

Getting Started: Unit 11

student edition pages 136–137

GSE Focus: *ELAGSE4RI3***5 Unpacking the Standard**

Identify Events, Procedures, Ideas, and Concepts in Texts – Students in Grade 4 are expected to identify how the author uses events, procedures, ideas, and concepts in texts to convey and connect information. Begin teaching this skill by defining the key terms included in the standard.

event: an occurrence or a happening

procedure: a method of completing a task or an activity, often by a series of steps

idea: a thought, plan, or opinion

concept: a general idea or understanding

historical text: a text containing information based on what has occurred in the past

scientific text: a text containing information based on the study of the natural world

technical text: a text containing information related to a specialized subject or field

Expose students to historical, scientific, or technical texts from current units of study. Instruct students to use strategies that guide them as they determine the outcomes and causes, steps, ideas, or concepts. Expect students to provide evidence from texts that supports their analyses.

Use the following steps to guide student thinking when analyzing texts.

1. Identify the type of text (e.g., historical, scientific, technical).
2. Identify the events, procedures, ideas, or concepts presented in the text.
3. Identify the outcome (e.g., what happened).
4. Explain the reason(s) for the outcome.
5. Cite specific information or evidence from the text to support explanations.

6 Instructional Activities 

Use the following activities to provide instruction and practice for the GSE Focus Standard.

Select and Justify – Provide students with historical, scientific, and technical texts and teacher-prepared conclusions regarding the outcomes of the texts. Have students refer to the passages and underline the ideas, words, phrases, or sentences that justify the formed conclusions. Direct students to share responses and include any prior knowledge that helped to locate and justify the underlined evidence.

Time Line Organizer – Ask students to use time lines or sequence chains to record information from historical, scientific, and technical texts. On the organizers, instruct students to record steps, facts, events, or concepts in order based on the time sequence of the texts. Have students draw conclusions to explain to partners how the elements on the organizers impacted the outcomes.

7 Formative Assessment 

Provide students with an informational text and steps (1–5) listed in Unpacking the Standard. Instruct students to record responses to the prompts in the five steps using evidence from the text. Use the responses to clarify misconceptions and to plan further instruction or interventions.

8 Read the Passage 

“Molly! Pitcher!” is a biography that provides an account of the life of Mary Ludwig Hays McCauley, a woman who played an important role in the American Revolution. A cross-curricular connection for this unit might focus on the American Revolutionary War.

Lexile Text Measure 850L 

Have students read the unit passage “Molly! Pitcher!” on pages 136–137 in the student edition.

Assessment: Unit 11

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GSE Focus: *ELAGSE4RI3***1 Comprehending and Analyzing Informational Texts**

Use the following strategies to help students comprehend and analyze informational texts:

- Direct students to identify and highlight/underline/annotate the main ideas and key details that support the main ideas of the texts. Remind students to refer to the details when answering questions related to the main ideas and details.
- Teach students informational text structures (e.g., chronology, comparison, cause/effect, problem/solution, description). Guide students to note which text structures are used by authors and to underline/highlight/annotate evidence in the texts that supports the determinations. Model using analyses of the identified structures when answering questions so that students identify ways authors organize and reveal information in texts.
- Guide students to identify text evidence that helps determine authors' points of view in texts. Support students as they determine the authors' perspectives on the topics as well as the authors' reasons for writing the texts.
- Help students identify text features (e.g., photographs, captions, headings, sidebars) and search tools within texts to determine their purposes and note how the text features support the main ideas and key details in the texts. Demonstrate for students how to determine and interpret information from the text features and use that information to respond to questions and prompts based on the texts.

2 Assessment Items

Assign students the assessment items for "Molly! Pitcher!"

Note: *If students complete the assessment online, use the progress monitoring tool to assess accuracy of responses and to monitor student understanding and growth. If students complete the assessment in print, guide students to monitor their understanding and growth using the Chart Your Success tool.*

Correct answers are indicated in bold print.

- Which of these BEST describes why the camp followers were important to the soldiers on the battlefield?
 - They offered suggestions for the soldiers to follow to win the battles.
 - They sent messages from the battlefield to the soldiers' families.
 - They brought water to the battlefield to quench the soldiers' thirst.
 - They met the physical needs of the soldiers on the battlefield.**
- Which two sentences from the biography show that Molly Pitcher was loyal to her country? Choose two answers.
 - Mary cared for the family's children, cleaned the house, and washed the clothes.
 - Soon, a woman who carried water to the battlefield became known as a "Molly Pitcher."
 - Mary quickly replaced her husband on the battlefield.**
 - From that day forward, Mary called herself "Sergeant Molly."
 - For the remainder of the Revolutionary War, Mary continued to serve alongside the soldiers.**
- What is the meaning of the word *service* in this sentence?

In 1822, the state of Pennsylvania began paying her \$40 each year for her service during the war.

 - money earned
 - work performed**
 - event for a ceremony
 - membership in a group
- Which sentence states a main idea of the biography?
 - Molly Pitcher has been honored in a variety of ways for her heroism during the Revolutionary War.
 - Molly Pitcher's most memorable event on the battlefield occurred when she met George Washington.
 - Molly Pitcher learned many things in her childhood that prepared her for working on the battlefield.
 - Molly Pitcher is considered a hero of the American Revolution because she performed important tasks that helped the soldiers.**

Assessment: Unit 11

student edition pages 138–139

GSE Focus: *ELAGSE4RI3***2 Assessment Items, continued**

5. This question has two parts. Answer Part A, and then answer Part B.
- Part A
Which structure does the author use to organize the biography?
- Ⓐ cause/effect
 - Ⓑ **chronology**
 - Ⓒ description
 - Ⓓ problem/solution
- Part B
What is the MOST LIKELY reason the author chooses this structure?
- Ⓐ to share the outcome of the events that Molly experienced as a child and as an adult
 - Ⓑ **to tell the details about Molly's experiences as a camp follower**
 - Ⓒ to explain the problem that Molly solved while on the battlefield
 - Ⓓ to describe the events of Molly's life in the order they occurred
6. What was the effect of Mary's husband being injured?
- Ⓐ Mary was introduced to George Washington.
 - Ⓑ **Mary had the opportunity to fulfill the job of a soldier.**
 - Ⓒ Mary was asked to continue to bring water to the other soldiers.
 - Ⓓ Mary had the chance to teach the camp followers about cannons.
7. What is the MOST LIKELY reason the photograph of Molly on the battlefield is included in the biography?
- Ⓐ **to show the importance of Molly's actions on the battlefield**
 - Ⓑ to show Molly's relationship to the soldiers on the battlefield
 - Ⓒ to show that Molly needed help to complete her task on the battlefield
 - Ⓓ to show how the soldiers helped Molly load the cannon on the battlefield
8. Which definition of the word *lost* is used in this sentence?: "The story of Molly Pitcher has not been lost in history."

Dictionary Entry:

lost /lɒst/ v **1.** to not have anymore **2.** to be defeated in a contest or game **3.** to forget over time **4.** to move slowly

- Ⓐ definition 1
- Ⓑ definition 2
- Ⓒ **definition 3**
- Ⓓ definition 4

3 Intervention Activities 

When formative assessments reveal students in need of intervention, use the following activities to provide additional instruction and practice.

Questions, Questions – After reading informational texts, have students answer questions, orally or in writing, that require an analysis of events, procedures, ideas, or concepts in the texts. Instruct students to provide text evidence to support their responses (e.g., *What was the outcome of _____? What events led to this outcome? What are the steps in the procedure that will produce the outcome? Why is each step necessary to the outcome? Which ideas or concepts are presented in the text to support the outcome? What specific evidence can be found to support your response? What can you conclude based on this information?*). Instruct students to provide evidence for their responses.

Model Your Thinking – Provide students with historical, scientific, or technical texts. Use the *Think Aloud* strategy to model the steps needed to identify the outcomes and their supporting events, procedures, ideas, or concepts. During individual or small group student conferences, ask students to discuss and apply the information learned during the *Think Aloud* lesson.

Constructed Response: Unit 11

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GSE Focus: *ELAGSE4RI3*

1 Composing Constructed Responses

Have students answer the constructed-response questions/prompts using the provided checklist as a guide.

- Read the entire question/prompt.
- Restate the question/prompt in your own words.
- Think about your response.
- Locate evidence from the passage to guide your response.
- Include evidence and details from the text that support your thinking in your written response.

Note: *Students may complete the Constructed Responses online or in print. If students complete the Constructed Responses in print, guide students to note the scores on the Chart Your Success tool.*

2 Scoring Constructed Responses

Score student responses for the constructed-response questions/prompts using the following rubrics.

Note: *The rubrics are aligned to the GSE Focus Standard addressed in the unit. All components of the rubrics may not be applicable to each prompt.*

9. What was the importance of Mary’s work as a maid on her future actions? Use details from the biography to support your answer. Write your answer on the lines provided.

Points	Description
2	The response achieves the following: <ul style="list-style-type: none"> • Provides a thorough explanation of the relationship(s) or interaction(s) between the events, procedures, ideas, or concepts in the text • Includes specific facts and details from the text to support the explanation
1	The response achieves the following: <ul style="list-style-type: none"> • Provides a vague explanation of the relationship(s) or interaction(s) between the events, procedures, ideas, or concepts in the text • Includes limited facts and details from the text to support the explanation
0	The response achieves the following: <ul style="list-style-type: none"> • Provides no explanation of the relationship(s) or interaction(s) between the events, procedures, ideas, or concepts in the text • Lacks facts and details from the text to support the explanation

10. How might Mary’s service during the Revolutionary War have been different if she had not married William Hays? Use details from the biography to support your answer. Write your answer on the lines provided.

Points	Description
2	The response achieves the following: <ul style="list-style-type: none"> • Provides a thorough explanation of the relationship(s) or interaction(s) between the events, procedures, ideas, or concepts in the text • Includes specific facts and details from the text to support the explanation
1	The response achieves the following: <ul style="list-style-type: none"> • Provides a vague explanation of the relationship(s) or interaction(s) between the events, procedures, ideas, or concepts in the text • Includes limited facts and details from the text to support the explanation
0	The response achieves the following: <ul style="list-style-type: none"> • Provides no explanation of the relationship(s) or interaction(s) between the events, procedures, ideas, or concepts in the text • Lacks facts and details from the text to support the explanation

Unit 11

Extended Constructed Response: Unit 11

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GSE Focus: *ELAGSE4W3*

1 Composing an Extended Constructed Response

Have students answer the extended constructed-response prompt using the provided checklist as a guide.

- Introduce the characters, setting, and well-organized plot events.
- Use dialogue and description.
- Include effective language and transition words.
- Provide a logical conclusion.
- Proofread for errors.

Note: *Students may complete the Extended Constructed Response online or in print. If students complete the Extended Constructed Response in print, guide students to note the score on the Chart Your Success tool.*

2 Scoring an Extended Constructed Response

Score student responses for the extended constructed-response prompt using the following rubric.

Note: *The rubric is aligned to the GSE Focus Standard for a narrative response. All components of the rubric may not be applicable to the prompt.*

11. Write a narrative from the point of view of a character who is a camp follower serving with Molly Pitcher on the battlefield. Be sure to use details from the biography in your narrative. Write your story on the lines provided.

Points	Description
4	<p><i>The response is a well-developed narrative that fully establishes a real or imagined experience based on text that has been read.</i></p> <ul style="list-style-type: none"> • Introduces and clearly describes a situation, narrator and/or characters, and setting • Includes a well-organized sequence of events • Uses dialogue and description effectively to develop plot and to explain characters' responses • Utilizes a variety of time-order transition words and phrases that effectively signal the sequence of events • Includes effective language, including sensory language, that precisely conveys meaning • Provides a logical conclusion to the events • Integrates multiple ideas and details from the passage(s) • Contains few or no errors in conventions that interfere with meaning
3	<p><i>The response is a developed narrative that partially establishes a real or imagined experience based on text that has been read.</i></p> <ul style="list-style-type: none"> • Introduces and describes a situation, narrator and/or characters, and setting • Includes a sequence of events • Uses some dialogue and description to develop plot and to explain characters' responses • Utilizes time-order transition words and phrases to signal the sequence of events • Includes adequate language to convey meaning • Provides a conclusion to the events • Integrates ideas and details from the passage(s) • Contains few errors in conventions that interfere with meaning
2	<p><i>The response is an incomplete narrative based on text that has been read.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation, narrator and/or characters, and setting • Includes a sequence of events that may lack clarity • Uses little dialogue or description to develop plot and to explain characters' responses • Utilizes few time-order transition words and phrases to signal the sequence of events • Includes language that inconsistently conveys meaning • Provides a vague or unclear conclusion to the events • Integrates few ideas and details from the passage(s) • Contains several errors in conventions that may interfere with meaning
1	<p><i>The response is an attempt at a narrative based on text that has been read.</i></p> <ul style="list-style-type: none"> • Introduces a minimal or unclear situation, narrator and/or characters, and setting • Includes a sequence of events that lacks clarity • Uses no dialogue or description to develop plot or to explain characters' responses • Utilizes few or no time-order transition words and phrases to signal the sequence of events • Includes language that distracts from meaning • Provides a minimal or unclear conclusion to the events • Integrates few or no ideas and details from the passage(s) • Contains many errors in conventions that interfere with meaning
0	<p><i>The response will receive a conditional code based on flaws.</i></p> <ul style="list-style-type: none"> • Is blank, copied, not in English, or otherwise inappropriate

Unit 11

Revising/Editing: Unit 11

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GSE Focus: *ELAGSE4L1c, ELAGSE4L2c, ELAGSE4L2d***1 Explanation of Standards**

Helping/Linking Verb (ELAGSE4L1c) – Students in Grade 4 are expected to identify helping and linking verbs and use these verbs to express conditions in sentences. Helping verbs (e.g., *is, have, been*) are used with main actions to form verb phrases (e.g., *is walking, have walked, might have been walking*). Linking verbs connect subjects of sentences to adjectives or nouns that describe or rename the subjects (e.g., *Susan is happy. John is my friend.*).

Punctuation with Coordinating Conjunctions (ELAGSE4L2c) – Students in Grade 4 are expected to use coordinating conjunctions (*and, but, or, for, nor, so, yet*) to compose compound sentences and punctuate the sentences correctly by inserting commas before the conjunctions.

Spelling (ELAGSE4L2d) – Students in Grade 4 are expected to spell words correctly, consulting print or digital sources as needed.

2 Revising/Editing Assessment Items

After providing appropriate instruction in the assessed standard(s), assign students the revising/editing assessment items.

Note: *If students complete the assessment online, use the progress monitoring tool to assess accuracy of responses and to monitor student understanding and growth. If students complete the assessment in print, guide students to monitor their understanding and growth using the Chart Your Success tool.*

Correct answers are indicated in bold print.

12. Which form of the verb BEST completes this sentence?

The American Revolutionary War ____ fought against Great Britain from 1775 to 1783.

- (a) is
 - (b) was**
 - (c) will be
 - (d) has been
13. Which sentence is punctuated correctly?
- (a) The war with Britain was called the American Revolution, or called the American War of Independence.
 - (b) The British had a well-trained army but the American soldiers were not as prepared to fight.
 - (c) The Americans had few uniforms, so they wore their regular clothes in battle.**
 - (d) The American soldiers were known as Patriots, and Minutemen.
14. Which sentence has an error in spelling?
- (a) John Adams was asked to discuss and plan the Peace Treaty with the British.
 - (b) George Washington was named the Commander-in-Cheif of the American Army.**
 - (c) The Peace Treaty that ended the Revolutionary War was signed on September 3, 1783.
 - (d) The Americans wanted to fight the Revolutionary War to gain their freedom from Britain.

Critical Thinking: Unit 11

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GSE Focus: *ELAGSE4RI10***1 Guiding Critical Thinking**

Critical thinking questions/prompts often require readers to:

Analysis/Analyze

- break information into parts for careful examination.
- find relationships within the text.
- combine text evidence with prior knowledge to communicate comprehension of text and to reach conclusions.

Evaluation/Evaluate

- make judgments.
- choose between two or more options.
- rank items in order of importance or preference.
- use text evidence to support personal views.

Synthesis/Create

- combine information from within a source, or from different sources, to create something new.
- compose alternate conclusions to texts.
- design original products that relate to the texts.

2 Critical Thinking Prompts 

Ask students to read and respond to the critical thinking questions/prompts.

Note: *Students may complete the Critical Thinking prompts online or in print.***Suggested responses are indicated in bold print.****Analysis/Analyze** – What effect might Molly Pitcher's actions on the battlefield have had on the other camp followers?**Answers may vary. Student responses might include: Molly Pitcher was an example for the other women who volunteered to serve as camp followers. She showed bravery and a willingness to do whatever it took to participate on the battlefield so that the Americans could win their independence from Britain.****Evaluation/Evaluate** – Which of Molly's honors do you think might have been the most meaningful to her? Support your choice using evidence from the biography.**Answers may vary. Student responses should include an answer to the question of which of Molly's honors would have been the most meaningful to her with support for the choice using evidence from the biography.****Synthesis/Create** – Write an acceptance speech that Molly Pitcher might have delivered when George Washington honored her with the rank of sergeant in the military.**Answers may vary. Student responses should include an acceptance speech that Molly might have delivered when George Washington honored her with the rank of sergeant in the military.**

Motivation Station: Unit 11

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GSE Focus: *ELAGSE4RL5***1 Explanation of Standard**

Structural Elements of Poetry – Students in Grade 4 are expected to understand that poetry has structural elements, such as lines, stanzas, rhythm, rhyme, and to identify these elements within poems.

2 Motivation Station Activity 

After providing appropriate instruction in the assessed standard(s), assign students the Motivation Station activity.

Note: *Students may complete the Motivation Station activity online or in print.*

Correct answers are indicated by bold numbers, brackets, circles and links. Answers may vary. Student responses should explain how the poet creates rhythm in the poem.

Read the poem. Number the lines. Bracket the stanzas. Circle and link the rhyming words.

HEAR YE! HEAR YE! THIS IS HIS-TOR-Y!

by Charles Howell

- 1 Born Mary Ludwig, then she married William (Hays)
 2 Molly Pitcher was her name from rev-o-lu-tion (days)
 3 But, let's back up and I'll tell you from the (start)
 4 About a tough old gal with a big ol' (heart)
 5 In her teens she worked to cook and do the household (chores)
 6 For a doctor and his family, it was real-hard (core)
 7 She wed her beloved, then he left to fight the (Brits)
 8 So she followed right along to cook the soldiers (grits)
 9 Mary mended uniforms and helped the wounds to (heal)
 10 Delivered fresh spring water to the bat-tle (field)
 11 She dodged gunfire with water pitchers in each (hand)
 12 That's how she earned her nickname, and it spread throughout the (land)
 13 Legend shares that Molly Pitcher took a bullet through her (skirt)
 14 Loaded up and fired a cannon when she saw her husband (hurt)
 15 George Washington said she was "courage under (fire)"
 16 And promoted her to sergeant as an honorary (hire)
 17 Some facts have been stretched in this his-tor-y
 18 But the tale of Mary Hays is rev-o-lu-tion-ar-y
 19 Later, other women went to war to fight the (thirst)
 20 But THIS Molly Pitcher was the greatest and the (first)

Explain how the poet creates rhythm in the poem.

Home Connection

Share the following activities to create learning opportunities for children and their families.

Note: *The activities can be accessed online or in print.*

1. With your child, use print and digital sources to research women who played important roles during the American Revolution.
2. Help your child complete research about typical days in the lives of American soldiers and British soldiers during the American Revolution. Compare the experiences to determine their likenesses and differences.

Performance Task Assessment: Unit 11

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GSE Focus: *ELAGSE4W4***1 Performance Task Overview**

The Performance Task Assessment requires students to create a product that integrates multiple research, writing, and speaking standards within a real-world context. The task, which relates to the unit topic, allows students to reason using higher-order thinking skills while demonstrating their learning in a variety of ways.

Note: *Students may complete the Performance Task Assessment online or in print. Online, text boxes are provided for each question/prompt. Teachers have the option to assign written or oral responses as they guide students through the process of completing the Performance Task Assessment.*

2 Performance Task    

Direct students to read the Performance Task.

Create a slideshow with a script that describes one aspect of the American Revolution, such as a time line, key events, uniforms, important battles, Minutemen, spies, causes, leaders, weapons, or battle tactics. Present your slideshow to an audience.

3 Performance Task Steps

Guide students to use the following steps to complete the Performance Task Assessment.

1. Read “Molly! Pitcher!”
2. Use print and digital sources to research general information about the American Revolution. Based on your research, determine which aspect of the American Revolution you will present in your slideshow.
3. Research the aspect of the American Revolution you have chosen as the topic of your presentation.
4. Answer the following questions about your task.
 - Which specific aspect of the American Revolution does the information in “Molly! Pitcher!” support?
 - What caused the aspect that you selected to be of importance during the American Revolution?
 - How will you provide specific and accurate information in your script about your aspect?
 - How will you use images on your slides to enhance the meaning of the ideas and information?
 - How will you engage your audience as you share the key facts and details through your script and slideshow?
5. Plan, write, and create your script and slideshow.
6. Share your presentation with an audience.

4 Scoring Criteria

Use a rubric with the following criteria for self-assessment and teacher scoring:

Accuracy of Information, Organization of Thought, Use of Visual Elements, Effectiveness of Presentation.

Name _____

Unit 11 Passage

Molly! Pitcher!

Read the biography “Molly! Pitcher!” and answer questions 1–1

Jones Elementary School

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Home



Homework



Desk of Mr. Walker



Calendar



Projects

Molly! Pitcher!

by Sam Ferrerra

Many remember the heroes of the Revolutionary War, but few know the story of Molly Pitcher. Molly Pitcher was born on October 13, 1754, in Trenton, New Jersey. Her birth name was Mary Ludwig. As the daughter of a farmer, Mary learned the life of hard work on the family farm. When Mary was a teenager, she moved to Carlisle, Pennsylvania, to work as a maid for a doctor and his family. Mary cared for the family’s children, cleaned the house, and washed the clothes.

Soon after, Mary met and married William Hays. When the Revolutionary War began in 1775, William enlisted as a soldier. Americans were fighting for freedom from British rule. William was assigned artillery duty. His job was to load the fire cannons. Mary became a camp follower. Camp followers were women who lived near military camps to cook, sew, and wash and to care for the injured soldiers.

Some brave women, like Mary Ludwig Hays, carried pitchers of water to the men on the battlefield. The men needed the water to drink and to cool the smoking cannons. Because Molly was a common nickname for Mary, the soldiers called to her, “Molly! Pitcher!” when they needed water. Soon, a woman who carried water to the battlefield became known as a “Molly Pitcher.”

Name _____

Molly! Pitcher!

Unit 11 Passage

Mary Hays' thirst for service was quenched during the Battle of Monmouth. She saw her husband collapse as she delivered water to the soldiers. Mary quickly replaced her husband on the battlefield. She loaded and fired his cannon until the battle was won. It is believed that George Washington witnessed her bravery and honored Mary with the rank of sergeant in the military. From that day forward, Mary called herself "Sergeant Molly."



For the remainder of the Revolutionary War, Mary continued to serve alongside the soldiers. After the death of her husband, Mary married another soldier, John McCauley. They lived in Carlisle where Mary returned to her work as a maid, caring for others.

Mary's efforts during the Revolutionary War were not forgotten. In 1822, the state of Pennsylvania began paying her \$40 each year for her service during the war. Mary Ludwig Hays McCauley died in 1832. A monument at her grave reads, "Molly Pitcher the heroine at Monmouth."

The story of Molly Pitcher has not been lost in history. Through the years, monuments and statues have been erected in her memory. A "Molly Pitcher" postage stamp was printed in 1928. In 1943, a World War II battleship was launched in Molly Pitcher's honor. Mary Ludwig was a farm girl, a maid, and a cook. However, she is best known as "Molly Pitcher," a patriotic woman who showed courage under fire.



Name _____

Unit 11 Assessment

Molly! Pitcher!

1. Which of these BEST describes why the camp followers were important to the soldiers on the battlefield?

- Ⓐ They offered suggestions for the soldiers to follow to win the battles.
- Ⓑ They sent messages from the battlefield to the soldiers' families.
- Ⓒ They brought water to the battlefield to quench the soldiers' thirst.
- Ⓓ They met the physical needs of the soldiers on the battlefield.

2. Which two sentences from the biography show that Molly Pitcher was loyal to her country? Choose two answers.

- Ⓐ Mary cared for the family's children, cleaned the house, and washed the clothes.
- Ⓑ Soon, a woman who carried water to the battlefield became known as a "Molly Pitcher."
- Ⓒ Mary quickly replaced her husband on the battlefield.
- Ⓓ From that day forward, Mary called herself "Sergeant Molly."
- Ⓔ For the remainder of the Revolutionary War, Mary continued to serve alongside the soldiers.

3. What is the meaning of the word *service* in this sentence?

In 1822, the state of Pennsylvania began paying her \$40 each year for her service during the war.

- Ⓐ money earned
- Ⓑ work performed
- Ⓒ event for a ceremony
- Ⓓ membership in a group

4. Which sentence states a main idea of the biography?

- Ⓐ Molly Pitcher has been honored in a variety of ways for her heroism during the Revolutionary War.
- Ⓑ Molly Pitcher's most memorable event on the battlefield occurred when she met George Washington.
- Ⓒ Molly Pitcher learned many things in her childhood that prepared her for working on the battlefield.
- Ⓓ Molly Pitcher is considered a hero of the American Revolution because she performed important tasks that helped the soldiers.

Name _____

Molly! Pitcher!

Unit 11 Assessment

5. This question has two parts. Answer Part A, and then answer Part B.

Part A

Which structure does the author use to organize the biography?

- Ⓐ cause/effect
- Ⓑ chronology
- Ⓒ description
- Ⓓ problem/solution

Part B

What is the MOST LIKELY reason the author chooses this structure?

- Ⓐ to share the outcome of the events that Molly experienced as a child and as an adult
 - Ⓑ to tell the details about Molly's experiences as a camp follower
 - Ⓒ to explain the problem that Molly solved while on the battlefield
 - Ⓓ to describe the events of Molly's life in the order they occurred
6. What was the effect of Mary's husband being injured?
- Ⓐ Mary was introduced to George Washington.
 - Ⓑ Mary had the opportunity to fulfill the job of a soldier.
 - Ⓒ Mary was asked to continue to bring water to the other soldiers.
 - Ⓓ Mary had the chance to teach the camp followers about cannons.

7. What is the MOST LIKELY reason the photograph of Molly on the battlefield is included in the biography?

- Ⓐ to show the importance of Molly's actions on the battlefield
- Ⓑ to show Molly's relationship with the soldiers on the battlefield
- Ⓒ to show that Molly needed help to complete her task on the battlefield
- Ⓓ to show how the soldiers helped Molly load the cannon on the battlefield

8. Which definition of the word *lost* is used in this sentence? "The story of Molly Pitcher has not been lost in history."

Dictionary Entry:

lost /lɒst/ v **1.** to not have anymore **2.** to be defeated in a contest or game **3.** to forget over time **4.** to move slowly

- Ⓐ definition 1
- Ⓑ definition 2
- Ⓒ definition 3
- Ⓓ definition 4

Name _____

Unit 11 Constructed Response

Molly! Pitcher!

9. What was the importance of Mary’s work as a maid on her future actions? Use details from the biography to support your answer. Write your answer on the lines provided.

10. How might Mary’s service during the Revolutionary War have been different if she had not married William Hays? Use details from the biography to support your answer. Write your answer on the lines provided.

Name _____

Unit 11 Revising/Editing

Molly! Pitcher!

12. Which form of the verb BEST completes this sentence?

The American Revolutionary War ____ fought against Great Britain from 1775 to 1783.

- Ⓐ is
- Ⓑ was
- Ⓒ will be
- Ⓓ has been

13. Which sentence is punctuated correctly?

- Ⓐ The war with Britain was called the American Revolution, or called the American War of Independence.
- Ⓑ The British had a well-trained army but the American soldiers were not as prepared to fight.
- Ⓒ The Americans had few uniforms, so they wore their regular clothes in battle.
- Ⓓ The American soldiers were known as Patriots, and Minutemen.

14. Which sentence has an error in spelling?

- Ⓐ John Adams was asked to discuss and plan the Peace Treaty with the British.
- Ⓑ George Washington was named the Commander-in-Cheif of the American Army.
- Ⓒ The Peace Treaty that ended the Revolutionary War was signed on September 3, 1783.
- Ⓓ The Americans wanted to fight the Revolutionary War to gain their freedom from Britain.

Name _____

Molly! Pitcher!

Unit 11 Critical Thinking



What effect might Molly Pitcher's actions on the battlefield have had on the other camp followers?



Which of Molly's honors do you think might have been the most meaningful to her? Support your choice using evidence from the biography.



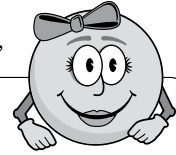
Write an acceptance speech that Molly Pitcher might have delivered when George Washington honored her with the rank of sergeant in the military.

Name _____

Unit 11 Motivation Station/Home Connection

Molly! Pitcher!

Motivation Molly says, “A strong reader identifies details in a text that explain events, procedures, ideas, and concepts that are related to the topic.”



Read the poem. Number the lines. Bracket the stanzas. Circle and link the rhyming words.

HEAR YE! HEAR YE! THIS IS HIS-TOR-Y!
by Charles Howell

Born Mary Ludwig, then she married William Hays,
Molly Pitcher was her name from rev-o-lu-tion days.
But, let's back up and I'll tell you from the start,
About a tough old gal with a big ol' heart.

In her teens she worked to cook and do the household chores,
For a doctor and his family, it was real-hard-core.
She wed her beloved, then he left to fight the Brits,
So she followed right along to cook the soldiers grits.

Mary mended uniforms and helped the wounds to heal,
Delivered fresh spring water to the bat-tle-field.
She dodged gunfire with water pitchers in each hand,
That's how she earned her nickname, and it spread throughout the land.

Legend shares that Molly Pitcher took a bullet through her skirt,
Loaded up and fired a cannon when she saw her husband hurt.
George Washington said she was “courage under fire,”
And promoted her to sergeant as an honorary hire.

Some facts have been stretched in this his-tor-y,
But the tale of Mary Hays is rev-o-lu-tion-ar-y.
Later, other women went to war to fight the thirst,
But THIS Molly Pitcher was the greatest and the first.

Explain how the poet creates rhythm in the poem.

Home Connection

1. With your child, use print and digital sources to research women who played important roles during the American Revolution.
2. Help your child complete research about typical days in the lives of American soldiers and British soldiers during the American Revolution. Compare the experiences to determine their likenesses and differences.



Name _____

Molly! Pitcher!

Unit 11 Performance Task Assessment**Performance Task**

Create and present a slideshow that describes one aspect of the American Revolution, such as a time line, key events, uniforms, important battles, Minutemen, spies, causes, leaders, weapons, or battle tactics. Present your slideshow to an audience.

Performance Task Steps

1. Read “Molly! Pitcher!”
2. Use print and digital sources to research general information about the American Revolution. Based on your research, determine which aspect of the American Revolution you will present in your slideshow.
3. Research the aspect of the American Revolution you have chosen as the topic of your presentation.
4. Answer the following questions about your task.
 - Which specific aspect of the American Revolution does the information in “Molly! Pitcher!” support?
 - What caused the aspect that you selected to be of importance during the American Revolution?
 - How will you provide specific and accurate information in your script about your aspect?
 - How will you use images on your slides to enhance the meaning of the ideas and information?
 - How will you engage your audience as you share the key facts and details through your script and slideshow?
5. Plan, write, and create your script and slideshow.
6. Share your presentation with an audience.

Scoring Criteria

Your Performance Task will be evaluated using the following criteria: Accuracy of Information, Organization of Thought, Use of Visual Elements, Effectiveness of Presentation.

Molly! Pitcher!

Getting Started: Unit 11

student edition pages 136–137

GSE Focus: *ELAGSE4RI3*

1 Pre-Assessment

Assign the online Pre-Assessment for Unit 11. Have students log in to *Total Motivation ELA™* and complete the Pre-Assessment. Access the Reports online to review student performance. Use the information to plan instruction in order to help students identify events, procedures, ideas, and concepts in texts that provide information about historical, scientific, or technical topics. Using the *Think Aloud* method, guide students in an item-specific discussion, considering correct/incorrect responses and addressing misconceptions and common errors.

Note: Use the card attached to the front of the teacher edition to activate your online license. After registering, create your classes and assign the Pre-Assessment for Unit 11. After students complete the Pre-Assessment, access the Grade Assignments screen to review and evaluate each student's responses.

2 Building Background Knowledge

To introduce the biographical passage about Molly Pitcher and her role in the American Revolution, display the video at <https://www.youtube.com/watch?v=OUtq025UwM0>. After viewing the video, lead students in a *K-W-L* activity in which students suggest responses to post on a class chart: *K* – What students know about the American Revolution and *W* – Questions that state what students would like to know more about the American Revolution. At the conclusion of the study of Unit 11, complete the chart by posting responses: *L* – What students learned that answers their questions.

Note: See *Suggested Unit Content Literature in Appendix D: Teacher Resources*.

3 Vocabulary Focus

Use the provided vocabulary activities to teach the passage-specific and GSE vocabulary.

Passage-Specific Vocabulary

artillery	patriotic
collapse	quenched
enlisted	Revolutionary
erected	sergeant
launched	witnessed
military	

GSE Vocabulary

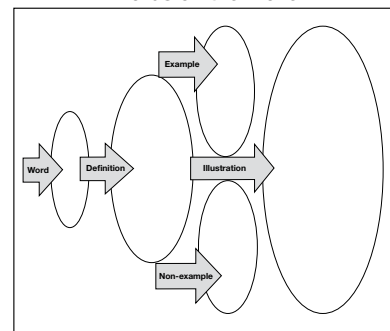
concept	procedure
event	scientific text
explain	technical text
historical text	text
idea	
information	

Words on the Move – Instruct students to use the passage-specific or GSE vocabulary words to complete *Words on the Move* graphic organizers. Allow students to share graphic organizers with small groups.

Note: See *graphic organizer in Appendix D: Teacher Resources*.

Paraphrased Meanings – Provide students with passage-specific or GSE vocabulary words and their definitions. Ask students to paraphrase the definitions. Invite students to exchange responses with partners and match vocabulary words to paraphrased definitions.

Words on the Move



4 Suggested Formative Vocabulary Assessment

Have students demonstrate understandings of the meanings of passage-specific or GSE vocabulary words by sketching representations of the words. Use student responses to clarify misconceptions and to plan further instruction or interventions.

Unit 11