men grew faint and dizzy, and fell to the ground. But their companions went on marching. They never stopped or broke step, even when one man or more collapsed. Fifty-six British soldiers died of heat stroke that day.

That didn't stop them, though. All morning, more and more scarlet coats marched onto the field. Many American soldiers panicked at the sight of so many. General Lee couldn't maintain order. His soldiers forgot all about fighting in the disciplined ways Baron von Steuben had taught them. Instead, they ran in terror this way and that, hiding in ditches, up in apple trees, beneath hedges.





General Lee was sure there'd be a massacre of his troops before morning turned to noon. He gave the orders to **retreat**.

Molly saw that some of the men, including William, disobeyed the order and kept on fighting. The sun was growing hotter. As long as any member of the Continental Army needed water to drink, Molly Hays wasn't going anywhere.

On one of her trips to the spring, she stumbled over the body of an American soldier. She assumed he was dead until she heard him moan.

The British were advancing quickly, guns aimed straight at their **foes**. Molly knew she could run to safety, but the wounded man couldn't walk, let alone run. He lay directly in the line of fire and would surely be killed if he stayed there.

He was a good-sized fellow, but Molly wasted no time wondering how she'd do what she had to. She picked the man up, slung him over her shoulder, and ran to a clump of bushes away from the gunfire. She laid him down there on the grass in the shade.

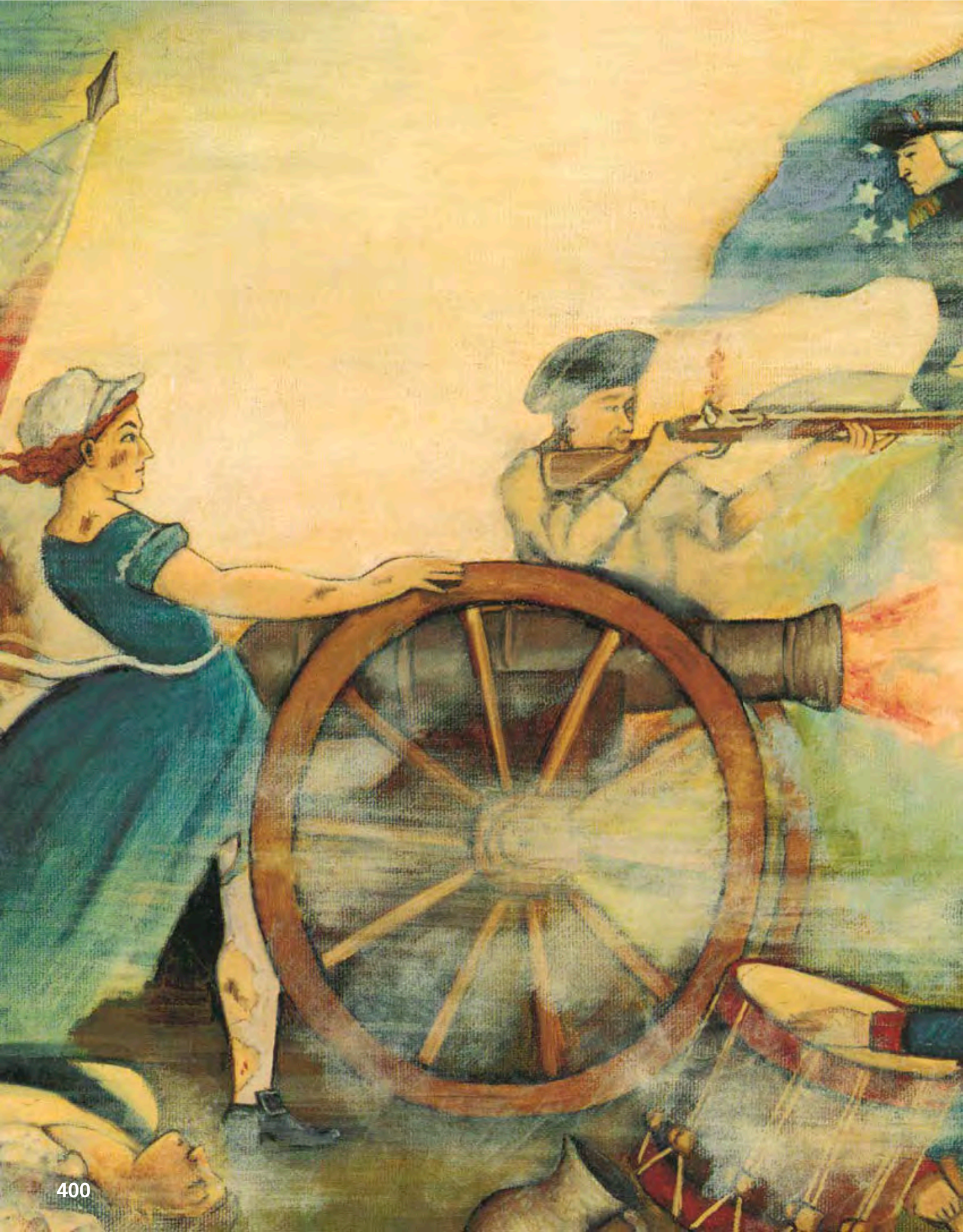
She ran back toward the spring and passed the cannon William was firing just in time to see a ball from a British musket hit him. William fell to the ground. She examined her husband's wound and saw that he wouldn't die from it, but he couldn't fire his cannon.


Someone had to.

Molly grabbed the long ramrod, **plunged** it into the barrel of the cannon, and fired it off. She kept on firing.

#### ANALYZE THE TEXT

**Domain-Specific Vocabulary** On page 398, the author uses domain-specific words such as *waistcoat*, *musket*, *knapsack*, *lead*, and *ammunition*. What clues can help you determine the meanings of these words?



A painting of a woman in a blue dress firing a cannon, with a flag in the background. The woman is in the foreground, looking upwards and to the right, holding a long wooden ramrod. The background shows a flag with thirteen stars in a circle on a blue field, and a scene of battle with smoke and other figures.

A ball fired low from a British musket came whizzing straight toward Molly. She quickly spread her legs wide. The musket ball passed between them. It never touched her, but her skirt and petticoat were ripped and became a good deal shorter than they had been.

She muttered that it could have been worse and went back to work firing the cannon.

Soon General Washington galloped onto the field riding Nelson, his fine horse who never shied at the noise of guns or cannons, no matter how close they were. Washington carried the flag of commander in chief—thirteen stars in a circle on a field of blue silk. The flag fluttered and flew above the smoke of battle. It wasn't as bright as the scarlet coats the British soldiers wore, but to everyone who'd stayed on to fight, it was a cheering and glorious sight.

For the rest of that hot and steamy day, the Continental Army fought the way Baron von Steuben had taught it to. George Washington saw to that.

As he galloped over the battlefield, shouting orders and spurring his men on, he was amazed to catch a glimpse of a woman. She was blurred by the smoke that surrounded her. Her face was smudged with gunpowder and sweat. But George Washington saw her take a deep breath, then run and shove the long ramrod into the big gun with as much force as possible. The cannon boomed. The explosion shook the ground, but the woman paid no attention—she just got ready to fire the cannon again.

When the sun set, the fighting stopped. Neither side could go on in darkness. Exhausted British and American soldiers put down their guns and tended to their dead and wounded. Late that night, they sat down to eat and rest, to prepare themselves for another day of fighting.

That same night, General Washington asked some of his officers about the woman he'd seen firing a cannon. He listened to what they said about how she'd carried water through the gunfire to the soldiers all that morning.

Washington ordered that the woman be brought before him. He told her she'd been as brave in battle as any man he'd ever heard of. He decided she'd earned the rank of sergeant in the Continental Army.

As she listened to what the tall, strong general said, Molly Hays had never felt so proud in her life.

No man who heard General Washington speak to her that night doubted that Molly had earned her rank. As the news spread through the troops, no soldier sneered at the thought of a woman being a sergeant in *his* army, even though no one present had ever heard of such a thing.

That night, Sergeant Molly Hays lay down on the grass at the edge of the field beside William and the rest of the soldiers of the Continental Army. Long after the stars filled the sky, General George Washington spread his cape over the grass, tied Nelson to a tree, and lay down with his weary soldiers.

As he lay gazing up at the stars, planning his **strategy** for the next day's battle, fires danced on the hill across the field where the British were camped. The voices of many men carried through the night. Sentries marched back and forth, keeping their endless watch. It was very late before everything was quiet except for the chorus of frogs singing in the nearby swamp.





### ANALYZE THE TEXT

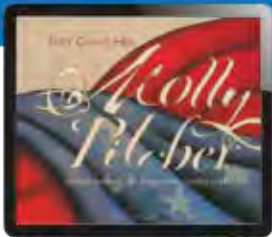
**Text Structure** The author uses a sequence-of-events text structure to tell the story of Molly Pitcher. How does this text structure help you understand the relationships between events in her life?

Molly and the other American soldiers rose before the sun. They'd had some sleep and were ready to fight again. Many believed they could win.

But they didn't fight the British that day. No scarlet-coated soldiers marched onto the field. They'd gone away.

Sir Henry Clinton and Lord Cornwallis had ordered a retreat. They didn't want their men to fight that wily old fox again this morning. They were afraid they'd lose. Washington's Continental Army didn't fight like farmers, as the British leaders had been sure they would. They fought like soldiers. And one of those soldiers was a woman.





# Dig Deeper

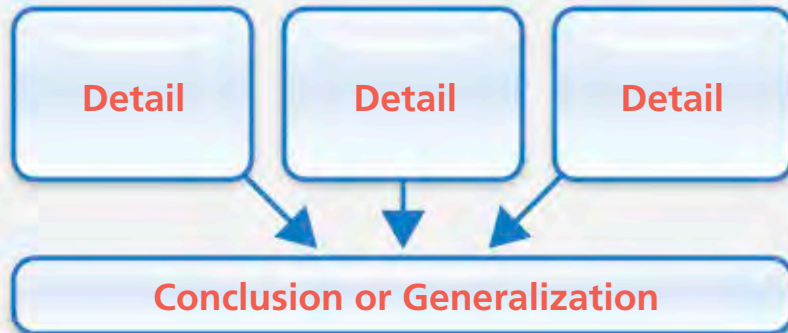
## Use Clues to Analyze the Text

Use these pages to learn about Conclusions and Generalizations, Domain-Specific Vocabulary, and Text Structure. Then read “They Called Her Molly Pitcher” again to apply what you learned.

### Conclusions and Generalizations

Examining the facts and details in a text can help you draw **conclusions** and make **generalizations**. Doing so will help you figure out things the author does not state directly. A conclusion is a judgment based on text details. A generalization is a broad statement supported by text details that is true most of the time.

When you draw conclusions or make generalizations, you need to support your ideas with information. Some of this information can be from your own knowledge. Quotations and text evidence can also provide strong support for your ideas. You can use a graphic organizer like the one below to gather support from “They Called Her Molly Pitcher” for your conclusions or generalizations.



## Domain-Specific Vocabulary

Authors choose words carefully in order to make their writing clear and interesting. **Domain-specific words**, such as historical terms, add realism to a selection and show the author's knowledge of the topic. In "They Called Her Molly Pitcher," terms related to battlefield equipment, uniforms, and procedures—along with context clues and pictures—can help you understand and visualize the historical setting of the story.



## Text Structure

All texts have a beginning, a middle, and an ending. Many texts also have other organizational **structures** that can show how events or ideas are related. For example, "They Called Her Molly Pitcher" is written in a sequence-of-events structure. Time-order words such as *first*, *next*, and *last* are clues that a text has a sequence-of-events text structure.

first  
next  
LAST  
Before  
during  
after  
all morning  
when  
as

# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *How do individual acts of bravery shape history?* As you discuss, take turns reviewing and explaining each other's key ideas.



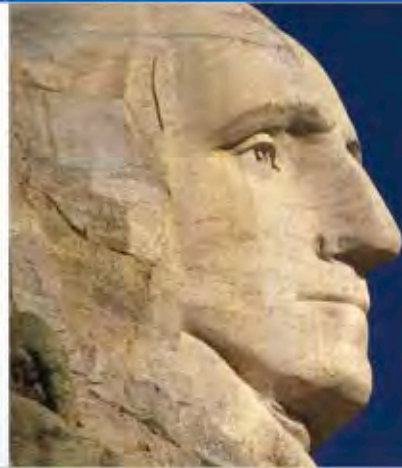
## Classroom Conversation

Continue your discussion of “They Called Her Molly Pitcher” by using text evidence to answer these questions:

- 1 What might have changed about the battle if Molly Hays hadn't participated?
- 2 Has this selection changed your thoughts about women's roles during the Revolution? Explain.
- 3 Which is more important—a soldier's rank or a soldier's actions?

## WASHINGTON'S DECISION

**Discuss It** Besides showing appreciation, what message did General George Washington convey to the soldiers when he gave the rank of sergeant to Molly Hays? Do you think he made a good decision? Discuss these questions in a small group. Use quotations from the text and what you already know about the Revolutionary War to support your ideas.



## Performance Task

### WRITE ABOUT READING



**Response** Molly Pitcher went with her husband when he joined Baron von Steuben at Valley Forge. Think about the contributions that she made to the American Revolution by helping the soldiers. Write two paragraphs describing Molly Pitcher's actions and how they showed her bravery and helped shape history. Include quotations and other text evidence to support your statements.

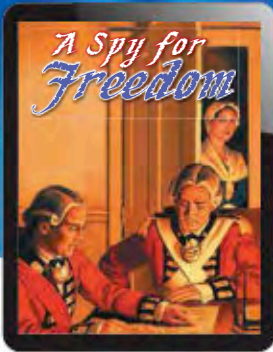


#### Writing Tip

Consider using similes to make your writing more interesting and to convey your ideas in a fresh way. Remember that a simile is a comparison that uses the word *like* or *as*. Before you finalize your writing, check that your similes compare two unlike things.

## Lesson 13

# PLAY



### ✓ GENRE

A **play** tells a story through the words and actions of its characters.

### ✓ TEXT FOCUS

**Stage directions** in a play identify a time or place, describe a setting, or tell about a character's feelings or actions.

# *A Spy for Freedom*

by Ann Weil

### Cast of Characters

Ann Darragh (Narrator)

Lydia Darragh

General Howe

Redcoat Officer #1

Redcoat Officer #2

Thomas Craig





*(The dining room of the Darragh house in Philadelphia, 1777.)*

**Ann Darragh (Narrator):** This story is about my mother, Lydia Darragh, a legendary hero of the American Revolution. She was a housewife living in Philadelphia in 1777. She was also a Patriot spy.

*(Lydia sits at a table, folding napkins. There is a knock at the door. A Redcoat officer enters.)*

**Redcoat Officer #1:** Mrs. Darragh?

**Lydia Darragh:** Yes?

**Redcoat Officer #1:** This is a formal notice on behalf of the magnificent King George the Third of England. The British army is taking your house to use for our meetings.

**Lydia Darragh:** But I have young children and nowhere to go!

**Ann Darragh (Narrator):** Those words gushed from my mother's mouth. Her eyes were shimmering with tears. Later, General Howe let her stay in the house, as long as she let the British use one room. It was a mistake for him but lucky for the Patriots.

*(Lydia sneaks in and hides in the linen closet. British officers enter and sit at a table.)*

**General Howe:** We will attack the Americans at Whitemarsh in two days. That should end this rebellion.

**Redcoat Officer #1 and Redcoat Officer #2:** *(together)* Yes, sir. *(The British leave.)*

**Lydia Darragh:** *(stepping out of the closet)*

General Washington must hear of this!

*(Lydia quickly writes a note. She leaves after she has plunged it into her pocket.)*

**Ann Darragh (Narrator):** My mother left the city to warn the American troops. On her way, she ran into my brother's friend, Thomas Craig, who was a militia soldier. *(A street in Philadelphia. Lydia enters from the left, walking quickly. Thomas is walking slowly, unaware that Lydia is approaching.)*

**Lydia Darragh:** Thomas! Thomas Craig! Is that you?

**Thomas Craig:** Hello, Mrs. Darragh! How is your family? *(Lydia quickly hands Thomas the piece of paper. As Thomas reads, his eyes get wider and wider.)*

**Thomas Craig:** Thank you for this news, Mrs. Darragh! I must warn General Washington of the British strategy. *(He runs offstage.)*

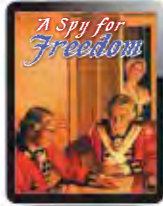
**Ann Darragh (Narrator):** Because of my mother's information, the Americans had time to prepare. They were able to make the British forces retreat at the Battle of Whitemarsh. *(British officers meeting in Darragh's house. Lydia listens from the linen closet.)*

**Redcoat Officer #1:** *(angry, confused)* Our foes knew we were coming, but how?

**Redcoat Officer #2:** *(looks around the room, shrugs)* The walls must have ears.

**Ann Darragh (Narrator):** The walls did not have ears, but one Patriot housewife did. Her quick action helped to bring the Americans to victory.





# Compare Texts

## TEXT TO TEXT

**Compare Character Actions** With a small group, discuss the different ways in which Molly Pitcher and Lydia Darragh demonstrated bravery and patriotism. In your group, ask and answer questions about the actions of these women. Support your thoughts with quotations and text evidence from the selections.

## TEXT TO SELF

**Write a Poem** Think about the bravery displayed in this lesson's selections. Remember a time when you, someone you know, or someone you have read about did something brave. How did the act of bravery impact others? Write a poem about the event and your ideas about bravery. Use the sound and rhythm of your words to help you decide where to break lines.



## TEXT TO WORLD

**Research American Patriots** Lydia Darragh was a Patriot spy during the American Revolution. Research another Patriot spy, such as Nathan Hale or James Armistead Lafayette. Use print and online resources to find out how that person's actions affected the war's outcome. Then share what you learned with a partner.





# Grammar

**What Is a Regular Verb? What Is an Irregular Verb?** A **regular verb** adds *-ed* to its present form to show action that happened in the past. A regular verb also adds *-ed* when it is used with the helping verb *has*, *have*, or *had*. An **irregular verb** does not add *-ed* in these situations. It changes in other ways. You should memorize the spellings of irregular verbs.

Regular and Irregular Verbs	
Regular Verbs	The Continental Army <u>camped</u> at Valley Forge. General Washington had <u>asked</u> for supplies. His request had been <u>ignored</u> by the congress.
Irregular Verbs	The soldiers <u>wore</u> thin, ragged clothes. They had <u>eaten</u> almost all of the food. Soldiers' toes had been <u>frozen</u> by the frigid weather.

## Try This!

**Work with a partner. Identify each underlined verb as a regular verb or an irregular verb.**

- 1 Molly Pitcher nursed the sick at Valley Forge.
- 2 She brought the troops water during a battle.
- 3 One American soldier had been wounded by a musket ball.
- 4 Molly Pitcher won fame for her work with that soldier's cannon.

When you write, use vivid verbs to communicate action precisely. Vivid verbs keep your writing interesting and make it easier for readers to picture what happens.

### Vague Verb



Molly went back to the battlefield with her pitcher of water.

### Vivid Verb



Molly raced back to the battlefield with her pitcher of water.

## Connect Grammar to Writing

As you revise your persuasive letter, look for vague verbs that you can replace with vivid verbs. Use vivid verbs to create clear pictures in your writing. Make sure you are using the correct forms of both regular and irregular verbs.

- ▶ Writing Opinions: Support Your Argument Introduction
- ▶ Writing Opinions: Conclude Your Argument



# Opinion Writing

**✓ Purpose** When you write a **persuasive letter**, state your topic and opinion clearly. Your first paragraph should explain what you want the reader to think or do. Support your opinion with reasons presented in a logical order. Give facts, details, and examples to support your reasons. Be sure to include a date, salutation, closing, and signature.

Ed wrote a persuasive letter asking the principal of his school to honor a student who had helped raise money to build a water well in another country. As he revised his letter, Ed added details to make the support for his reasons stronger.

## Revised Draft

*to recognize students at Oak Ridge School  
Each year we have an awards night.*

*This year, we should present a special  
award to Molly Green. Molly led our  
school in the effort to raise money to build  
a well in another country. She organized a  
, and more than 200 kids participated  
walk-a-thon.*

## Writing Checklist

- ✓ Purpose**  
Did I introduce my topic and state my opinion clearly?  
Did I provide a concluding statement?
- ✓ Organization**  
Are my reasons ordered in a logical way?
- ✓ Evidence**  
Do I support my reasons with facts, details, and examples?
- ✓ Elaboration**  
Did I carefully choose words that were strong and convincing?  
Did I express my interest in the subject?
- ✓ Conventions**  
Did I use correct spelling, grammar, and punctuation?

## Final Copy

225 May Drive  
Hilltop, TX 78443  
January 15, 20XX

Dear Mr. Ramirez,

Each year we have an awards night to recognize students at Oak Ridge School. This year, we should present a special award to Molly Green. Molly led our school in the effort to raise money to build a well in another country. She organized a walk-a-thon, and more than 200 kids participated. We raised over \$2,000! Thanks to Molly's caring and hard work, an entire village now has clean drinking water.

Through Molly's leadership, students at Oak Ridge saw that kids can make a difference. My classmates and I are already talking about other projects we can take on to help people. Molly Green is a hero and deserves to be recognized.

Sincerely,  
Ed Fung

### Reading as a Writer

Which details did Ed add to make his argument stronger? What details could you use to support your own argument?

In my final paper, I added details to support my reasons. I also used regular and irregular verbs correctly.

