

**Eyewitnesses to the American Revolution**

***The Story of Molly Pitcher***

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*A classroom play by Team HOPE*

*Cast List*

Mary Hays McCauly..... better known as “Molly Pitcher”  
Chief Student Correspondent ..... in charge of facilitating the discussion  
Student Correspondent 2 ..... co-host and moderator  
Student Correspondent 3 ..... co-host and moderator  
Student Correspondent 4 ..... co-host and moderator

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*NOTE: All responses by historical figures are based on actual eyewitness sources and reflect actual events as closely as possible.*

## TEACHER NOTES

**SETTING:** A contemporary classroom. It is advised to set up the anchor in the front of the room facing the class, in front of some sort of background with “The History New Report.” Other correspondents and the historical figure can be placed in a semi-circle to the left or right of the anchor facing the rest of the class. A name plate in front of each cast member is highly recommended. A 5x8 index card folded in half works great for this purpose.

**COSTUMES:** Although not necessary, any period costumes for the historical figures are a great addition. Even a simple hat or wig is excellent.

**MASKS:** Masks are an easy addition that will add to the drama and make the entire event more fun for the students. First, go to [www.google.com](http://www.google.com) and click on “image search.” Type in the historical figure’s name and find an image of the person. Copy and paste the picture in a Word document. You may need to crop and then enlarge the photo so you get a picture large enough to be used as a mask. Portraits obviously work best for this use. Print out the picture and paste it onto a cardboard backing. You can tape a plastic spoon or popsicle stick to be used as a handle. You may decide to make masks for the student correspondents as well, using pictures of television news personalities for the masks.

*Note: If there is a historical person you cannot find a picture for, don’t despair! Almost any random “period” person’s picture (as long as it not someone easily recognizable) would work as a mask.*

**ROLES:** Encourage students to act out the roles with as much energy as possible. Do not be too terribly concerned that the sex of the historical figure matching with the sex of the student.

The teacher may decide to take a part in the play, role-modeling one of the historical figures. It is recommended that five copies of the scripts are specifically set aside for each character in the play. For each character, *highlight all their lines* in order to facilitate a faster pace of dialogue. All other students should receive an unmarked copy of the play to read as the play is performed.

**DISCUSSION:** Use the accompanying worksheet to facilitate discussion before and after the play. Students who are not directly involved in the play can attempt to write preliminary answers as the play is performed. The audience should be told that they will be the primarily responsible for the discussion questions at the end of the lesson.

## Eyewitnesses to the American Revolution

### *The Story of Molly Pitcher*

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#### CAST ABBREVIATIONS

Mary Hays McCauley.....**MOLLY**  
Chief Student Correspondent .....**CHIEF**  
Student Correspondent 2 .....**ST1**  
Student Correspondent 3 .....**ST2**  
Student Correspondent 4 .....**ST3**

**CHIEF** We now have the pleasure of having with us Mary Hays McCauley, better known as “Molly Pitcher.” In 1928, the Post Office offered a stamp with her image on it, during World War II the U.S. Navy named a Liberty Ship the *USS Molly Pitcher*, there is a *Molly Pitcher Inn* near the Monmouth Battlefield, and there is even a rest stop named after her on the New Jersey Turnpike. So we welcome Molly Pitcher!

**MOLLY** Thank you for such a wonderful introduction!

**ST1** Molly, how did you become so famous during the Revolution?

**MOLLY** Well, it all started when my husband William joined the Continental army. While the army was camped at Valley Forge, I joined him there.

**ST2** What did you do at Valley Forge?

**MOLLY** I spent most of my time caring for the sick. Around 2,000 men died that winter from a variety of diseases, and it was around the clock work to care for the sick men. The conditions were awful. Overcrowding, lack of food and clothes—we were so thrilled to see the spring come.

**ST3** When you left Valley Forge in the spring, did you stay with the army?

**MOLLY** Yes. General Washington led the army on a chase of General Howe’s army as it left Philadelphia on its way back to New York. We caught up to them in New Jersey at a place called Monmouth and a battle ensued.

**ST2** You were at the battle?

**MOLLY** Absolutely. My husband worked in the artillery unit, ramming the ball into the cannon. However, it was a scorching hot day. The cannons were being used so much that they were extremely hot and someone needed to run and get water to pour over them. I ran to a local spring and kept bringing pitcher after pitcher of water to the cannons. Of course, the thirsty men drank up the water too!

**ST3** It must have been dangerous.

**MOLLY** It was. Bullets were flying through the air, not to mention cannon balls and grape shot shrapnel. I saw wounded men lying on the ground as I brought up water. They were calling out to me so I stopped to tend to them as well.

**ST1** How was the battle going?

**MOLLY** Back and forth. At one point the British were charging our position and I put a young soldier on my back and dragged him to safety. The British were bayoneting some of the artillery men just as I got the wounded man out of the way.

**CHIEF** Was the British charge successful?

**MOLLY** Not entirely, but as I returned to the scene with more water, I saw my husband get wounded. He fell to the ground. So many in his unit were so wounded that they were going to have to withdraw the cannon.

**ST3** What did you do?

**MOLLY** I grabbed the rammer staff from my husband and manned the gun! Despite the fact that we were under heavy fire, we kept firing at the British until the end of the battle. I had my day as a gunner in the Continental army.

**ST1** Amazing! How did the battle turn out?

**MOLLY** The Battle at Monmouth was a draw, but the next day the British withdrew, so we felt like it was a victory.

**ST2** How about your husband?

**MOLLY** He survived and recovered, but was killed a year later in battle.

**CHAIR** Did you receive any recognition?

**MOLLY** Well, General Washington himself heard about my day as a gunner and that night he issued an order and made me a noncommissioned officer! After that I was known as "Sergeant Molly." Although many people still called me "Molly Pitcher."

**CHAIR** What a heroic story Molly! Thanks for your time!