

# Young Audiences of Massachusetts

## *Educational Materials*

Please forward to teachers

7/21/09

### **ABOUT THE PERFORMANCE**

**Characters Educational Theatre:** *Molly Pitcher*

**Grade levels:** 5-12

Meet Mary Hayes, an American Colonial soldier's wife, who lives and worked in General Washington's army camps. "Molly" shared anecdotes of her experiences during the Battle of Monmouth and shivers with students through the horrific winter at Valley Forge. This historical information is interspersed with Molly's advice and studied opinions concerning modesty, health, sanitation, child rearing, 18th century style, education, and life in general. The character of "Molly Pitcher" is legend - a composite of many women - but Mary Hayes really lived and claims to be just one of the many who, in battle, answered to the name of "Molly."

### **LEARNING GOALS:**

1. To understand 18th century army camp life from the perspective of an American colonial woman.
2. To understand the Battle of Monmouth and the Valley Forge winter encampment of Washington's troops in the Revolutionary War.

### **PRE-ACTIVITY SUMMARY:** *Creative Timeline*

Review the events leading up to the Revolutionary War and the War itself. Create a timeline on a long piece of paper and hang it in the classroom. Have groups of students select certain events from the timeline and write, illustrate, or present descriptions of these events in a creative fashion. Integrate the students' projects into the timeline of the Revolutionary War and display it in a prominent location in the classroom or school building.

### **POST-ACTIVITY SUMMARY:** *Women in War*

Discuss Molly Pitcher and the role she played in the Revolutionary War. Discuss the roles women play in wars today. Divide the class into groups. Assign each group a war from American history and ask them to research the roles women played in each. Have the groups share their findings in chronological order. Discuss how women's wartime roles have changed since the Revolutionary War.

### **CURRICULUM LINKS:**

English Language Arts, History and Social Sciences (American History), Theater, Women's Studies

## PRE-ACTIVITY: CREATIVE TIMELINE

### LEARNING GOAL:

To explore the events of the Revolutionary War

### MATERIALS/PREPARATION:

Long sheet paper (from a roll or a number of sheets taped together), art supplies, books about the Revolutionary War

### TIME:

2 45-minute sessions

### STEP 1:

**Discuss** the Revolutionary War. What were the causes? What was the outcome? Discuss important events that occurred during the War.

### STEP 2:

**Work** with students to create a timeline of the Revolutionary War on a long piece of paper. Hang the timeline in the classroom.

### STEP 3:

**Divide** the class into small groups. Have each group choose a certain date/event from the timeline.

### STEP 4:

**Ask** the groups to write a report, illustrate, create a recording, or use any other medium available to describe the event. Allow students the remainder of the first class and about half of the second class to work on their projects.

### STEP 5:

Have groups share their piece of the timeline with the class. Integrate each event into the timeline to produce an interactive document.

### EXTENSIONS:

- 1) **Discuss** colonial American life (health and hygiene, transportation, clothing, food, education, etc.).
- 2) Have students compare maps from colonial America with maps of America today. What was the western border during colonial times?



## POST-ACTIVITY: WOMEN IN WAR

**LEARNING GOAL:**

To explore the wartime roles of women in American history

**TIME:**

1 hour

**STEP 1:**

**Discuss** Molly Pitcher and her role in the Revolutionary War. How did she help?

**STEP 2:**

**Discuss** the role of women in wars today. Can women enlist in the armed forces? Can they engage in combat? Are their roles limited in any way?

**STEP 3:**

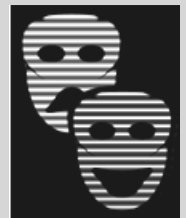
**Divide** the class into groups and assign each group a war from American history (Civil War, World War I, World War II, Vietnam War, Korean War, Persian Gulf War, etc.). Ask each group to research the role of women in these wars.

**STEP 4:**

Have each group present their findings in chronological order. How have the roles of women changed? Have students share their opinions.

**EXTENSIONS:**

- 1) **Contact** the Monmouth County Department of Promotional & Public Information Hall of Records in Freehold, New Jersey for information about the Battle of Monmouth.
- 2) Have students research historical figures who played important roles in the Revolutionary War (George Washington, Alexander Hamilton, Thomas Jefferson, Major General Nathanael Greene, Paul Revere, Abigail Adams, Benjamin Franklin, etc.).



**RESOURCES:**

Cobblestone Magazine. NH: Cobblestone Publishing Co., March 1980, September 1983.

Gleiter, Jan & Kathleen Thompson. Molly Pitcher. WI: Raintree Publishing Inc., 1987.

Grant DePauw, Linda. Founding Mothers. Boston: Houghton Mifflin, 1975.

**VOCABULARY:**

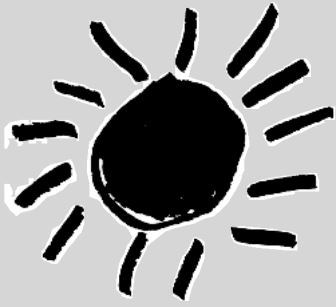
grog	bayonet	artillery	trail box
leeching	musket	Tory	dysentery
tricorn	tape loom	loyalist	

**ABOUT THE PERFORMER:**

A graduate of the Rhode Island School of Design and a former teacher, Marcia Estabrook began performing her characters in 1982. In addition to her Characters Educational Theatre performances, Marcia has been a featured storyteller at the Three Apples and the Big Apple Storytelling Festivals, the John F. Kennedy Library, the Old South Meeting House, the Martin Van Buren Historical Site in Kinderhook, NY, the Deerfield Museum, Old Sturbridge Village, Channel 5's "Tank Away" and Fox 25's "Americana". Marcia has been the keynote speaker at the New England Kindergarten Conference and has also performed and conducted workshops at the CT Storytelling Festival. Marcia appeared in "The Raven and the Dove" and "Town Called a River". She has consulted for the Rhode Island Children's Museum and the National Park Service. Marcia is a member of Solo Together and Historical Entertainments, and is proud to have been twice a nominee for the National Performer of the Year Award from Young Audiences.

**ABOUT YOUNG AUDIENCES:**

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.



# Young Audiences of Massachusetts

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## MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

### Characters Educational Theatre: *Molly Pitcher*

<i>Language Arts 2</i>	...pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions.
<i>Language Arts 3</i>	...make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<i>Language Arts 6</i>	...describe and analyze how oral dialects differ from each other in English.
<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Language Arts 13</i>	...identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction material.
<i>History 1</i>	Chronology and Cause...understand the chronological order of historical events and recognize the complexity of historical cause and effect.
<i>History 2</i>	Historical Understanding...understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history.
<i>Arts-Theatre 1</i>	Acting...develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.