

SCHOOL LAUNCH · EXPLORE TRACKS

EXPLORE GREAT BATTLES · RANGER

The Great Battles track for ● Rangers: forty battles from Marathon to the Battle of the Bulge, each one studied through the map, the plan, the people and why it mattered. Short, self-paced stops with true stories, great pictures, terrain maps, tabletop battles and games.

First edition

*Some trust in chariots, and some in horses: but we will remember the name of the LORD our God.
Psalm 20:7 (KJV)*

COURSE GUIDE

Explore Tracks are for children who want more of what they love. Each track is a trail of short stops. At every stop the child hears a true story, studies a great picture, does something with his or her hands, plays a game and adds a page to a Field Notebook.

The Great Battles track at the  Ranger level (ages 10-13) goes deeper than the Scout stops. Every battle is taught in four parts: **the map** (geography and terrain), **the plan** (strategy and tactics), **the people** (leaders and soldiers, their courage and faith) and **why it mattered**. Every stop has a terrain map to draw, a tabletop activity with blocks, toy soldiers or a sand table, and a “Choose your move” puzzle in which the child weighs the commander’s real choices and decides before learning what happened. Rangers also meet more facts and numbers, read a short line from an eyewitness or a period document where one survives, and write a notebook entry explaining the outcome.

There are five trails of eight stops. **Trail A: The Ancient World** runs from Marathon (490 B.C.) to Caesar’s double wall at Alesia (52 B.C.) and ends with Jericho and Gideon, God’s victories by unlikely means. **Trail B: The Middle Ages** runs from Tours (732) to Lepanto (1571). **Trail C: The Age of Sail and the American Founding** runs from the Spanish Armada (1588) through Lexington, Trenton, Saratoga and Yorktown to Trafalgar (1805). **Trail D: The Nineteenth Century** runs from Waterloo (1815) to Gettysburg and Appomattox (1865). **Trail E: The World Wars** runs from the Marne (1914) to D-Day and the Battle of the Bulge (1944-1945).

Each stop links to the matching lesson in a School Launch course (“Goes deeper in.”), most often History and Geography, so the track feeds the full courses. The trails can be done in any order, though going in order lets a child watch tactics and weapons change across the centuries.

WHO IT IS FOR

Written for children about ages 10-13 who read on their own, with a parent nearby for the story, the picture and the “Choose your move” discussion. Younger siblings can join in at the  Scout level, and older ones can add the  Expert sources. Nothing earlier is required; the Scout trails are helpful but not needed.

HOW TO USE THIS COURSE

1. **One stop at a time.** A stop takes 20-30 minutes at the Ranger level: read the story, study the picture, draw the terrain map, set up the tabletop and solve the “Choose your move” puzzle, then write the notebook entry. Two or three stops a week works well.
2. **Decide before you read on.** The “Choose your move” puzzle comes before the outcome. Let the child commit to a choice and give a reason; afterward, compare it with what the commander did and why it worked or failed.

3. **Map first.** Most battles were won or lost on the ground: a pass, a strait, a ridge, a river, a beach. Drawing the map before the story makes the plan easy to follow.
4. **Any order.** The five trails are independent. Each stop stands alone, so a child can follow an interest, though the trails read well in order.
5. **Field Notebook.** Every stop ends with a notebook page: the map, the plan in a few sentences and why it mattered. Every five stops earns a printable badge, and at the end of each trail the parent signs the certificate.
6. **Badge quizzes.** Each trail has short, optional quizzes on the maps, the leaders and the reasons for each outcome. They are for fun, not grades.

SCOPE AND SEQUENCE

Trail 1: Great Battles ✕ Trail A: The Ancient World (Self-paced)

Trail 2: Great Battles ✕ Trail B: The Middle Ages (Self-paced)

Trail 3: Great Battles ✕ Trail C: The Age of Sail and the American Founding (Self-paced)

Trail 4: Great Battles ✕ Trail D: The Nineteenth Century (Self-paced)

Trail 5: Great Battles ✕ Trail E: The World Wars (Self-paced)

MATERIALS

- **Field Notebook (a sketchbook or composition book)** One for the whole track, or one per trail.
- **Colored pencils, a ruler, scissors and glue** For terrain maps, battle diagrams and arrows of movement.
- **Tabletop pieces** Wooden blocks, toy soldiers, coins, bottle caps or paper counters in two colors. Paper boats work for the sea battles.
- **A sand table (optional)** A shallow box or baking tray of sand or rice for hills, rivers and coastlines. Cloth, books under a towel or play dough work just as well.
- **A world atlas or an online map** To find each battlefield, and to see the real terrain.
- **A Bible (KJV)** For the verse at each stop.

GRADING

Explore Tracks are not graded. A stop is done when the child has read the story, drawn the terrain map, done the tabletop activity and “Choose your move” puzzle and written the notebook entry.

Badges and the trail certificates are earned by finishing the stops.

A NOTE TO PARENTS

You do not need to be a military historian. Read the story together, look at the picture and ask, “What do you notice? What would you have done?” Each stop has a short *For families* note with background, and with the numbers, dates and quotations that scholars still discuss. Where the old sources disagree (the size of the Persian army, the words of a famous quotation), the stop says so rather than guessing.

How battles are told: who, where, the plan, what happened and why it mattered. War is told plainly but without gore. Casualties are given as numbers, wounds and deaths are stated but not described, and paintings are chosen for composition and story. Courage, faith, duty and wise leadership are honored, and real wrongs are named plainly.

Fairness: both sides are described fairly, and people are understood in the terms of their own time. The Civil War stops state plainly that slavery was the central cause of secession, citing the states’ own secession declarations, while honoring the courage of soldiers on both sides. The World Wars stops name the crimes of the Nazi regime plainly, without images. Questions about when a war is just (Augustine, Aquinas) are taken up at the ● Expert level.

Scripture: Jericho (Joshua 6) and Gideon (Judges 7) are taught as true history from the King James Bible, alongside verses such as Psalm 20:7 and John 15:13 that help children think about strength, trust and sacrifice.

Pictures: all picture studies are public-domain paintings, prints, mosaics or U.S. government photographs. Jacques-Louis David’s *Leonidas at Thermopylae* (1814) contains classical nudity, so it is not used as the picture study; the Thermopylae stop uses a map of the pass instead. Preview each picture and video before showing it.

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Trails may be done in any order.

GREAT BATTLES ✕ TRAIL A: THE ANCIENT WORLD

The first trail of the Great Battles track visits eight battles of the ancient world: Marathon (490 B.C.), Thermopylae and Salamis (480 B.C.), Gaugamela (331 B.C.), Cannae (216 B.C.), Zama (202 B.C.), Alesia (52 B.C.), and, from Scripture, Jericho and Gideon's victory in the Valley of Jezreel. Each battle is taught through **the map** (the land or sea), **the plan** (strategy and tactics), **the people** (leaders and soldiers, their courage and faith) and **why it mattered**. The trail ends by asking what Scripture teaches about where victory really comes from.

This is the ● **Ranger** level, for ages 10 to 13. The student reads each stop alone in about 25 to 35 minutes: a story with dates and numbers taken from the ancient historians (Herodotus, Arrian, Polybius, Livy and Caesar), five key terms, a picture study, a **terrain map** to draw in the Field Notebook, a short written notebook entry, a **tabletop** activity with blocks, toy soldiers or a sand table, five practice questions and a **"Choose your move"** puzzle in which the student decides as the commander before learning what happened. Casualties are given as numbers and deaths are stated plainly, never described. Both sides are described fairly and in the terms of their own time, and uncertain numbers are given as ranges, with notes for parents in "For families."

Five stops earn the **Battle Ranger badge, part 1**, and all eight earn part 2 and the **Trail A certificate**. The two badge quizzes at the end of the trail are optional. A student who has done the ● Scout stops will find new facts, maps and reasoning here; the ● Expert level adds primary sources and longer readings.

BEFORE YOU BEGIN

- Read a page of history alone and write a paragraph telling what it said in your own words.
- Find Greece, Italy, North Africa, the Middle East and the Mediterranean Sea on a map or globe, and read a map's compass rose, key and scale.

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail on a timeline in order, counting B.C. years correctly, and find each one on a map.
- ☐ I can draw a labeled terrain map of a battle with a title, a compass rose, a key and both armies.
- ☐ I can explain how the ground helped one side win at Marathon, Thermopylae, Salamis and Alesia.
- ☐ I can explain and sketch three famous plans: Miltiades' thin center, Alexander's oblique advance and Hannibal's double envelopment at Cannae.
- ☐ I can tell from Joshua 6 and Judges 7 how God gave victory by unlikely means, and explain Zechariah 4:6 and Psalm 20:7.

OPTIONAL BOOKS AND RESOURCES

- **West Point Department of History: Atlases** (<https://dhc.westpoint.edu/atlasses/>): Free downloadable campaign maps made for cadets at the U.S. Military Academy, including ancient battles such as Cannae. Good for checking your own terrain maps.
- **Perseus Digital Library (Tufts University)** (<https://www.perseus.tufts.edu>): Free English translations of Herodotus, Arrian, Polybius, Livy, Plutarch and Caesar, the ancient sources for every stop on this trail. Best used with a parent.
- **Project Gutenberg** (<https://www.gutenberg.org>): Free older books: Herodotus, Caesar's *Gallic War*, Plutarch's *Lives*, Edward Creasy's *The Fifteen Decisive Battles of the World* (Marathon) and H. A. Guerber's *The Story of the Greeks* and *The Story of the Romans*, which tell these battles for young readers. Libraries also carry Rosemary Sutcliff's retellings and good illustrated atlases of the ancient world.

1.1 MARATHON (490 B.C.): STRONG WINGS, THIN CENTER

OBJECTIVES

- Locate Marathon, Athens and Sparta on a map of Greece and describe the plain of Marathon between the mountains, the marshes and the sea.
- Explain why Miltiades made his center thin and his wings strong, and how the wings closed on the Persian center.
- Tell the difference between what Herodotus wrote about the runners of Marathon and the later legend behind the modern marathon race.

Warm-up. Take 40 coins, blocks or buttons. Set them in a block 8 rows deep. How wide is your line? Now spread the same 40 into a line only 4 deep. How wide is it now? In 490 B.C. the Athenian general Miltiades faced exactly this problem: the enemy line was longer than his, and he had no more men to give it.

Video slot. Video coming. The Battle of Marathon, 490 B.C.: Miltiades, the hoplite phalanx and the double envelopment, with animated maps. Search approved channels (Kings and Generals, Invicta, Simple History, The History Guy); preview first.

KEY TERMS

hoplite

A Greek citizen-soldier who fought on foot with a bronze helmet, a large round shield and a long thrusting spear. Hoplites usually paid for their own armor.

phalanx

A tight block of hoplites standing shoulder to shoulder, usually about eight ranks (rows) deep, with shields overlapping.

flank

The side or end of an army's line. The flanks are also called the wings. An army attacked on its flank cannot easily turn to defend itself.

polemarch

The "war leader" of Athens, an elected officer who in 490 B.C. had a vote alongside the ten generals. At Marathon the polemarch was Callimachus.

double envelopment

A move in which both wings of an army wrap around the enemy's two flanks and close in on its center from both sides.

CORE IDEAS

The map. In the late summer of 490 B.C., a Persian fleet (Herodotus says 600 warships, plus transports for horses) landed on the plain of Marathon, about 25 miles northeast of Athens. The plain is a curved beach about six miles long, shut in by mountains on the land side, with

a great marsh at the north end and a smaller one at the south. It was flat ground where Persian horsemen could ride, and it was chosen for the Persians by Hippias, an old tyrant who had been driven out of Athens twenty years earlier and hoped to rule it again.

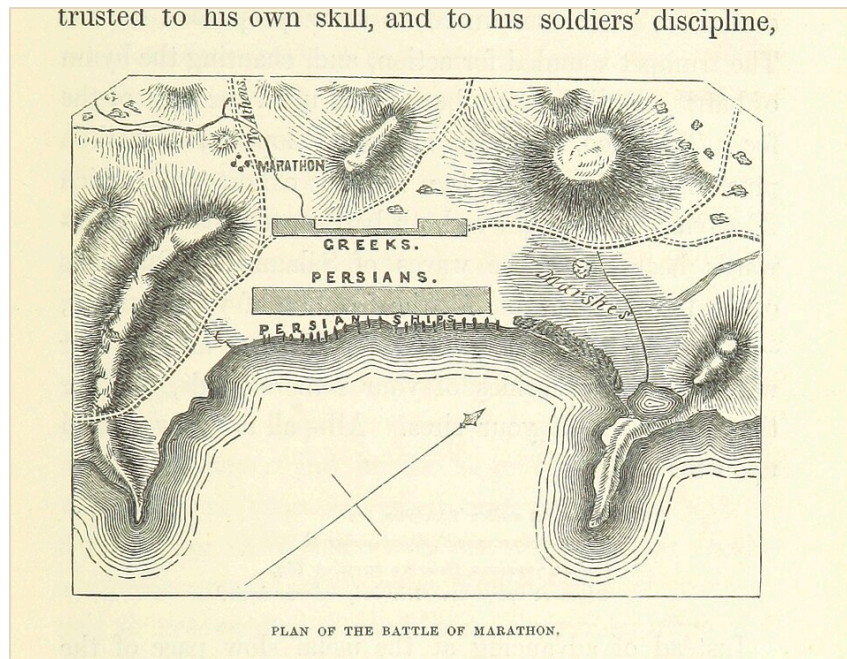
The people. King Darius I ruled the largest empire the world had yet seen. He sent his commanders Datis and Artaphernes to punish Athens and Eretria for helping the Greek cities of Ionia rebel against Persia and for burning the Persian city of Sardis in 498 B.C. Athens had about 9,000 to 10,000 hoplites, joined by about 1,000 men from little Plataea. A runner named Pheidippides ran about 150 miles to Sparta in two days to ask for help, but the Spartans were keeping a religious festival and would not march until the full moon. Athens' ten generals split five to five over whether to fight. Miltiades, who had lived under Persian rule and knew how the Persians fought, persuaded the polemarch Callimachus to cast the deciding vote for battle.

The plan. The Persian army was larger, perhaps 20,000 to 25,000 fighting men (ancient writers gave far bigger numbers). If the Greek phalanx stood eight deep everywhere, the longer Persian line would wrap around its ends. So Miltiades stretched his line to match the enemy's by making the center only a few ranks deep, while keeping the two wings strong and deep. The Persians had put their best troops, Persians and Sakae, in their own center. Miltiades expected his thin center to bend. He trusted his wings to win.

What happened. After several days of waiting, the Greeks advanced and broke into a run as they came within range of the Persian archers. The Persian center pushed the thin Greek center back toward the hills, just as Miltiades had expected. But the strong Greek wings drove off the Persian wings. Instead of chasing them, the wings turned inward and struck the Persian center from both sides. The Persians fled to their ships, and the Greeks captured seven of them. Herodotus counted 6,400 Persian dead and 192 Athenian dead; Callimachus was among the fallen. That same day the Athenian army marched back to Athens to guard the city, and when the Persian fleet arrived and found them waiting, it sailed home.

Why it mattered. Marathon was the first time a Greek army beat the Persians in a great land battle. Athens and its young government survived, and ten years later the Greeks found the courage to face Darius' son Xerxes. The famous story of a runner who ran from Marathon to Athens, cried "We have won!" and fell dead was written down by Plutarch and Lucian more than 500 years later; Herodotus, who wrote about 60 years after the battle, tells only of the run to Sparta. In 1896, at the first modern Olympic Games in Athens, a Greek water carrier named Spyridon Louis won the first marathon race.

PICTURE STUDY



Map of the Battle of Marathon, from The Fifteen Decisive Battles of the World, Edward Shepherd Creasy (book); unknown engraver, 1852 (third edition) · Printed map in a book · British Library, London (scanned copy)

Wikimedia Commons · No restrictions

Sir Edward Creasy, an English historian, wrote *The Fifteen Decisive Battles of the World* in 1851, and Marathon was the first battle in his book. Generations of students learned about Marathon from maps like this one. A historian's map is not a photograph: it is the mapmaker's best reconstruction from old writers and from walking the ground.

Look closely

- Find the shoreline. On which side did the Persian ships land?
- Look for the marshes and the hills. Which parts of the plain would be hard for horsemen?
- Look at how the armies are marked. Can you tell which way each side faced?

Talk about it

1. Why might a mapmaker in 1852 draw the battle a little differently from a mapmaker today?
2. If you were the Persian commander, where on this plain would you want your cavalry?

HANDS-ON: TABLETOP MARATHON: STRONG WINGS, THIN CENTER

Set up the plain of Marathon on a table or the floor and test Miltiades' plan with blocks, toy soldiers or LEGO bricks.

You will need

- About 50 blocks or toy soldiers in one color (Greeks)
- About 70 in another color (Persians)
- A blue towel or paper (the sea) and two pieces of green or brown paper (the marshes)
- A few books under a blanket (the mountains)
- A ruler

Steps

1. Lay the sea along one long edge of the table and the mountains along the other. Put a large marsh at one end of the beach and a smaller one at the other.
2. Set the Persians in a long line near the sea, 5 deep, with the strongest troops in the center.
3. Set the Greeks near the hills. First make every part 8 deep. Measure: is the Greek line shorter than the Persian line? Where could the Persians get around it?
4. Now rebuild the Greek line: 2 or 3 deep in the center, 8 deep on each wing, so the line is as long as the Persians'.
5. Move the armies together. Let the Persian center push the thin Greek center back three inches. Let each Greek wing push back the Persian wing in front of it, then turn inward.
6. Look down from above and trace with your finger the shape the Greek line makes now. Write the name of that move.

Check your work

- My map has the sea, two marshes and the mountains.
- I measured the Greek line both ways, 8 deep everywhere and thin in the center.
- I can show with my blocks how the wings closed on the Persian center (a double envelopment).

FIELD NOTEBOOK

1. **Terrain map.** Draw the plain of Marathon from above. Label: the Bay of Marathon, the beach, the Great Marsh (north), the small marsh (south), the mountains, and the road to Athens (about 25 miles). Draw the Persian ships drawn up on the beach. Draw the Greek line with a thin center and thick wings, and add arrows showing the wings turning inward. Add a title, a compass rose and a key.
2. **Notebook entry.** Write a paragraph of five to seven sentences: "Why Miltiades Made His Center Thin." Explain the problem he faced, what he did, what he expected to happen, and what did happen. End with one sentence on whether you think it was a wise risk.

Did you know? The 192 Athenians who fell at Marathon were buried together on the battlefield under a great earth mound called the *Soros*, which still stands about 30 feet high. The playwright Aeschylus fought at Marathon, and his brother Cynegirus died there

at the Persian ships. When Aeschylus died, his gravestone spoke only of his courage at Marathon, not of his famous plays.

Map or diagram. Draw three simple diagrams side by side, like a comic strip. **1. Before:** two straight lines facing each other; make the Greek center thin and the wings thick. **2. The clash:** the Greek center bends back; the Greek wings push forward. **3. The trap:** the Greek wings turn inward, so the Greek line looks like a “U” around the Persian center. Label each panel.

Goes deeper in. History, the ancient Greece and Persia units (coming soon); Geography, for Greece and the Aegean Sea; and Arithmetic, for the ranks-and-files problem in Practice 4.

For families. The main source is Herodotus, *Histories* 6.102–117, written about 430 B.C. The date is traditionally given as September 490 B.C.; some scholars argue for August. Herodotus’ figures for the dead (6,400 Persians, 192 Athenians) are widely accepted; his and later writers’ figures for the size of the Persian army are not, so the stop gives a modern range. Herodotus says the Greeks ran “not less than eight stades” (almost a mile); most historians think they ran only the last few hundred yards. The Marathon-to-Athens runner story appears first in Plutarch and Lucian (2nd century A.D.); Herodotus records only Pheidippides’ run to Sparta. The modern 26.2-mile marathon distance was set at the 1908 London Olympics and made official in 1921.

PRACTICE

1. **MEDIUM Choose your move.** You are Miltiades. The Persian line is longer than yours, and you have no more men. Will you (a) keep every part of your phalanx 8 deep and accept a shorter line, (b) make your center thin so your line is as long as theirs, and keep your wings strong, or (c) stay in your camp in the hills and wait for the Spartans?
2. **EASY** According to Herodotus, how many Athenians and how many Persians died at Marathon?
3. **EASY** Why did the Spartans arrive too late?
4. **CHALLENGE** Miltiades has 10,000 hoplites. If they stand 8 deep, how many men wide is the line? If they stand 4 deep, how wide is it? How many times longer is the second line?
5. **CHALLENGE** Herodotus wrote about 60 years after Marathon; Plutarch wrote about 600 years after. Only Plutarch tells of the runner who fell dead in Athens. Which source should a historian trust more on this point, and why?

Make it a game • Choose Your Move: Miltiades at Marathon. Best played before you read “The plan.” One player reads Practice 1 aloud as the messenger bringing news to Miltiades. Each player writes a choice, (a), (b) or (c), and one reason on a slip of paper and folds it. Then set up your tabletop armies and play out each choice in turn: does the longer Persian line get around your flank? Finally, read the answer to Practice 1.

Everyone who chose (b) earns a laurel leaf (a green paper leaf) for the Field Notebook; everyone who gave a good reason for any choice earns one too.

Scripture. “Wherefore seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us,” (Hebrews 12:1, KJV)

The writer to the Hebrews knew the Greek love of running races. The Christian life is a long race, run with patience, not a short dash. Like Pheidippides on the road to Sparta, we keep going when the way is hard.

Practice: answers

1. Miltiades chose (b). The thin center was pushed back, but the strong wings won, turned inward and closed on the Persian center from both sides. Choice (a) would have let the Persians wrap around the Greek flanks; choice (c) was what half the generals wanted, but the Spartans did not arrive until after the battle.
2. 192 Athenians and 6,400 Persians.
3. They were keeping a religious festival and would not march until the full moon.
4. $10,000 \div 8 = 1,250$ men wide. $10,000 \div 4 = 2,500$ men wide. The second line is twice as long, but only half as deep.
5. Herodotus, because he wrote much closer to the time and could speak with people who remembered the battle. Plutarch's story may be true, but it appears centuries later, when legends had had time to grow. A careful historian says the run to Sparta is well attested and the run to Athens is a later tradition.

1.2 THERMOPYLAE (480 B.C.): THE NARROW PASS

OBJECTIVES

- Describe the pass of Thermopylae between the mountains and the sea, and explain why a small army chose to fight there.
- Tell how a hidden mountain path changed the battle and what Leonidas decided on the third morning.
- Name the allies who stayed with the 300 Spartans and explain why the battle is remembered though it was lost.

Warm-up. Stand in a doorway with your arms out. How many people could squeeze past you at once? Now stand in the middle of an open room. How many could get past you there? In 480 B.C. about 7,000 Greeks chose a “doorway” in the mountains to stop an army many times larger.

Video slot. Video coming. The Battle of Thermopylae, 480 B.C.: the pass, Leonidas and the Greek allies, with maps of the ancient coastline. Search approved channels (Kings and Generals, Invicta, Simple History, The History Guy); preview first, and avoid clips from the film “300.”

KEY TERMS

pass

A narrow way through mountains or between mountains and the sea. Whoever holds a pass can stop a much larger army.

Immortals

The Persian king’s 10,000 picked foot soldiers. Herodotus says that whenever one fell or fell ill, another took his place, so the number always stayed 10,000.

ally

A city or people who agree to fight on the same side. At Thermopylae Sparta fought with allies from many Greek cities.

rear guard

A part of an army that stays behind and fights to protect the rest while they retreat.

epitaph

Words written on a tomb or monument to remember the dead.

CORE IDEAS

The map. Ten years after Marathon, Darius’ son Xerxes came to finish what his father had begun. He bridged the Hellespont with boats and marched into Greece along the coast. To go south he had to pass Thermopylae, the “Hot Gates,” named for hot springs there. In 480 B.C. the road ran on a narrow shelf between the steep Mount Kallidromos and the sea of the

Malian Gulf, and in places it was barely wide enough for a cart. An old stone wall, built by the people of Phocis, crossed the narrowest part. Today the river has filled the bay with mud, and the sea is a few miles away; the “pass” is now a wide plain.

The people. Xerxes led soldiers from dozens of nations across his empire. Herodotus claimed millions, which is impossible; modern historians guess somewhere around 100,000 to 300,000. The Greek cities that chose to resist sent an army of about 7,000 under Leonidas, one of Sparta’s two kings. He brought 300 Spartans, each of whom had a living son to carry on his family. With them came hoplites from Tegea, Corinth, Thespieae, Thebes, Phocis and other cities. The rest of the Spartan army was keeping a religious festival, as before Marathon.

The plan. In the narrow pass, numbers did not matter much: only a few men could fight at once. The Greek cities took turns holding the wall, so fresh men always faced the enemy. Leonidas sent 1,000 Phocians to guard a goat path over the mountain, the one way around. Out at sea, the Greek fleet held the straits at Artemisium so the Persian ships could not land troops behind the pass.

What happened. Xerxes waited four days, expecting the Greeks to run away. For two days his soldiers, even the Immortals, attacked and were driven back. Then a local Greek named Ephialtes, hoping for a reward, guided the Immortals over the mountain path by night. At dawn the Phocians heard them in the dry oak leaves and drew back up a hill, and the Persians marched past. Warned by runners, Leonidas sent most of the allies away to safety. He stayed with his 300, with 700 Thespians under Demophilus, who refused to leave, and with 400 Thebans. They fought in front of the wall until Leonidas fell, then gathered on a small hill and were surrounded. The Spartans and Thespians died to the last man; the Thebans surrendered.

Why it mattered. Thermopylae was a defeat. Xerxes went on to burn Athens. But the Greek fleet and most of the army escaped, and the courage of the rear guard became a lesson the Greeks never forgot: free men had stood their ground for their cities and their allies. The poet Simonides wrote their epitaph, often translated, “Go tell the Spartans, stranger passing by, that here, obedient to their laws, we lie.” The next stop tells what the Greeks did with the time and courage Thermopylae gave them.

PICTURE STUDY



The Mountains of Thermopylae, Edward Lear, 1852 · Oil painting · Bristol Museum & Art Gallery, Bristol, England

Wikimedia Commons · Public domain

Edward Lear is best known for his funny poems, such as “The Owl and the Pussy-cat,” but he earned his living as a landscape painter. He traveled through Greece in the 1840s with a sketchbook and later painted the famous pass from his drawings. There are no soldiers in this picture. Lear wanted us to see the ground itself.

Look closely

- Find the mountains. How steep are they? Could an army climb them easily?
- Find the low ground at the foot of the mountains. By Lear’s day the river had already built new land there; in 480 B.C. the sea came close to the cliffs.
- Look at the light and the sky. What feeling does Lear give the place?

Talk about it

1. Why might a painter choose to show an empty battlefield instead of the battle?
2. Using what you read in “The map,” where would the sea have been in Leonidas’ day?

HANDS-ON: TABLETOP THERMOPYLAE: HOLD THE HOT GATES

Build the pass as it was in 480 B.C. and find out why a narrow place helps a small army.

You will need

- A stack of books (Mount Kallidromos)
- A blue towel (the Malian Gulf)

- About 15 blocks or toy soldiers in one color (Greeks) and about 60 in another (Persians)
- A line of small blocks or LEGO bricks (the Phocian wall)
- A ribbon or string (the mountain path)
- A ruler

Steps

1. Lay the books along one side of the table and the towel along the other, leaving a gap only two soldiers wide between them. Put the wall across the gap.
2. Set five Greeks in the gap, two wide and a few deep. Line up the Persians on the open side.
3. Count: how many Persians can touch the Greek front at one time? Now pull the books and towel apart until the gap is ten soldiers wide. How many Persians can reach the front now?
4. Lay the ribbon over the books from the Persian side down behind the wall. This is the path Ephialtes showed. Set three Phocians on top of the books to guard it.
5. Move a group of Persian “Immortals” along the ribbon. Where do they come out? Decide what Leonidas should do, then set up his rear guard as it really was.

Check your work

- My pass has the mountain, the sea and the wall.
- I counted how many attackers can fight at once in a narrow and a wide gap.
- I can show the mountain path and explain why it mattered.

FIELD NOTEBOOK

1. **Terrain map.** Draw the pass from above. Label: Mount Kallidromos, the Malian Gulf (the sea in 480 B.C.), the coast road, the Phocian wall, the hot springs, the mountain path of Ephialtes, the Greek camp and the Persian camp. With a dotted line, show where the coastline is today. Add a title, a compass rose and a scale (“about 1 mile”).
2. **Notebook entry.** Write a paragraph: “Why the Thespians Stayed.” The 700 men of Thespieae could have gone home but chose to stay with Leonidas. Tell what you think they understood about friendship and duty. Use at least two facts from the story.

Did you know? A Spartan named Dieneces was told that the Persian archers were so many that their arrows would hide the sun. Herodotus says he answered that this was good news: “then we shall fight in the shade.” Many Bible scholars think King Xerxes is the same king called Ahasuerus in the book of Esther, who “reigned, from India even unto Ethiopia” (Esther 1:1).

Goes deeper in. History, the ancient Greece and Persia units (coming soon); Earth Science, for how rivers carry mud and build new land (deltas); and Geography, for the mountains and coasts of Greece.

For families. The main source is Herodotus, *Histories* 7.175–7.239. The battle was fought in August or September 480 B.C. Herodotus’ figure of more than 2.6 million Persian fighting men is rejected by modern historians; estimates vary widely, so the stop gives a range. Herodotus says the Thebans were kept by Leonidas almost as hostages and surrendered at the end; some historians doubt his account, which may reflect later Greek anger at Thebes for joining Persia. The famous reply “Come and take them” (*molon labe*) is from Plutarch, writing centuries later, and is not included here. The outline’s picture, Jacques-Louis David’s *Leonidas at Thermopylae* (1814), has classical nudity, so a landscape by Edward Lear is used instead; the shoreline changes are shown well in modern reconstruction maps on Wikimedia Commons (“Thermopylae shoreline changes map”).

PRACTICE

1. **MEDIUM Choose your move.** You are Leonidas. It is the third morning. Runners tell you the Persians are coming over the mountain path and will soon be behind you. Will you (a) march the whole army south at once, (b) attack Xerxes’ camp in a desperate charge, or (c) send most of the allies away and stay with a rear guard to hold the pass while they escape?
2. **EASY** What does the name Thermopylae mean, and why?
3. **EASY** Who showed the Persians the mountain path?
4. **MEDIUM** Why did the narrow pass help the Greeks, even though the Persians had many more soldiers?
5. **CHALLENGE** Suppose the coastline moved about 3 miles away from the old pass in about 2,500 years. About how many feet per year did the land grow? (1 mile = 5,280 feet.)

Make it a game • Choose Your Move: Leonidas at Dawn. Best played before you read “What happened.” Read Practice 1 aloud like a runner arriving out of breath. Each player stands at the “pass” (a doorway) and announces a choice, (a), (b) or (c), with one reason. Then set a kitchen timer for one minute: in that time, try to move your tabletop army as your choice requires. Did your choice save the allies? Then read the answer. Talk about it: is it braver to stay or to obey an order to go?

Scripture. “Greater love hath no man than this, that a man lay down his life for his friends.” (John 15:13, KJV)

Jesus spoke these words the night before He gave His life for us. The men at Thermopylae gave their lives so their allies could escape. Their courage points us to a far greater love: Christ laid down His life for His friends, and even for His enemies.

Practice: answers

1. Leonidas chose (c). He sent most of the allies away and stayed with his 300 Spartans, the 700 Thespians and 400 Thebans. Their stand gave the others time to escape; if all had stayed, all

would have been trapped. Herodotus adds that Leonidas believed an oracle had said Sparta must lose either its city or a king.

2. "Hot Gates," because of the hot springs at the pass.
3. Ephialtes, a local Greek who hoped for a reward.
4. Only a few men could fight at once in the narrow space, so the Persians could not use their numbers to surround the Greeks, and the Greek cities could take turns sending fresh men to the front.
5. $3 \times 5,280 = 15,840$ feet. $15,840 \div 2,500 \approx 6.3$ feet per year, a little more than the height of a tall man each year.

1.3 SALAMIS (480 B.C.): THE WOODEN WALL

OBJECTIVES

- Locate Salamis, Athens, the port of Piraeus and the narrow strait between them on a map.
- Explain how Themistocles used the narrow strait and a secret message to make the larger Persian fleet fight where its numbers could not help it.
- Describe a trireme and tell why Salamis is often called a turning point in the history of Europe.

Warm-up. Fill a bathtub or sink a few inches deep and float six plastic cups or lids in the open water. Now push them all into a narrow corner. What happens when they all try to move at once? At Salamis, hundreds of warships learned the same lesson.

Video slot. Video coming. The Battle of Salamis, 480 B.C.: Themistocles, triremes and the strait, with animated maps; the Greek trireme replica Olympias rowing. Search approved channels (Kings and Generals, Invicta, The History Guy, Simple History); preview first.

KEY TERMS

trireme

A long, narrow Greek warship rowed by about 170 oarsmen sitting in three levels, one above another. It was the fastest warship of its day.

ram

A heavy bronze beak fixed to the front of a warship at the waterline, used to smash holes in enemy ships.

strait

A narrow channel of water between two pieces of land, connecting two larger bodies of water.

oracle

In ancient Greece, a priestess or shrine, such as the one at Delphi, that people believed gave answers from their gods. The answers were often riddles.

ruse

A clever trick used to fool an enemy.

CORE IDEAS

The map. The island of Salamis lies just off the coast west of Athens and its harbor, Piraeus. Between the island and the mainland runs a narrow, bending strait, in places little more than a mile wide, with the small island of Psyttaleia near its eastern mouth. Inside the strait, ships had little room to spread out or turn. After Thermopylae, the Persian army marched into

Attica and burned the temples on the Acropolis of Athens. The Athenians had already left their city: the women, children and old people had sailed to Salamis and nearby towns, and the men had gone aboard the fleet.

The people. Themistocles was the leading statesman of Athens. Three years before, when the city struck a rich vein of silver at the mines of Laurium, he persuaded the Athenians not to share the silver among themselves but to build about 200 triremes. When the oracle at Delphi told Athens to trust a “wooden wall” and spoke of “divine Salamis,” Themistocles said the wooden wall was the fleet. The allied fleet was commanded by a Spartan, Eurybiades. Many of the allied captains wanted to sail away to the Isthmus of Corinth to fight in open water near their own army. Themistocles warned that if they left, the Athenians would put their families on board and sail away to Italy.

The plan. The Greeks had about 370 ships; the Persians had more, perhaps 600 or more after storms and earlier battles. In open water the Persians could surround the Greeks. In the narrow strait they could not. So Themistocles sent his trusted servant Sicinnus to Xerxes with a secret message: the Greeks are quarreling and about to flee; attack now and you will catch them. Xerxes believed it. That night he sent ships to block both ends of the strait, and his crews rowed all night.

What happened. At dawn the Persian fleet rowed into the strait. The Greeks sang their battle hymn and came on. As the Persian ships crowded into the narrows, they became tangled, and the Greek triremes struck with their bronze rams. Xerxes watched from a throne on the slopes of Mount Aegaleos, with scribes writing down the names of captains. Aristides, once Themistocles’ rival, landed hoplites on Psyttaleia and captured the Persian troops there. By evening the Persians had lost perhaps 200 ships and the Greeks about 40.

Why it mattered. Without his fleet to feed and guard his army, Xerxes went home to Asia. The next year, in 479 B.C., the Greeks beat the army he had left behind at Plataea, and the invasion was over. Athens, saved by its ships, went on to build the Parthenon and to give the world its great age of plays, history and philosophy. The playwright Aeschylus, who had fought at Marathon, wrote about Salamis in *The Persians* (472 B.C.), the oldest Greek play that still survives.

PICTURE STUDY



The Battle of Salamis, Wilhelm von Kaulbach, 1868 · Oil on canvas · Maximilianeum, Munich, Germany
Wikimedia Commons · Public domain

Wilhelm von Kaulbach painted this enormous picture for the Maximilianeum, a building in Munich where King Maximilian II of Bavaria wanted great moments of history painted. Kaulbach did not try to show the battle as a camera would. He packed the whole story into one grand scene, the way a stage play might.

Look closely

- Find King Xerxes. Where is he, and what is he doing?
- Find the Greek ships. Which way are they moving? Which way are the Persians moving?
- Look at the top of the painting. What do you see in the sky, and why might Kaulbach have put it there?

Talk about it

1. How does Kaulbach use light and dark to show which side is winning?
2. Is this painting a record of what happened, or a picture about what the battle meant? Explain.

HANDS-ON: A PAPER FLEET AT SALAMIS

Build two paper fleets and test Themistocles' plan on a tabletop sea.

You will need

- Paper in two colors, cut into strips about 3 inches by 1 inch (about 20 Greek ships and 30 Persian ships); fold each strip lengthwise to make a little hull, or simply draw a pointed ram at one end
- A blue sheet or towel on a table or floor (the sea)
- Books or boxes covered with brown paper (the mainland and the island of Salamis)
- A small box or block (Psyttaleia) and a chair or stool (Xerxes' throne on Mount Aegaleos)
- A ruler

Steps

1. Lay the mainland along one edge of the blue sea. Set the "island" about 8 inches away so that a curving strait runs between them. Put Psyttaleia near the eastern mouth.
2. Line up the Greek fleet inside the strait, bows facing east. Line up the Persian fleet in the open water outside.
3. Measure the strait. How many paper ships fit side by side across it? Now measure the open water. How many fit side by side there?
4. Move the Persian ships into the strait, five at a time, keeping them all pointed forward. When there is no room, they must stop. Move the Greek ships forward to meet them.
5. Now try it the other way: move both fleets into open water. Which fleet can surround the other? Write one sentence about why Themistocles wanted to fight in the strait.

Check your work

- My map has the mainland, Salamis, Psyttaleia and the strait.
- I measured how many ships fit across the strait and across the open water.
- I can explain why the narrow water helped the smaller fleet.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Bay of Salamis. Label: the island of Salamis, the mainland of Attica, Athens, the harbor of Piraeus, Mount Aegaleos (with Xerxes' throne), Psyttaleia, the Bay of Eleusis, and the narrow strait. Draw the Greek fleet in a line across the strait and the Persian fleet coming in from the east. Add arrows for the Persian ships sent to block the exits at night. Add a title, a compass rose, a key and a scale ("about 1 mile").
2. **Diagram.** Draw a trireme from the side. Label the bronze ram, the three levels of oars, the steering oars at the back, the deck and the mast. Then write a paragraph: "How Themistocles Won Before the Battle Began," telling about the silver, the ships, the oracle and the secret message.

Did you know? In 1987 a full-size trireme named *Olympias* was built in Greece from ancient drawings and records. With about 170 volunteer rowers, it reached a speed of about 9 knots (over 10 miles per hour). The rowers in an Athenian trireme were free

citizens, often poor men who could not afford hoplite armor, and Salamis made them proud of their city.

Map or diagram. Make a “before and after” diagram. On the left, draw a big square of open water with 6 Greek ships and 12 Persian ships: show how the Persians can wrap around both ends. On the right, draw the narrow strait with the same ships: only 3 or 4 can fit side by side, so the extra Persian ships wait uselessly behind.

Goes deeper in. History, the ancient Greece units (coming soon); Geography, for straits, islands and harbors; and Literature, for Aeschylus and the first Greek plays.

For families. Main sources: Herodotus, *Histories* 8.40–8.97; Aeschylus, *The Persians*; and Plutarch’s *Life of Themistocles*. The battle was fought in September 480 B.C. Herodotus gives 378 Greek ships (180 of them Athenian) and more than 1,200 Persian ships at the start of the campaign; modern historians usually estimate the Persian fleet at Salamis at about 600 to 800 after losses. The figures of about 40 Greek and 200 Persian ships lost come from the later writer Diodorus and are approximate. Kaulbach’s painting is a crowded, partly allegorical scene with some figures in scanty classical dress; parents may wish to preview it before the lesson (an earlier 1858 version is in the Bavarian State Painting Collections).

PRACTICE

1. **MEDIUM Choose your move.** You are Themistocles. Athens is burning. The other captains want to sail to the Isthmus of Corinth and fight in open water beside their army. Will you (a) agree and sail to the Isthmus, (b) keep the fleet in the narrow strait and send a secret message to tempt Xerxes into attacking there, or (c) give up and take the Athenians to start a new city in Italy?
2. **EASY** What did Themistocles say the oracle’s “wooden wall” meant?
3. **EASY** Where did Xerxes watch the battle from?
4. **CHALLENGE** Herodotus says Athens sent 180 ships to Salamis. If each trireme had about 170 rowers, about how many Athenian rowers were there?
5. **MEDIUM** Name two ways Themistocles prepared for victory long before the morning of the battle.

Make it a game • Choose Your Move: Themistocles’ Council. Best played before you read “The plan.” Hold a council of war at the kitchen table. One player is Eurybiades, who must decide; the others are captains. One captain argues for choice (a) in Practice 1, another for (b), another for (c). Each gets one minute to speak. Eurybiades decides, and then everyone tests the choice on the paper-fleet tabletop. Finally read the answer to Practice 1. Did the best argument win the council?

Scripture. “For by wise counsel thou shalt make thy war: and in multitude of counsellors there is safety.” (Proverbs 24:6, KJV)

Salamis was won in a council of captains before it was won on the water. Wise leaders listen, plan carefully and choose the right ground. Solomon teaches that good counsel is a kind of strength.

Practice: answers

1. Themistocles chose (b). His servant Sicinnus told Xerxes the Greeks were about to flee; Xerxes attacked in the narrows, where his larger fleet could not spread out, and lost. Themistocles also threatened (c) to persuade the allies to stay.
2. The Athenian fleet of wooden ships.
3. From a throne on the slopes of Mount Aegaleos, above the strait.
4. $180 \times 170 = 30,600$ rowers, about 30,000 men pulling oars.
5. Any two: he persuaded Athens to spend the Laurium silver on about 200 triremes; he explained the oracle as meaning the fleet; he moved the people of Athens to safety; he kept the allies from leaving the strait; he sent the secret message to Xerxes.

1.4 GAUGAMELA (331 B.C.): ALEXANDER'S OBLIQUE ADVANCE

OBJECTIVES

- Locate Macedonia, Gaugamela and Babylon on a map and describe the flat plain Darius chose for battle.
- Explain Alexander's oblique advance: how slanting his army to the right made a gap open in the Persian line.
- Tell how Gaugamela ended the Persian Empire and helped spread the Greek language in which the New Testament was later written.

Warm-up. Stand facing a friend, both of you with arms stretched wide. Now take small sideways steps to your right while your friend tries to stay exactly in front of you. Keep going until your friend bumps into furniture or has to leave a gap. Alexander the Great won his greatest battle by stepping sideways.

Video slot. Video coming. The Battle of Gaugamela, 331 B.C.: Alexander the Great, the Companion cavalry and the oblique advance, with animated maps. Search approved channels (Kings and Generals, Invicta, Historia Civilis, The History Guy); preview first.

KEY TERMS

oblique advance

Moving an army forward at a slant instead of straight ahead, so that one wing reaches the enemy first while the other is held back.

sarissa

The very long pike of the Macedonian foot soldier, about 18 feet long and held with both hands.

Companions

Alexander's heavy cavalry, made up of Macedonian nobles who rode and fought beside the king.

scythed chariot

A war chariot with long, sharp blades fixed to its wheels, meant to charge through enemy ranks.

wedge

A formation shaped like an arrowhead, with the leader at the point, used by cavalry to break into a gap.

CORE IDEAS

The map. On October 1, 331 B.C., two great armies met on a wide plain near a village called Gaugamela, in what is now northern Iraq, between the Tigris River and the city of Arbela. King Darius III of Persia chose the place. He had the ground cleared and leveled, so that his

scythed chariots could charge at full speed and his horsemen, far more numerous than Alexander's, could ride around the ends of the enemy's line.

The people. Alexander had become king of Macedonia at 20, and he had been taught as a boy by the philosopher Aristotle. Now he was 25. In three years he had crossed into Asia, beaten the Persians at the Granicus River and at Issus, taken Tyre after a siege of seven months, and entered Egypt. At Issus, Darius had fled and left his mother, wife and children behind; Alexander treated them with honor. Darius offered peace: all the land west of the Euphrates, a huge ransom and his daughter in marriage. Alexander's old general Parmenion said, "I would accept, if I were Alexander." Alexander answered, "So would I, if I were Parmenion." On the night before the battle, Parmenion urged a surprise attack in the dark. Alexander refused: he would not steal his victory.

The plan. Alexander had about 40,000 foot soldiers and 7,000 horsemen. Darius had many more, perhaps 50,000 to 100,000 or more, with about 200 scythed chariots and 15 elephants. The Persian line was so long that it overlapped Alexander's at both ends. So Alexander placed a second line behind his first, ready to turn and face outward, like an open box. He took command of the Companion cavalry on the right. Parmenion held the left. Then, instead of marching straight ahead, Alexander led the whole army forward at a slant to the right, his strong right wing going first and his left held back.

What happened. As the Macedonians edged right, toward the rough ground beyond the leveled field, Darius sent cavalry to stop them and launched his chariots. Light troops shot at the drivers and grabbed the reins, and the Macedonian ranks opened to let the rest through. Meanwhile, the Persian cavalry stretched farther and farther to the side, and a gap opened in the Persian line. Alexander formed the Companions into a wedge and drove straight into the gap toward Darius, with the long pikes of the phalanx following. For the second time, Darius fled. Alexander had to turn back to help Parmenion, whose wing was hard pressed, and the Persian army broke apart.

Why it mattered. Babylon opened its gates, and so did the Persian capitals of Susa and Persepolis. The empire founded by Cyrus the Great about 220 years earlier came to an end; Darius was killed by one of his own nobles the next year. Greek became the common language from Egypt to the edge of India. Three centuries later, the apostles wrote the New Testament in that common Greek, and it could be read all over the eastern world.

PICTURE STUDY



The Alexander Mosaic, Unknown Roman mosaic makers, probably copying a lost Greek painting, c. 100 B.C.
· Floor mosaic of small colored stone pieces (tesserae) · Found in the House of the Faun, Pompeii; now in the National Archaeological Museum, Naples, Italy
Wikimedia Commons · CC BY-SA 3.0

This mosaic was made of more than a million tiny pieces of stone and was laid as the floor of a rich man's house in Pompeii. When Mount Vesuvius erupted in A.D. 79, the ash buried and protected it. It was found in 1831. Historians are not sure whether it shows the battle of Issus or Gaugamela, since Darius fled from Alexander at both.

Look closely

- Find Alexander. How has the artist shown his courage and speed?
- Find Darius in his chariot. Which way is his body turned, and which way are his horses going?
- Look at the long pikes standing up in the background. What do they tell you about the army behind Darius?

Talk about it

1. Darius is reaching toward Alexander even as he flees. What feeling do you think the artist wanted to show?
2. Large parts of the mosaic are missing. How do historians and artists decide what might have been there?

HANDS-ON: TABLETOP GAUGAMELA: THE SLANTING LINE

Use blocks to discover how a slanting advance can open a gap in a longer line.

You will need

- About 25 blocks or toy soldiers in one color (Macedonians), including 5 that stand out as the Companions
- About 40 in another color (Persians)
- A large sheet of paper or a clear floor, and a pencil or tape to mark the leveled field
- A ruler

Steps

1. Mark a large rectangle for Darius' leveled field. Set the Persians in one long line across it. Put a few "chariots" in front.
2. Set the Macedonians facing them in a shorter line, with the Companions on the right end and a second row behind, facing backward.
3. Move the Macedonian line one ruler-length forward and one block-width to the right. Then do it again, and again. Keep the left end farther back than the right, so the line slants.
4. Each time the Macedonians slide right, move the Persians' left end farther to the left to keep up with them, but only the end blocks. Watch the Persian line stretch.
5. When a gap of two blocks appears in the Persian line, form the Companions into a wedge (an arrowhead) and drive them into the gap toward the center, where Darius stands.

Check your work

- My army moved at a slant, right wing first and left wing held back.
- I saw a gap open in the stretched Persian line.
- I can explain what the second, backward-facing line was for.

FIELD NOTEBOOK

1. **Terrain map.** Draw the plain of Gaugamela from above. Label: the leveled field, the rough ground at the edges, Darius' camp, the Persian line with the chariots and elephants in front, Alexander's line with the Companions on the right and Parmenion on the left, and the second line behind. Use a slanting arrow for the oblique advance and a wedge-shaped arrow for the Companions' charge into the gap. Add a small inset map showing Macedonia, the Tigris, Gaugamela and Babylon. Add a title and a key.
2. **Notebook entry.** Write a paragraph: "Alexander's Two Refusals." Explain how Alexander refused Darius' offer of peace and refused Parmenion's plan for a night attack. What do these choices tell you about him? Was each choice wise, proud or both?

Did you know? About 200 years before Gaugamela, the prophet Daniel saw a vision of a goat with one great horn racing from the west "and touched not the ground," breaking the two horns of a ram (Daniel 8:5-7). The angel Gabriel told Daniel, "the rough goat is the king of Grecia: and the great horn that is between his eyes is the first king" (Daniel 8:21), and the ram was "the kings of Media and Persia" (Daniel 8:20). Eleven days before

the battle, an eclipse of the moon frightened the Persian army; Babylonian astronomers wrote it down on a clay tablet, which helps historians date the battle exactly.

Map or diagram. Draw the battle in three small panels. **1.** Two lines; the Persian line overlaps the Macedonian line at both ends. **2.** The Macedonian line slants to the right; the Persian left end stretches after it. **3.** A gap opens; a wedge-shaped arrow (the Companions) drives into it toward Darius.

Goes deeper in. History, the Alexander and Hellenistic world units (coming soon); and Geography, for Mesopotamia, the Tigris and the Euphrates.

For families. Main sources: Arrian, *Anabasis* 3.7–3.15 (the most trusted, based on the lost memoirs of Ptolemy and Aristobulus); Plutarch, *Life of Alexander* 31–33; Diodorus and Curtius. The date of October 1, 331 B.C., is fixed by the lunar eclipse of September 20 recorded in a Babylonian astronomical diary. Ancient writers gave Darius up to a million men; modern estimates vary widely, so the stop gives a range. The Parmenion exchange is reported by Arrian and Plutarch and placed by them at different moments; it may be polished in the retelling. Daniel 8 is read by Christians, as by the early church, as prophecy fulfilled in Alexander and the four kingdoms that followed him (Daniel 8:22).

PRACTICE

1. **MEDIUM Choose your move.** You are Alexander. Darius' line is much longer than yours and overlaps you at both ends; he has chariots and leveled ground. Will you (a) charge straight ahead with your whole line, (b) attack his camp by night, as Parmenion advises, or (c) put a second line behind you, then march forward at a slant to the right, holding back your left, and wait for a gap to open?
2. **EASY** Who was Alexander's teacher when he was a boy?
3. **MEDIUM** Why did Darius have the battlefield leveled?
4. **CHALLENGE** A sarissa was about 18 feet long. Suppose the ranks of the phalanx stood about 3 feet apart and every man held his pike level. How far in front of the first rank would the point of a man in the fifth rank reach?
5. **MEDIUM** Name two ways Gaugamela changed the world.

Make it a game · Choose Your Move: Alexander's War Council. Best played before you read "The plan." One player is Parmenion and reads Practice 1 aloud, arguing hard for the night attack. Another player is Alexander and must choose. Then play the "Sideways Step" game: two players face each other, arms out, and the "Persian" must stay exactly in front of the "Macedonian," who steps slowly sideways. A third player watches for the moment when the Persian's arms stretch too far or a gap opens, and calls "Wedge!" Then read the answer to Practice 1.

Scripture. "Some trust in chariots, and some in horses: but we will remember the name of the LORD our God." (Psalm 20:7, KJV)

Darius trusted his chariots and his great numbers, and they failed him. Alexander trusted his own genius, and he died at 32, with his empire soon divided. David teaches us a better trust: in the LORD, who rules over the rise and fall of kingdoms (Daniel 2:21).

Practice: answers

1. Alexander chose (c). As his army slanted to the right, the Persian cavalry stretched to follow, a gap opened in Darius' line, and Alexander drove the Companions into it. He refused (b), saying he would not steal his victory; (a) would have let the longer Persian line wrap around him.
2. The philosopher Aristotle.
3. So his scythed chariots could charge at full speed and his larger cavalry could ride around the ends of Alexander's line.
4. The fifth rank stands $4 \times 3 = 12$ feet behind the first. $18 - 12 = 6$ feet in front of the front rank (roughly, since each man also holds part of the pike behind his hands). So the enemy faced five rows of points at once.
5. Any two: it ended the Persian Empire founded by Cyrus; Alexander took Babylon, Susa and Persepolis; Greek became the common language of the eastern world; centuries later the New Testament was written in that common Greek; it fulfilled Daniel's vision of the goat and the ram.

1.5 CANNAE (216 B.C.): HANNIBAL'S DOUBLE ENVELOPMENT

OBJECTIVES

- Locate Carthage, Rome and Cannae on a map and describe the battlefield beside the Aufidus River.
- Explain step by step how Hannibal's bowed center and hidden strong wings surrounded a much larger Roman army.
- Explain why Cannae is still studied at West Point, and why Rome won the war even after losing this battle.

Warm-up. Hold a pillowcase open with both hands and push your fist slowly into the middle of it. Keep pushing. What happens to the sides of the pillowcase? Now pull both hands together behind your fist. That is Hannibal's plan at Cannae.

Video slot. Video coming. The Battle of Cannae, 216 B.C.: Hannibal's double envelopment, with animated maps. Search approved channels (Historia Civilis, Kings and Generals, Invicta, The History Guy); preview first.

KEY TERMS

consul

One of the two chief officers of the Roman Republic, elected for one year. Each consul could command an army.

legion

The main unit of the Roman army, about 4,000 to 5,000 foot soldiers, divided into smaller companies.

double envelopment

A move in which an army closes around both of the enemy's flanks and finally its rear, surrounding it completely. Military writers often call it "a Cannae."

Fabian strategy

Wearing an enemy down by avoiding big battles, named after the Roman general Fabius Maximus, who used it against Hannibal.

Numidians

Horsemen from North Africa (in what is now Algeria) who rode small, fast horses without bridles and were among the finest light cavalry in the world.

CORE IDEAS

The map. On August 2, 216 B.C., in Apulia in southeastern Italy, two armies faced each other on an open plain beside the Aufidus River, near a hilltop town called Cannae, where Hannibal had captured a Roman supply base. The river guarded one side of each army. A hot, dusty wind blew across the field from the southeast, into the Romans' faces.

The people. Hannibal Barca was the great general of Carthage, a city in North Africa. As a boy of nine, he had sworn to his father never to be a friend of Rome. In 218 B.C. he marched an army, with elephants, from Spain over the Alps into Italy, and he beat the Romans at the Trebia River and at Lake Trasimene. The Roman general Fabius Maximus then avoided battle and wore Hannibal down slowly, but many Romans called him a coward. In 216 B.C. Rome raised its largest army ever and sent it out under two consuls, Lucius Aemilius Paullus and Gaius Terentius Varro, who took turns commanding day by day. On August 2 it was Varro's turn, and he chose to fight.

The plan. The Romans had about 80,000 foot soldiers and 6,000 horsemen; Hannibal had about 40,000 foot and 10,000 horse. The Romans packed their infantry unusually deep, planning to smash through Hannibal's center by sheer weight. Hannibal expected this. He put his Gauls and Spaniards in the center in a long curve that bulged out toward the Romans, and he stood there himself with his brother Mago. He hid his best troops, African veterans, in deep columns at both ends of the curve, held back. His heavy cavalry under Hasdrubal stood by the river; his Numidian horsemen stood on the other wing.

What happened. Hasdrubal's horsemen beat the Roman cavalry by the river, then rode all the way behind the Roman army to help the Numidians drive off the allied cavalry on the far side. Meanwhile the Roman infantry pushed into Hannibal's center. Slowly, step by step, the bulge gave way and became a hollow. The Romans crowded forward into it, thinking they were winning. Then the African veterans on both ends turned inward and struck their flanks, and Hasdrubal's cavalry closed the back. The Roman army was surrounded and packed so tightly that most men could not fight. Between about 50,000 and 70,000 Romans and their allies were killed, among them Paullus; Hannibal lost about 6,000 to 8,000.

Why it mattered. Cannae was one of the worst defeats in Roman history, yet Rome would not ask for peace. The Senate went out to thank Varro, who had survived, because he had not despaired of the Republic. Rome raised new legions and went back to Fabius' patient way of war. Hannibal's cavalry commander Maharbal is said to have told him, "You know how to win a victory, Hannibal; you do not know how to use one." Hannibal never took Rome. Yet soldiers still study Cannae as the model battle of encirclement: cadets at West Point learn it, and General Dwight Eisenhower, a West Point graduate, wrote that every ground commander hopes to repeat it.

PICTURE STUDY



The Death of Paulus Aemilius at the Battle of Cannae, John Trumbull, 1773 · Oil on canvas · Yale University Art Gallery, New Haven, Connecticut
Wikimedia Commons · Public domain

John Trumbull painted this while he was a student at Harvard, years before he became the great painter of the American Revolution. He took the scene from the Roman historian Livy. A young officer named Lentulus found the consul Paullus wounded, sitting on a stone, and offered him his own horse. Paullus refused. He told Lentulus to ride to Rome, warn the Senate to defend the city, and tell Fabius that Paullus had remembered his advice to the end.

Look closely

- Find Paullus and Lentulus. How can you tell which one is offering and which one is refusing?
- Look at the horse. Where has Trumbull placed it, and why might that be important to the story?
- Look at the background. How does Trumbull show that the battle is still going on?

Talk about it

1. Why might Paullus have refused to escape?
2. A young American painted a Roman story in 1773, just before the American Revolution. What virtues might Americans of that time have admired in Paullus?

Safety first. Sand-table safety: work on a tray or a sheet so sand or salt stays off the floor, and wash hands afterward. If you use flour, keep it away from anyone with a wheat allergy.

HANDS-ON: SAND-TABLE CANNAE

Build Cannae in sand and move the armies through the battle in four stages, as officers at West Point do on their maps.

You will need

- A baking tray or shallow box with an inch of sand, salt, rice or flour
- About 40 blocks, LEGO bricks or toy soldiers in one color (Romans) and about 30 in another (Hannibal's army), with about 8 of each set apart as cavalry
- A piece of blue yarn (the Aufidus River)
- A pencil or chopstick for drawing in the sand
- A phone or camera (optional) to photograph each stage

Steps

1. Smooth the sand. Lay the blue yarn along one long side for the river. With the pencil, draw a small arrow in a corner to show the wind blowing toward the Roman side.
2. Stage 1: Set the Roman infantry in a narrow, deep block in the middle, with Roman cavalry by the river and allied cavalry on the other wing. Set Hannibal's center in a curve bulging toward the Romans, with an African column held back at each end and cavalry on both wings. Photograph or draw it.
3. Stage 2: Move Hannibal's river cavalry forward to drive off the Roman cavalry. Then move it behind the Roman block to the far wing to help the Numidians.
4. Stage 3: Push the Roman block forward. Let Hannibal's curve bend back until it is hollow. Notice how the Roman block is drawn into the pocket.
5. Stage 4: Turn the two African columns inward against the Roman sides, and bring the cavalry around behind. With your pencil, draw a line around the Roman block. Is there any way out?

Check your work

- My sand table shows the river, the wind and both armies.
- I moved the armies through all four stages in the right order.
- I can explain why the bulge in Hannibal's center had to give way slowly, not all at once.

FIELD NOTEBOOK

1. **Terrain map.** Draw the field of Cannae in four small boxes, one for each stage of your sand table. Label in each: the Aufidus River, the Roman infantry, the Roman and allied cavalry, Hannibal's Gauls and Spaniards, the African veterans, Hasdrubal's cavalry and the Numidians. Use arrows to show movement and an arrow in the corner for the wind. Add a title and a key. Then add a small inset map of the Mediterranean showing Carthage, Spain, the Alps, Rome and Cannae, with a dotted line for Hannibal's march.
2. **Notebook entry.** Write a paragraph: "Winning a Battle and Winning a War." Hannibal won at Cannae, but Rome won the war. Explain how that could happen, using at least

two facts from the story.

Did you know? Carthage was founded by settlers from Tyre, the Phoenician city whose king Hiram sent cedar wood and builders to Solomon for the Temple (1 Kings 5). Hannibal's name means "grace of Baal," after the chief Phoenician god. Livy says that after Cannae, Hannibal sent to Carthage a heap of gold rings taken from fallen Roman knights, measured not by number but by the bushel.

Goes deeper in. History, the Roman Republic and Punic Wars units (coming soon); Geography, for the Mediterranean, the Alps and Italy; and Arithmetic, for the ratio problem in Practice 5.

For families. Main sources: Polybius, *Histories* 3.107–3.117, the earliest and most trusted; and Livy, *History of Rome* 22.44–22.61. Polybius gives about 70,000 Roman and allied dead; Livy gives about 48,000, plus many captured; the stop gives a range. Hannibal's losses are given as about 5,700 (Polybius) to 8,000 (Livy). The date, August 2, 216 B.C., is from the Roman calendar. Eisenhower's remark is paraphrased from *Crusade in Europe* (1948). Polybius and Livy name different officers for the cavalry on Hannibal's right wing, so the stop does not name him. The battle is told without describing wounds; Trumbull's painting shows a wounded man but no gore.

PRACTICE

1. **MEDIUM Choose your move.** You are Hannibal. The Romans have nearly twice as many foot soldiers as you, packed in a deep block to smash your center. Will you (a) make your center your strongest part, to stop them head-on, (b) put lighter troops in a curved center that bulges toward the Romans and slowly gives way, hide your best troops at the ends, and send your cavalry around behind, or (c) retreat into the hills and refuse battle?
2. **EASY** Name the two Roman consuls at Cannae.
3. **EASY** What did the Roman Senate do when Varro came back after the defeat?
4. **MEDIUM** Why was it important that Hannibal's center gave way slowly instead of breaking all at once?
5. **CHALLENGE** The Romans had about 86,000 men and Hannibal about 50,000. About how many Romans were there for every one of Hannibal's men? If Hannibal lost about 6,000 men, what fraction of his army was that, as a percent?

Make it a game • Choose Your Move: The Bulging Line. Best played before you read "The plan." Read Practice 1 aloud. Each player secretly arranges Hannibal's army on paper for choice (a) or (b), then tries it on the sand table against the deep Roman block. For the "push," the Roman player slides the block forward one inch at a time; Hannibal's player may move two pieces after each push. Can you surround the block before it breaks through? Then read the answer to Practice 1.

Scripture. “We are troubled on every side, yet not distressed; we are perplexed, but not in despair; Persecuted, but not forsaken; cast down, but not destroyed;” (2 Corinthians 4:8-9, KJV)

After Cannae, Rome was “cast down, but not destroyed,” and it refused to give up. Paul wrote these words about a far deeper hope: Christians may be hard pressed on every side, but God never forsakes His people.

Practice: answers

1. Hannibal chose (b). His center gave way slowly and drew the Romans into a pocket; the African veterans struck their flanks and the cavalry closed the rear. Choice (a) would have met the Roman weight head-on, which is what the Romans wanted; choice (c) would have given up the chance to win a great battle while the Romans were eager to fight.
2. Lucius Aemilius Paullus and Gaius Terentius Varro.
3. It thanked him for not despairing of the Republic, and Rome kept fighting.
4. If it had broken all at once, the Romans would have burst through and escaped or split Hannibal’s army in two. By bending slowly, it drew the Romans deeper into the pocket while the African veterans and the cavalry got into position on the sides and behind.
5. $86,000 \div 50,000 \approx 1.7$, so about 1.7 Romans for each of Hannibal’s men (about 7 to 4). $6,000 \div 50,000 = 0.12$, or 12 percent.

1.6 ZAMA (202 B.C.): LANES FOR THE ELEPHANTS

OBJECTIVES

- Locate Rome, Spain, Carthage and Zama on a map and trace how Scipio carried the war to Africa.
- Explain how Scipio opened lanes in his army to make Hannibal's war elephants harmless.
- Describe the peace that followed and how Zama made Rome the master of the western Mediterranean.

Warm-up. Line up some chairs in a checkerboard pattern, then roll a ball hard toward them. Now line the chairs up in straight rows with clear lanes between them and roll the ball again. Which way lets the ball pass through without hitting anything? Scipio solved the problem of 80 charging elephants with the same idea.

Video slot. Video coming. The Battle of Zama, 202 B.C.: Scipio Africanus, Hannibal and the war elephants, with animated maps. Search approved channels (Historia Civilis, Kings and Generals, Invicta, The History Guy); preview first.

KEY TERMS

maniple

A company of about 120 Roman foot soldiers. The maniples of a legion usually stood in three lines, spaced like the squares of a checkerboard.

velites

Young, lightly armed Roman soldiers who threw javelins and skirmished in front of the main lines (say "VEL-ih-teez").

war elephant

An elephant trained to charge enemy soldiers and frighten horses. War elephants could break an army, but if frightened they could turn and trample their own side.

Masinissa

A Numidian prince who joined Rome and brought thousands of horsemen to Scipio's army at Zama.

indemnity

A payment that a defeated country must make to the winner after a war.

CORE IDEAS

The map. Fourteen years after Cannae, the war came home to Carthage. In the autumn of 202 B.C., the last great battle of the Second Punic War was fought on an open plain southwest of Carthage, in what is now Tunisia, near a town the Romans called Zama. No one is sure of the exact spot. The ground was flat and open, good for cavalry and for elephants.

The people. Publius Cornelius Scipio had survived Cannae as a young officer. His father and uncle were killed fighting the Carthaginians in Spain, and at about 25 he was given command there himself. He captured New Carthage, Carthage's chief base in Spain, in 209 B.C. and drove the Carthaginians out of Spain. Then he did what Hannibal had done to Rome: he took the war to the enemy's homeland. In 204 B.C. he landed in Africa and won over Masinissa, a Numidian prince, and his superb horsemen. Carthage called Hannibal home after fifteen years in Italy. Before the battle, the two generals met between their armies with interpreters. Hannibal offered peace; Scipio refused.

The plan. Hannibal had about 36,000 to 40,000 foot soldiers, 80 war elephants, but only about 4,000 horsemen, because the best Numidian cavalry now rode for Rome. He placed the elephants in front, then three lines of infantry, with his veterans from Italy held back in the third line. Scipio had about 29,000 foot and 6,000 horse. Normally the Roman maniples stood like a checkerboard. Scipio instead lined them up one directly behind another, leaving straight, open lanes running from the front of his army to the back. He filled the lanes with velites, who could step aside, and told his trumpeters and horn-blowers to be ready.

What happened. When the elephants charged, the Romans blew every trumpet and horn at once. Some of the frightened elephants turned and ran into the Carthaginian cavalry. Others charged into Scipio's lanes, where the velites slipped aside and drove them on with javelins, so that they passed right through and out the back. Scipio's cavalry under his friend Laelius and under Masinissa chased the Carthaginian horsemen off the field. The infantry fight was long and hard; Hannibal's veterans held firm until the Roman and Numidian horsemen came back and struck them from behind. Polybius says about 20,000 of Hannibal's men were killed and nearly as many captured, while Rome lost about 1,500.

Why it mattered. Hannibal escaped and told Carthage to make peace. In 201 B.C. Carthage gave up Spain and all but ten of its warships, promised to pay 10,000 talents of silver over fifty years, and agreed not to make war without Rome's permission. Rome now ruled the western Mediterranean, and Scipio was honored with the name "Africanus." Hannibal later served Carthage as an honest chief magistrate before he was driven into exile.

PICTURE STUDY



The Battle Between Scipio and Hannibal at Zama, Cornelis Cort, after a design by Giulio Romano, 1567 ·
Engraving · Metropolitan Museum of Art, New York (impression shown)
Wikimedia Commons · CC0

Cornelis Cort was a Dutch engraver who worked in Italy. He copied this huge battle from a design by Giulio Romano, the student of the painter Raphael, so that people who could never see the original could own a print of it. Like most artists of his time, Romano imagined the battle with the armor and elephants of his own imagination, not as an archaeologist would.

Look closely

- Find the elephants. How many can you count, and where has the artist placed them?
- Find the horsemen and the foot soldiers. Can you tell the two armies apart?
- Look at the edges of the picture and the background. How has the artist shown that the battle is huge?

Talk about it

1. An engraving is printed in black ink only. How does Cort show light, shadow and distance without color?
2. Can you find any sign of Scipio's lanes in this picture? Why might the artist have left them out?

HANDS-ON: TABLETOP ZAMA: MAKE WAY FOR THE ELEPHANTS

Test Scipio's idea with blocks and rolling "elephants."

You will need

- About 24 blocks, dominoes or LEGO bricks standing up (Roman maniples)
- 4 to 6 marbles, toy cars or small balls (the elephants)
- A ruler or a piece of cardboard propped on a book (a ramp for a fair, even charge)
- Paper and pencil to keep score

Steps

1. Set up the maniples in three lines in a checkerboard pattern, each block in the second line covering a gap in the first. Put the ramp a ruler's length away.
2. Release each elephant down the ramp toward the lines. Count how many blocks are knocked over. Write down the total.
3. Now line up the same blocks in straight columns, one directly behind another, leaving clear lanes. Aim the ramp so the elephants roll toward the lanes.
4. Release the elephants again and count the fallen blocks. Write down the total and compare.
5. Bonus: put one small block (a velite) in each lane. When an elephant comes, slide it aside just in time. Can you do it?

Check your work

- I tried both the checkerboard and the lanes, with the same number of elephants.
- I recorded the number of blocks knocked over each time.
- I can explain why lanes worked better than a checkerboard.

FIELD NOTEBOOK

1. **Terrain map.** Draw the field of Zama from above. Label: Hannibal's 80 elephants in front; his three lines of infantry (mercenaries, new Carthaginian troops, veterans of Italy); his cavalry on both wings; Scipio's maniples in columns with open lanes; the velites in the lanes; Laelius' Italian cavalry and Masinissa's Numidian cavalry on the wings. Use arrows to show the elephants running down the lanes and the cavalry returning to strike Hannibal's rear. Add an inset map of the western Mediterranean with Rome, Spain, Carthage and Zama. Add a title and a key.
2. **Notebook entry.** Write a paragraph: "Scipio Learned from His Enemy." Explain how Scipio used ideas he could have learned from Hannibal (such as carrying the war into the enemy's land, using strong cavalry and attacking from behind) to defeat him.

Did you know? Many of Hannibal's 80 elephants at Zama were newly caught and not well trained, which may be one reason the noise frightened them so badly. These were probably North African forest elephants, smaller than the African elephants alive today; that kind of elephant has since died out. Livy tells a story that years later Scipio and Hannibal met again in friendship, and Scipio asked who was the greatest general. Historians are not sure the meeting ever happened.

Map or diagram. Draw two small diagrams of Roman maniples seen from above. **Left:** the usual checkerboard, with arrows showing an elephant bumping into the second line.

Right: Scipio's columns with open lanes, with arrows showing the elephant passing straight through. Label each "Usual" and "Zama."

Goes deeper in. History, the Roman Republic and Punic Wars units (coming soon); Gardening & Animals and Life Science, for elephants; and Geography, for North Africa.

For families. Main sources: Polybius, *Histories* 15.5–15.19, and Livy, *History of Rome* 30.29–30.37. The date is traditionally given as October 202 B.C.; the exact place is unknown. The army sizes are modern estimates based on Polybius and vary by a few thousand. Polybius' figures for losses are given as reported. The peace terms are from Polybius 15.18. Hannibal served as a *suffete* (chief magistrate) of Carthage in 196 B.C., reformed its finances, and later went into exile in the East, where he died about 183 B.C. The engraving shows a large battle but no gore.

PRACTICE

1. **MEDIUM Choose your move.** You are Scipio. Hannibal has 80 war elephants ready to charge your lines. Will you (a) keep your maniples in the usual checkerboard and hope the elephants are slowed down, (b) line your maniples up in columns with open lanes, put light troops in the lanes and get every trumpet ready, or (c) dig a long trench in front of your army?
2. **EASY** Which Numidian prince fought on Rome's side at Zama?
3. **EASY** What name was Scipio given after his victory?
4. **MEDIUM** What finally broke Hannibal's veterans in the third line?
5. **CHALLENGE** Carthage agreed to pay 10,000 talents of silver over 50 years. How many talents a year is that? If one talent weighed about 57 pounds, about how many pounds of silver did Carthage pay each year?

Make it a game • Choose Your Move: The Elephant Charge. Best played before you read "The plan." Read Practice 1 aloud. Each player builds the Roman lines on the tabletop according to the choice they would make, (a), (b) or (c) (for a trench, lay a ruler on the floor; an elephant that rolls over it is stopped, but you may only build one ruler-length of trench). Then roll three elephants at each army. The army with the fewest blocks knocked over wins the round. Finally read the answer to Practice 1.

Scripture. "A prudent man foreseeth the evil, and hideth himself; but the simple pass on, and are punished." (Proverbs 22:3, KJV)

Scipio foresaw the elephants' charge and prepared for it, so the danger passed through his army instead of breaking it. Wisdom looks ahead. God gives us minds to think before trouble comes, and Proverbs calls that prudence.

Practice: answers

1. Scipio chose (b). The trumpets frightened some elephants back into their own cavalry, and the rest ran harmlessly down the lanes and out the back. In a checkerboard (a), an elephant passing a gap in the first line runs straight into the second; a trench (c) takes days to dig, and Scipio was in open country with the battle about to begin.
2. Masinissa.
3. "Africanus."
4. Laelius' and Masinissa's cavalry came back from chasing Hannibal's horsemen and struck the veterans from behind.
5. $10,000 \div 50 = 200$ talents a year. $200 \times 57 = 11,400$ pounds of silver a year, more than five tons.

1.7 ALESIA (52 B.C.): CAESAR'S DOUBLE WALL

OBJECTIVES

- Locate Gaul, the Roman Province, Alesia and Rome on a map and describe the hill of Alesia and the land around it.
- Explain why Caesar built two rings of walls, one facing in and one facing out, and how his army held both.
- Tell how Alesia made Gaul Roman and helped lead to the age of Augustus, the emperor named in Luke 2:1.

Warm-up. Put a cup upside down on the table. Wrap a string once around it at a distance of two inches. Now wrap a second string around the first at a distance of four inches. Which string is longer? Julius Caesar's soldiers had to dig both, with shovels, in a few weeks.

Video slot. Video coming. The Siege of Alesia, 52 B.C.: Julius Caesar, Vercingetorix and the double ring of fortifications; the reconstructed Roman works at the MuséoParc Alésia. Search approved channels (Historia Civilis, Kings and Generals, Invicta, The History Guy); preview first.

KEY TERMS

siege

Surrounding a town or fort and cutting it off so that no food or help can get in, until the defenders give up.

oppidum

A large walled hilltop town of the Gauls (plural: oppida).

contravallation

A line of trenches and walls built around a besieged place, facing inward, to keep the defenders from breaking out.

circumvallation

A second line of trenches and walls built outside the first, facing outward, to keep a relief army from breaking in.

relief army

An army that marches to rescue a besieged town by attacking the besiegers from outside.

CORE IDEAS

The map. Alesia stood on Mont Auxois, a steep, flat-topped hill in Burgundy, in east-central France. Two small rivers ran along its sides, and other hills ringed it at a short distance. To the west lay a plain about three miles long. In September of 52 B.C., the Gallic leader

Vercingetorix led his army, which Caesar says numbered 80,000, into the hill town and sent his horsemen out to call every tribe of Gaul to come to his rescue.

The people. Gaius Julius Caesar had been conquering Gaul since 58 B.C. In 52 B.C. a young nobleman of the Arverni tribe, Vercingetorix, did what no one had done before: he united most of the quarrelsome tribes of Gaul against Rome. He burned his own people's towns and farms so Caesar's army could find no food, and he beat Caesar at Gergovia. Caesar had perhaps 50,000 to 70,000 men, including ten or more legions and hired German horsemen. The Gauls fought for their freedom; Caesar fought for Rome and for his own glory and power.

The plan. Caesar decided to starve Alesia out. His men dug an inner ring of trenches and walls facing the town, about eleven Roman miles around. In front of it they dug two wide trenches, one filled with water from the river, and behind them built a rampart twelve feet high, with towers every 80 feet. They set hidden obstacles in the ground: sharpened branches, covered pits with stakes that the soldiers nicknamed "lilies," and logs studded with iron hooks. Then, knowing a relief army was coming, Caesar built a second ring outside the first, about fourteen Roman miles around, facing outward. His army would be both the besieger and the besieged.

What happened. Inside, food ran short. The Gauls sent the people of the town, with their wives and children, out of the gates, hoping the Romans would let them through, but Caesar refused to receive them. Then the relief army arrived; Caesar says it had nearly 250,000 men, surely too many, but it was huge. For several days the Romans fought on both walls at once. The last great attack fell on a weak camp on the north side, where a hill overlooked the Roman lines. Caesar rode there himself in his red general's cloak, brought up reserves, and sent cavalry around outside the walls to strike the attackers from behind. The relief army broke and went home.

Why it mattered. The next day Vercingetorix surrendered and laid down his arms before Caesar. He was kept a prisoner for six years, led through Rome in Caesar's triumph, and then put to death. Gaul became Roman for about 500 years, and its people came to speak Latin, which grew into French. Caesar's victories made him so powerful that he soon fought a civil war for control of Rome. His heir became Caesar Augustus, the emperor whose decree sent Joseph and Mary to Bethlehem (Luke 2:1).

PICTURE STUDY



Vercingetorix Throws Down His Arms at the Feet of Julius Caesar, Lionel Royer, 1899 · Oil on canvas · Musée Crozatier, Le Puy-en-Velay, France
Wikimedia Commons · Public domain

The French painter Lionel Royer painted this surrender scene nearly 2,000 years after it happened. By 1899 the French honored Vercingetorix as their first national hero, and Royer shows him proud even in defeat. Caesar's own account is short: the chieftains were brought to him and the weapons were laid down. The Greek writer Plutarch, about 150 years later, tells the grander story Royer painted, of Vercingetorix riding out in his finest armor and throwing his weapons at Caesar's feet.

Look closely

- Find Vercingetorix and Caesar. Who is higher in the picture? Who looks prouder?
- Look at the Roman soldiers and their standards. How does Royer show Roman order and power?
- Look at the colors. Where is the brightest part of the painting, and why might the artist have put it there?

Talk about it

1. Royer was French, and Vercingetorix was a hero to France. How might that have shaped the way he painted the scene?
2. Caesar's account and Plutarch's account are different. Which would you trust more, and why?

HANDS-ON: TABLETOP ALESIA: TWO RINGS OF WALLS

Build the hill of Alesia and Caesar's two rings of fortifications, then measure them.

You will need

- An upside-down bowl or a mound of play dough or clay (Mont Auxois)
- Two pieces of blue yarn (the two rivers)
- Two long pieces of string, or play dough rolled into snakes (the two Roman walls)
- Toothpicks or craft sticks (towers and obstacles; handle gently)
- Blocks or toy soldiers in three colors: Gauls inside, Romans between the walls, the relief army outside
- A ruler

Steps

1. Set the hill in the middle of a large board. Lay a river along each side.
2. Put the Gauls on top of the hill.
3. Lay the inner wall in a ring around the hill, about two inches from its foot. Stand toothpicks along it for towers.
4. Lay the outer wall in a bigger ring about four inches outside the first. Put the Roman soldiers in the space between. Measure each wall with the string and ruler, and write down the lengths.
5. Place the relief army outside. Find the spot where a hill would let attackers look down on the outer wall, and put your weakest Roman camp there. Then move Caesar's reserves to defend it, and send a few horsemen around outside the walls to strike from behind.

Check your work

- My model has the hill, the rivers, two rings of walls and three armies.
- I measured both walls, and I know which is longer and by how much.
- I can explain why Caesar's men had to fight facing two directions.

FIELD NOTEBOOK

1. **Terrain map.** Draw Alesia from above. Label: Mont Auxois and the town; the two rivers; the plain to the west; the inner ring (contravallation) facing in; the outer ring (circumvallation) facing out; the Roman camps; the hill on the north where the last attack came; the relief army outside. Use arrows for the final attack and for Caesar's cavalry riding around behind it. Add a small cross-section drawing of the inner works: trench, water-filled trench, obstacles, rampart and tower. Add a title, a compass rose and a key.
2. **Notebook entry.** Write a paragraph: "Besieger and Besieged." Explain how Caesar's army was trapped between two enemies and how it held on. Then write one or two

sentences about the townspeople sent out of Alesia and caught between the lines: what does their story show about the hardships of a siege?

Did you know? Caesar wrote his own account of the war, the *Commentaries on the Gallic War*, and he wrote it about himself in the third person: “Caesar ordered...,” “Caesar saw....” Students of Latin still read it today. In the 1860s the French emperor Napoleon III had the ground around Alise-Sainte-Reine dug up and found Roman trenches, coins and weapons where Caesar had described them, and he set up a giant statue of Vercingetorix on the hill. Today part of Caesar’s works has been rebuilt at the MuséoParc Alésia.

Map or diagram. Draw a cross-section of the Roman works, as if you sliced through them and looked from the side. From the town outward: rows of hidden obstacles, a trench, a second trench filled with water, the rampart with its fence of stakes and a tower, the open space where the soldiers camped, and then the same works again facing the other way. Label each part.

Goes deeper in. History, the late Roman Republic units (coming soon); Geography, for France and its rivers; and Arithmetic, for the tower problem in Practice 5.

For families. The main source is Caesar, *Gallic War* 7.68–7.90; Plutarch, *Life of Caesar* 27, adds the scene of the surrender. Caesar gives 80,000 men inside Alesia and 240,000 foot and 8,000 horse in the relief army; most historians think these figures are inflated. The lengths are Caesar’s: 11 Roman miles for the inner works and 14 for the outer (a Roman mile is about 0.92 of an English mile). Caesar says only that he would not receive the townspeople (the Mandubii) when they were sent out; he does not say what became of them, and the stop states the fact without guessing. Vercingetorix was shown in Caesar’s triumph in 46 B.C. and executed afterward. The site at Alise-Sainte-Reine is accepted by nearly all historians, though a few have proposed other places.

PRACTICE

1. **MEDIUM Choose your move.** You are Caesar. Vercingetorix and 80,000 Gauls are on a steep hill. Your scouts report that a huge relief army is gathering from all over Gaul. Will you (a) give up the siege and retreat to the Roman Province, (b) storm the steep hill at once before help comes, or (c) build a second ring of walls facing outward and hold both lines while the town starves?
2. **EASY** What tribe was Vercingetorix from?
3. **EASY** What is the difference between Caesar’s two rings of walls?
4. **MEDIUM** Name two ways the Roman works made it hard for an enemy to reach the wall.
5. **CHALLENGE** Suppose the inner ring was about 53,000 feet long and there was a tower every 80 feet. About how many towers would that be? The inner ring was 11 Roman miles and the outer ring 14; how many Roman miles of works did Caesar’s men build in all?

Make it a game · Choose Your Move: Caesar's Scouts. Best played before you read "The plan." Read Practice 1 aloud as a breathless scout. Each player chooses (a), (b) or (c) and gives one reason. Then play "Two Fronts": one player is the Romans and stands between two rings of chairs. Two other players, one inside the inner ring and one outside the outer ring, each roll a soft ball toward the Roman at the same time on the count of three. The Roman must block both. Is it easier with a helper (a reserve)? Finally read the answer to Practice 1.

Scripture. "Or what king, going to make war against another king, sitteth not down first, and consulteth whether he be able with ten thousand to meet him that cometh against him with twenty thousand?" (Luke 14:31, KJV)

Caesar faced armies many times larger than his own and counted the cost carefully before he dug a single trench. Jesus used this picture to teach that following Him is worth everything, and that we should count the cost and give Him our whole lives.

Practice: answers

1. Caesar chose (c). His army held both rings of walls, beat the relief army's attacks, and Vercingetorix surrendered. Retreating (a) would have left all Gaul in revolt; storming the steep hill (b) against a large army would have cost many lives and might have failed, as it had at Gergovia.
2. The Arverni.
3. The inner ring (contravallation) faced the town to keep the Gauls in; the outer ring (circumvallation) faced outward to keep the relief army out.
4. Any two: wide trenches; a trench filled with water; hidden pits with stakes ("lilies"); sharpened branches set in the ground; logs with iron hooks; a high rampart with a fence of stakes; towers every 80 feet.
5. $53,000 \div 80 \approx 662$, so roughly 660 towers. $11 + 14 = 25$ Roman miles of works, about 23 English miles.

1.8 JERICHO AND GIDEON: GOD'S VICTORIES BY UNLIKELY MEANS

OBJECTIVES

- Locate Jericho, the Jordan River, the Dead Sea and the Valley of Jezreel on a map of the land of Israel.
- Retell from Joshua 6 and Judges 7 how God gave victory at Jericho and to Gideon's 300, and why He used such unlikely means.
- Compare these battles with the other battles of this trail and explain what Scripture teaches about where true victory comes from.

Warm-up. Look back at the other stops on this trail. Every commander won by a clever plan: a thin center, a narrow pass, a slanting line, open lanes, a double wall. Now imagine a battle plan that says: walk around the city and do not say a word. Or: send most of your army home. This stop is about battles that no general would ever have planned.

Video slot. Video coming. Jericho (Joshua 6) and Gideon's 300 (Judges 7) told from Scripture, with maps of the Jordan Valley and the Valley of Jezreel. Search approved channels (The Bible Project for maps and overviews, Answers in Genesis, Associates for Biblical Research for Jericho archaeology); preview first.

KEY TERMS

ark of the covenant

The gold-covered chest that held the tablets of the Ten Commandments. It stood for God's presence with Israel and was carried by the priests.

trumpet of ram's horn

A trumpet made from a ram's horn (in Hebrew, a *shofar*), blown by priests and soldiers as a signal.

Midianites

A desert people from east of the Jordan who, in Gideon's day, raided Israel every harvest on camels and took the crops and animals.

watch

One of the parts into which the night was divided for guards. Gideon attacked "in the beginning of the middle watch" (Judges 7:19), just after the guards had changed.

valor

Courage in the face of danger. The angel greeted Gideon, "thou mighty man of valour," while he was hiding from the Midianites (Judges 6:12).

CORE IDEAS

The map. Jericho stood near a strong spring in the Jordan Valley, a few miles north of the Dead Sea and about 850 feet below sea level, one of the lowest cities on earth. It guarded the road from the Jordan crossing up into the hill country of Canaan. Gideon's battle, many generations later, was fought in the Valley of Jezreel, a broad, fertile plain in the north, where Gideon's men camped by the well of Harod and the Midianites lay to the north of them, "by the hill of Moreh" (Judges 7:1).

Jericho: the people. After Moses died, Joshua led Israel across the Jordan, which God held back as the people crossed (Joshua 3). Jericho "was straitly shut up" (Joshua 6:1); no one went in or out. Inside lived Rahab, a Canaanite woman who had hidden Joshua's two spies, because she had heard what God had done and believed that "the LORD your God, he is God in heaven above, and in earth beneath" (Joshua 2:11). Before the battle, Joshua met a man with a drawn sword, the captain of the LORD's host, and fell on his face before him (Joshua 5:13-15).

Jericho: the plan. God's plan made no military sense. For six days the army marched once around the city in silence, with seven priests blowing trumpets of rams' horns before the ark. On the seventh day they marched around seven times. Then the priests blew, the people "shouted with a great shout," and "the wall fell down flat" (Joshua 6:20). Rahab and her family were saved, as the spies had promised.

Gideon: the people. Later, in the time of the judges, Israel turned to idols, and for seven years the Midianites and their allies swept in at harvest time, "like grasshoppers for multitude" (Judges 7:12), with camels without number. Gideon was threshing wheat in a winepress, hiding, when the angel of the LORD called him a mighty man of valor. Gideon was afraid and asked for signs, and God patiently gave them.

Gideon: the plan. Gideon gathered 32,000 men. God said they were too many, "lest Israel vaunt themselves against me" (Judges 7:2). The fearful went home, leaving 10,000. At the water, God chose only the 300 who lapped, bringing water to their mouths with their hands. In the dark, Gideon split them into three companies of 100 around the enemy camp. Each man held a trumpet and an empty pitcher with a lamp hidden inside. At Gideon's signal they blew the trumpets, broke the pitchers, held up the lamps and cried, "The sword of the LORD, and of Gideon" (Judges 7:20). In the confusion, the Midianites turned on one another and fled.

Why it mattered. At Jericho and in the Valley of Jezreel, no one could say Israel had won by numbers or cleverness. The victory was the LORD's. Rahab, a Canaanite who believed, became an ancestor of King David and of Jesus (Matthew 1:5). Gideon refused to be made king, saying, "the LORD shall rule over you" (Judges 8:23). Both stories are honored in Hebrews 11 among the heroes of faith.

PICTURE STUDY



The Seven Trumpets of Jericho, James Tissot, c. 1896-1902 · Gouache on board · The Jewish Museum, New York

Wikimedia Commons · Public domain

James Tissot was a French painter who became famous for pictures of fashionable life in Paris and London. In middle age he returned to the Christian faith and spent the rest of his life painting the Bible. He traveled to the Holy Land several times to sketch the land, the light and the people so that his Bible pictures would be true to the place.

Look closely

- Find the priests with their trumpets. How are they holding them?
- Find the ark. How is it being carried?
- Look at the walls of Jericho. How has Tissot shown how high and strong they were?

Talk about it

1. Tissot painted the moment before the walls fell, not the fall itself. Why might he have chosen this moment?
2. How does this procession look different from an army getting ready to attack?

Safety first. Use battery tea lights or small flashlights inside the cups, never candles or real flames. Use paper cups, not glass, so nothing breaks.

HANDS-ON: TABLETOP JERICHO AND GIDEON'S NIGHT ATTACK

Build Jericho and walk the march; then stage Gideon's night attack with lights and trumpets.

You will need

- Blocks or LEGO bricks (the walls of Jericho) and a small box (the ark)

- Seven small figures or blocks for the priests and a handful for the army
- Paper and markers for a tally chart
- For Gideon: 3 to 6 paper cups, battery tea lights or small flashlights, and paper-tube “trumpets” (or just your voices)
- A darkened room

Steps

1. Build a ring of walls about a foot across. Line up the army, then the seven priests, then the ark, then the rear guard (Joshua 6:9).
2. March the procession once around the city for each of six “days,” making a tally mark for each lap. On the seventh “day,” march seven laps. How many laps in all?
3. On the last lap, everyone shouts at once. Gently lay the walls down flat, outward, as Joshua 6:20 says they fell.
4. For Gideon: put a light inside each paper cup and turn it upside down so no light shows. Divide your family into three “companies” around a pile of pillows (the Midianite camp) in the dark room.
5. At the leader’s signal, everyone blows a trumpet (or makes the sound), lifts the cup to show the light, and shouts, “The sword of the LORD, and of Gideon!” How big does a small group seem in the dark?

Check your work

- I counted all the laps around Jericho and know the total.
- I can tell the three steps God used to make Gideon’s army smaller: 32,000, then 10,000, then 300.
- I can explain why lights, trumpets and noise in the dark could throw a big camp into confusion.

FIELD NOTEBOOK

1. **Terrain map.** Draw the land of Israel with two close-up boxes. In the main map, label: the Jordan River, the Sea of Galilee, the Dead Sea, Jericho, the hill country, and the Valley of Jezreel. In the Jericho box: the city walls, the spring, the route of the march around the city, and Israel’s camp at Gilgal. In the Gideon box: the hill of Moreh, the Midianite camp in the valley, the well of Harod, and Gideon’s three companies of 100 placed around the camp. Add a title, a compass rose and a key.
2. **Notebook entry.** Write a paragraph: “Not by Might.” Compare one battle from this trail won by a general’s clever plan with the victory at Jericho or Gideon’s victory. What did the people at Jericho or Gideon’s 300 have to trust? Use Judges 7:2 or Zechariah 4:6 in your answer.

Did you know? Gideon’s first act of courage was not in battle: at night, with ten servants, he tore down his own father’s altar to the idol Baal (Judges 6:25–27). The Bible honors both battles in one list of the faithful: “By faith the walls of Jericho fell down, after they were compassed about seven days” (Hebrews 11:30), and Gideon is named a few

verses later (Hebrews 11:32). Isaiah later spoke of God breaking Israel's oppressors "as in the day of Midian" (Isaiah 9:4).

Map or diagram. Make a "shrinking army" diagram. Draw a big box for 32,000 men. Inside it, shade a smaller box for 10,000. Inside that, draw a tiny box for 300. Next to each, write what happened in your own words: the fearful went home (Judges 7:3); only those who lapped water from their hands stayed (Judges 7:5-7).

Goes deeper in. History, the ancient Israel units (coming soon); Geography, for the Jordan Valley, the Dead Sea and the land of Israel; and Literature, for reading Joshua and Judges as true history told with great skill.

For families. Scripture is quoted from the King James Version (Joshua 2, 5-6; Judges 6-8). Using 1 Kings 6:1, many Bible scholars place the fall of Jericho about 1400 B.C.; others place it about 1250 B.C. Gideon's judgeship is often placed about 1200-1100 B.C. Archaeologists have dug at Tell es-Sultan (Jericho) since the early 1900s: John Garstang (1930s) linked a fallen wall to Joshua; Kathleen Kenyon (1950s) dated the city's destruction earlier; Bryant Wood (1990) re-examined her pottery and argued for about 1400 B.C. The debate continues, and the stop does not depend on it. Scripture explains the conquest of Canaan as God's judgment on the wickedness of its nations (Deuteronomy 9:5), and the account of Rahab shows God's mercy to a Canaanite who believed. No fighting is described beyond what the text says.

PRACTICE

1. **MEDIUM Choose your move.** You are Gideon. The Midianites fill the valley like grasshoppers. You have 32,000 men, and God tells you they are too many. Will you (a) keep all 32,000 to be safe, (b) obey God: send home the fearful, keep only the men He chooses, and attack at night as He directs, or (c) wait in the hills until the Midianites go home?
2. **EASY** How many times did Israel march around Jericho in all?
3. **EASY** What three things did each of Gideon's 300 carry?
4. **MEDIUM** Why did Rahab help the spies, and what happened to her?
5. **CHALLENGE** Gideon's army went from 32,000 to 300. What fraction of the army was left? Is that more or less than 1 in 100?

Make it a game · Choose Your Move: Gideon at the Well of Harod. Read Practice 1 aloud. Each player chooses (a), (b) or (c) and explains in one sentence. Then talk together: in the other battles on this trail, the best answer was always the cleverest plan. Why is the right answer here different? Finally read Judges 7:1-8 aloud from a Bible and then read the answer to Practice 1. Close by playing the night attack from the project: three companies, lights hidden in cups, and one great shout.

Scripture. "Then he answered and spake unto me, saying, This is the word of the LORD unto Zerubbabel, saying, Not by might, nor by power, but by my spirit, saith the LORD of

hosts.” (Zechariah 4:6, KJV)

Miltiades, Themistocles, Alexander, Hannibal, Scipio and Caesar won by skill and strength. At Jericho and in the Valley of Jezreel, God won with marching priests and 300 men holding lamps, so that everyone would know the victory was His. Whatever we face, our hope is not in our own might but in the LORD.

Practice: answers

1. Gideon chose (b). He obeyed, even though he was afraid, and God gave victory to 300 men with trumpets, pitchers and lamps, so that Israel could not boast that its own hand had saved it (Judges 7:2). The real choice in this puzzle is not about tactics but about trust.
2. Thirteen: once a day for six days (6) and seven times on the seventh day (7). $6 + 7 = 13$.
3. A trumpet, an empty pitcher, and a lamp inside the pitcher.
4. She believed that the LORD is God in heaven and on earth (Joshua 2:11). She and her family were saved when Jericho fell, and she became an ancestor of King David and of Jesus (Matthew 1:5).
5. $300 \div 32,000 = 3 \div 320 \approx 0.0094$, a little less than 1 percent. That is fewer than 1 in 100: about 1 man left for every 107 who started.

TRAIL 1 BADGE QUIZZES

The badge quizzes are optional. The student answers in writing, in a sentence or two, without looking back at the stops; a parent checks the answers. Four right out of five earns each badge. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1–5)

1. At Marathon, why did Miltiades make his center thin and his wings strong, and what did the wings do?
2. What happened at Thermopylae on the third morning, and what did Leonidas decide?
3. How did Themistocles get the Persian fleet to fight in the narrow strait of Salamis?
4. What is an oblique advance, and how did it help Alexander at Gaugamela?
5. Rome lost at Cannae. Name one thing Rome did afterward that helped it win the war.

Badge quiz 2 (Stops 6–8)

6. How did Scipio deal with Hannibal's 80 elephants at Zama?
7. Name two terms of the peace Carthage accepted after Zama.
8. Why did Caesar build two rings of walls at Alesia?
9. How is Alesia connected to the Christmas story in Luke 2?
10. Why did God make Gideon's army smaller, and how many men were left?

TRAIL CERTIFICATE: MY ANCIENT BATTLES MAP BOOK AND TRAIL A CERTIFICATE

Gather the eight terrain maps from this trail into one booklet with a cover: "My Battle Map Book: The Ancient World," with your name and the dates you started and finished.

Add a timeline page with all eight battles in order. Remember that B.C. years count down: Jericho comes first, then Marathon (490 B.C.), and Alesia (52 B.C.) comes last.

Add your best notebook paragraph, copied neatly, and one photo or drawing of a tabletop battle you built.

Add one page answering in a paragraph: "Which commander on this trail showed the greatest virtue, and what was it?" Choose from courage, wisdom, patience, loyalty, self-control or faith, and give two facts as evidence.

When the booklet is done, a parent signs the Trail A certificate.

- **Eight maps:** A terrain map for each stop with a title, a compass rose, a key, both armies and arrows showing movement.
- **Timeline:** All eight battles in the right order with their dates, showing that B.C. years count down toward the birth of Christ.
- **Writing:** Notebook paragraphs have a clear main idea, use facts and numbers from the stops, and name sources (such as Herodotus or Scripture) where they matter.
- **Reasoning:** The virtue page explains a commander's choice fairly, in the terms of his own time, and supports the answer with evidence.

Answer key

1. So his line would be as long as the Persian line and could not be outflanked. The center was pushed back, but the strong wings beat the Persian wings and turned inward to strike the Persian center from both sides.
2. Ephialtes had guided the Persians over the mountain path behind the Greeks. Leonidas sent most of the allies away and stayed with the 300 Spartans, 700 Thespians and 400 Thebans as a rear guard.
3. He sent his servant Sicinnus to Xerxes with a secret message that the Greeks were about to flee, so Xerxes blocked the exits and attacked into the narrows, where his larger fleet had no room.
4. Moving forward at a slant, one wing first and the other held back. As Alexander's army slanted right, the Persian line stretched to follow and a gap opened, and Alexander charged into it with the Companion cavalry.
5. Any one: it refused to ask for peace; the Senate thanked Varro for not despairing; it raised new legions; it returned to Fabius' patient strategy of avoiding big battles.
6. He lined up his maniples in columns with open lanes, put light troops (velites) in the lanes, and blew trumpets and horns. Some elephants turned back; the rest ran down the lanes and out the back.
7. Any two: it gave up Spain; it gave up all but ten warships; it paid 10,000 talents of silver over 50 years; it could not make war without Rome's permission.
8. The inner ring faced in to keep Vercingetorix's army trapped on the hill; the outer ring faced out to stop the huge Gallic relief army.
9. Alesia made Caesar powerful enough to take control of Rome; his heir became Caesar Augustus, whose decree sent Joseph and Mary to Bethlehem (Luke 2:1).
10. So that Israel would not boast that its own hand had saved it (Judges 7:2). From 32,000 the army went to 10,000 and then to 300.

GREAT BATTLES ✕ TRAIL B: THE MIDDLE AGES

The second trail of the Great Battles track follows eight battles across more than eight hundred years, from Charles Martel's stand at Tours in 732 to the galley fight at Lepanto in 1571. On the way it visits Hastings and the Bayeux Tapestry, the thirsty march to Hattin, the schiltrons of Bannockburn, the mud and longbows of Agincourt, Joan of Arc at Orléans, and the walls and cannon of Constantinople. Each battle is taught through **the map** (terrain, water and weather), **the plan** (strategy and tactics), **the people** (leaders and soldiers, their courage and faith) and **why it mattered**.

This is the ● **Ranger** level, for ages 10 to 13. The student reads each stop alone in 25 to 35 minutes, then does the work in the Field Notebook: a labeled terrain map (and at some stops a diagram), a one-paragraph notebook entry, five practice questions with answers, a tabletop activity and a "Choose your move" puzzle in which the student decides as the commander before learning what happened. Rangers get more dates, numbers and sources than Scouts, including the chronicles, the Bayeux Tapestry and the Declaration of Arbroath. Casualties are given as numbers, deaths are stated plainly but never described, uncertain numbers are given as ranges, and both sides are described fairly in the terms of their own time. Just-war questions are saved for the ● Expert level.

Five stops earn the **Battle Ranger badge, part 1**, and all eight earn part 2 and the **Trail B certificate**. The two badge quizzes are at the end of the trail and are optional; badges are earned by doing the stops.

BEFORE YOU BEGIN

- Read a page of about 500 words on your own and retell it in order.
- Find Europe, the Mediterranean, the Middle East, France, Britain, Spain and Turkey on a map, and use a compass rose and scale bar.

MASTERY CHECKLIST

- ☐ I can put all eight battles in order on a timeline with their years and find each on a map of Europe and the Mediterranean.
- ☐ I can draw a labeled terrain map of a battle with a title, a compass rose, a key, a scale and both sides.
- ☐ I can explain how terrain, water or weather decided at least four of the battles (for example Hattin, Bannockburn, Agincourt and Constantinople).
- ☐ I can name the commanders on both sides of each battle and describe each side fairly.
- ☐ I can tell why at least three of these battles mattered afterward, and name one virtue shown by a leader or soldier.

OPTIONAL BOOKS AND RESOURCES

- **Bayeux Museum: the Bayeux Tapestry online** (<https://www.bayeuxmuseum.com>): The whole Tapestry, scene by scene, with the Latin captions; use it for Stop B2.
- **Royal Armouries** (<https://royalarmouries.org>): Free collection pages on longbows, medieval armor and the great Ottoman bronze gun (the Dardanelles Gun) for Stops B5 and B7.
- **Internet Medieval Sourcebook (Fordham University)** (<https://sourcebooks.fordham.edu/sbook.asp>): Free translations of primary sources, including accounts of Hattin, the Declaration of Arbroath, Joan of Arc's trial and the fall of Constantinople. Parents should preview.
- **Project Gutenberg** (<https://www.gutenberg.org>): Free public-domain books: H. E. Marshall's *Our Island Story* and *Scotland's Story*, Shakespeare's *Henry V*, Mark Twain's *Joan of Arc* and G. K. Chesterton's poems, including "Lepanto."

2.1 TOURS (732): CHARLES MARTEL'S SQUARE

OBJECTIVES

- Trace the Umayyad advance from Spain over the Pyrenees to the Loire and mark the battlefield between Poitiers and Tours.
- Explain how a dense block of foot soldiers on chosen ground could hold against cavalry.
- Weigh two views of why Tours mattered, using evidence from the chronicles.

Warm-up. Look at a map of Europe and put your finger on the Strait of Gibraltar. Now slide it north to Tours, on the Loire River in France. That is about 1,000 miles. In 732 an army that had crossed that strait only twenty-one years before was riding toward Tours. Who would stop it, and how?

Video slot. Video coming. The Battle of Tours (Poitiers), 732: Charles Martel, Abd al-Rahman and the Frankish infantry square; maps of the Umayyad conquest of Spain. Search approved channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

Mayor of the Palace

The chief official of the Frankish kingdom. By Charles Martel's day the mayor held the real power, while the Merovingian kings were kings in name.

al-Andalus

The Arabic name for the parts of Spain and Portugal ruled by Muslims after 711.

caliphate

A state ruled by a caliph, a successor of Muhammad as leader of the Muslim community. The Umayyad Caliphate ruled from Damascus, from Spain to Central Asia.

infantry square

A close, deep formation of foot soldiers, shields locked, facing outward so that horsemen cannot ride around or through it.

chronicle

A history written year by year. The Mozarabic Chronicle of 754, written by a Christian in Spain, is our best early source for Tours.

CORE IDEAS

The map. In 711 an Umayyad army of Arabs and Berbers crossed the Strait of Gibraltar and within a few years ruled most of Spain, called **al-Andalus**. Raiders soon crossed the Pyrenees into Gaul. In 732 the governor of al-Andalus, Abd al-Rahman al-Ghafiqi, led a large army north, defeated Duke Odo of Aquitaine near Bordeaux and rode toward the wealthy abbey of Saint Martin at Tours. Odo fled to his old rival Charles, Mayor of the Palace of the

Franks, and asked for help. The armies met in October 732 on the old Roman road between Poitiers and Tours, about 200 miles north of the Pyrenees.

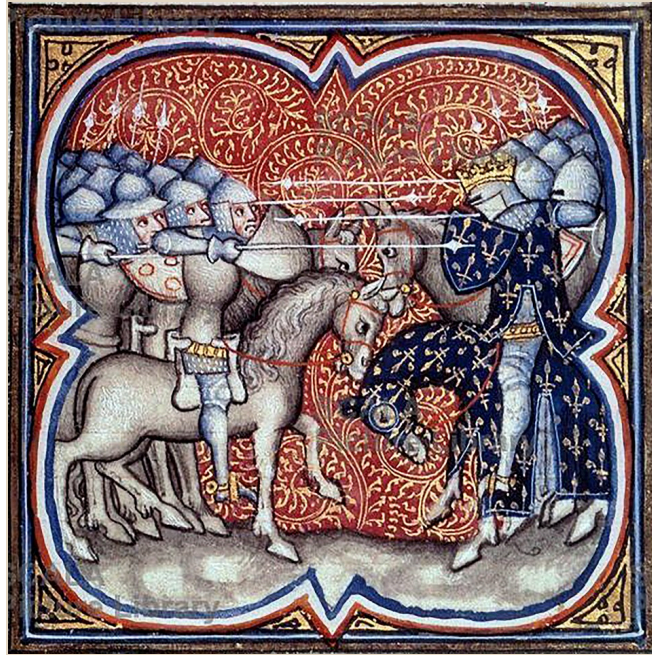
The plan. Abd al-Rahman's strength was his cavalry: fast, brave horsemen used to sweeping charges. Charles had mostly heavy infantry, veterans of nearly fifteen years of his wars. He picked rising ground with woods that protected his flanks and formed his men in a deep, close block. The Mozarabic Chronicle of 754 says the "men of the North" stood "like a wall," "immovable" and "like a belt of ice frozen together." For about a week the armies watched each other. Then the horsemen charged.

What happened. Charge after charge broke against the shields. Late in the day Abd al-Rahman was killed. Some accounts say Odo's men or Frankish scouts struck the enemy camp, and many riders turned back to protect it. That night the Umayyad army slipped away. At dawn the Franks advanced carefully, expecting a trap, and found the tents empty. No one knows the real numbers; medieval writers gave impossible figures, and modern historians guess at armies of perhaps 10,000 to 25,000 on each side.

The people. Charles was not a king. He was the son of a powerful mayor, and after his father's death in 714 he had fought his way to the top. Later writers called him **Martel**, "the Hammer," perhaps remembering the Hammer of God, Judas Maccabeus. Abd al-Rahman was remembered by Muslim writers as a just and courageous governor; they called the field "the Pavement of the Martyrs." Both commanders led from the front.

Why it mattered. The historian Edward Gibbon wrote in the 1780s that without Tours, the Quran might have been taught at Oxford. Many modern historians think the expedition was a large raid and would have turned back anyway; they point out that Charles still had to fight Umayyad forces in the south in the 730s. Both views agree on this: after Tours the Franks grew stronger. Charles's son Pepin became king in 751, and his grandson Charlemagne was crowned emperor on Christmas Day, 800.

PICTURE STUDY



Charles Martel at Tours-Poitiers, from the Grandes Chroniques de France, Unknown French illuminator, 14th century · Ink, paint and gold on parchment · Bibliothèque nationale de France (MS français 2813)
Wikimedia Commons · Public domain

This little painting comes from the *Great Chronicles of France*, a history book copied by hand for a French king more than six hundred years after the battle. The artist dressed everyone like knights of his own time. The man in blue with gold lilies, the sign of the French kings, stands for the Frankish leader.

Look closely

- Find the man in the blue coat with gold lilies. What is he wearing on his head?
- Count the lances.
- Look at the background. Is it a real place or a pattern?

Talk about it

1. Charles Martel was never crowned king. Why do you think the artist gave the leader a crown?
2. How is this picture different from a photograph?

HANDS-ON: TABLETOP TOURS: THE WALL AND THE CHARGE

Build the field on a table or in a sand table and test the Frankish block against cavalry, the way Charles did.

You will need

- About 40 blocks, dominoes or toy soldiers of one color (Franks) and 20 of another (Umayyad horsemen)
- A towel over a book for the rising ground
- Green paper or small branches for the woods
- String or yarn for the Roman road and the Clain and Vienne rivers
- A small ball and a ruler

Steps

1. Lay the road from Poitiers (south) to Tours (north). Put the rise across the road with woods on both sides.
2. Stand the Franks on the rise in a block 8 wide and 5 deep, pieces touching.
3. Line the horsemen 12 inches downhill. Roll the ball up at the block five times and count how many Franks fall.
4. Now spread the Franks into one line 40 wide, ends sticking past the woods. Roll five more times and count again.
5. Last, move one group of horsemen behind the woods to the Frankish rear. Could they get around the block? Why or why not?
6. Record your counts in a small table in your Field Notebook.

Check your work

- My field shows the road, the rise, the woods and both armies.
- I tested a deep block and a thin line and recorded the results.
- I can explain in two sentences why the woods mattered to Charles.

FIELD NOTEBOOK

1. **Terrain map.** Draw two maps. Map 1 (big picture): Spain, the Strait of Gibraltar, the Pyrenees, Bordeaux, Poitiers, Tours and the Loire, with an arrow for the Umayyad advance in 732. Map 2 (the field): the Roman road, the rise, the woods on both flanks, the Frankish block (blue rectangle) and the cavalry (red arrows). Add a title, a compass rose, a key and a scale note (“about 200 miles from the Pyrenees”).
2. **Notebook entry.** Write a paragraph of 5–7 sentences: Was Tours a turning point that saved Europe, or one victory among many? Give one fact that supports each view, then say which you find stronger and why.

Did you know? The same battle has two names: English writers usually say Tours, and French writers say Poitiers. The traditional site is near the village of Moussais-la-Bataille, “Moussais of the Battle,” north of Poitiers. Saint Martin of Tours, whose abbey drew the raid, was a Roman soldier who became a bishop; the story of him cutting his cloak in half for a beggar made his shrine one of the most visited in Europe.

Map or diagram. On a map of Europe, measure from Gibraltar to Tours with string and compare it to the scale bar. Then measure from Tours to Paris. Notice how close to the

heart of the Frankish lands the raid had come.

Goes deeper in. History, the Middle Ages unit on the Franks and Charlemagne; and Geography, the unit on France and Spain (coming soon).

For families. The date is traditionally October 732; a few scholars argue for 733. The “wall” and “belt of ice” phrases are from the Mozarabic Chronicle of 754 (in translation). Numbers are unknown, so the stop gives only a broad modern range. The nickname “Martel” is recorded by later Carolingian writers; the link to Judas Maccabeus is a common explanation, not certain. Gibbon’s remark is in *The Decline and Fall of the Roman Empire*, chapter 52. Historians genuinely disagree about the battle’s importance, and the stop presents both views. Just-war questions are saved for the ● Expert level.

PRACTICE

1. **EASY** What year did the Umayyads cross into Spain, and how many years later was Tours?
2. **EASY** Who led each army at Tours?
3. **MEDIUM** Why did Charles choose ground with woods on both sides?
4. **MEDIUM** What does the Mozarabic Chronicle of 754 say the Franks looked like, and why is this source valuable?
5. **CHALLENGE** Charles was born about 688 and Charlemagne was crowned emperor in 800. Charles died in 741. How many years passed between Tours and Charlemagne’s crowning, and how old would Charles have been in 800 if he had lived?

Make it a game · Choose Your Move: The Week of Waiting. You are Charles Martel. For six days the two armies have watched each other. Your men are on good ground but are getting hungry, and winter is coming. Choose before you read on: (a) attack down the slope across open ground; (b) keep your block on the rise and make the enemy come to you; (c) march away and defend Paris instead. Write your choice and one reason. **What happened:** Charles chose (b). He let the cavalry charge uphill into his shields. Leaving the rise would have given the horsemen the open ground they wanted. Then play the reverse: you are Abd al-Rahman. After a day of failed charges, would you charge again, wait, or withdraw with your plunder? (His army withdrew that night after his death.)

Scripture. “Wherefore take unto you the whole armour of God, that ye may be able to withstand in the evil day, and having done all, to stand.” (Ephesians 6:13, KJV)

Paul wrote to Christians about spiritual battle, using the picture of a Roman soldier who holds his place. The Franks at Tours won by standing. Courage is often not rushing forward but refusing to give way.

Practice: answers

1. 711; Tours was in 732, 21 years later.

2. Charles Martel, Mayor of the Palace, led the Franks; Abd al-Rahman al-Ghafiqi, governor of al-Andalus, led the Umayyad army.
3. The woods protected his flanks, so the enemy cavalry could not ride around his block and had to charge it from the front.
4. It says they stood like a wall, like a belt of ice frozen together. It is valuable because it was written only about 22 years after the battle, by a Christian living in Muslim Spain.
5. $800 - 732 = 68$ years. $800 - 688 =$ about 112 years old.

2.2 HASTINGS (1066) AND THE BAYEUX TAPESTRY

OBJECTIVES

- Tell the events of 1066 in order, from Edward the Confessor's death to William's crowning.
- Explain how Harold's shield wall on Senlac Ridge held for most of a day and why it finally broke.
- Read the Bayeux Tapestry as a historical source: what it shows, who made it and whose side it tells.

Warm-up. England had three kings in the year 1066. Before you read, guess why. Then take a long strip of paper (tape several sheets end to end) and draw a comic of your own week in a single row of pictures with no speech bubbles, only a few words of title. That is how the Bayeux Tapestry tells its story.

Video slot. Video coming. The Battle of Hastings, 1066: Stamford Bridge, Senlac Ridge, the shield wall and the Bayeux Tapestry scene by scene. Search approved channels (Kings and Generals, Simple History, The History Guy, the Bayeux Museum); preview first.

KEY TERMS

shield wall

A line of foot soldiers standing close with overlapping shields, used by the English and Scandinavians.

housecarl

A trained, paid warrior of an English king or earl, often armed with a long two-handed Dane axe.

fyrð

The English militia: free farmers and townsmen called up to serve in time of war.

feigned retreat

A pretended running away, meant to draw the enemy out of a strong position so it can be attacked.

embroidery

Pictures sewn onto cloth with needle and thread. The Bayeux Tapestry is really an embroidery of wool on linen.

CORE IDEAS

The map. King Edward the Confessor died on January 5, 1066, without a son. The English council crowned Earl Harold Godwinson the next day. Two other men claimed the throne. Harald Hardrada, king of Norway, landed in the north with Harold's exiled brother Tostig,

and on September 25 Harold destroyed their army at Stamford Bridge near York. Three days later Duke William of Normandy landed at Pevensey on the south coast. Harold rode south about 250 miles, gathered what men he could in London, and on October 14 took his stand on a ridge seven miles from Hastings, where the town of Battle stands today.

The plan. Harold put his housecarls and fyrd in a dense shield wall along the top of the ridge, perhaps half a mile long, with marshy ground and a steep slope in front. He meant to let the Normans exhaust themselves climbing. William had something England lacked: about 2,000 armored knights on horseback, plus archers and crossbowmen. His army formed in three divisions: Bretons on the left, Normans in the center and French and Flemish on the right. Each side probably had between 5,000 and 8,000 men.

What happened. The battle began about nine in the morning and lasted until dusk, very long for a medieval battle. Arrows and charges failed to break the wall. When the Breton wing fell back, a rumor spread that William was dead. William pushed back his helmet and rode along the lines so his men could see his face, a moment the Tapestry shows. Some Englishmen who chased the fleeing Bretons were cut off on open ground, and Norman chroniclers say William later used pretended retreats to draw out more. As the light failed, Harold was killed, along with his brothers Gyrth and Leofwine. Without its leaders, the English line broke.

The people. Harold was an experienced, courageous soldier who had just won a great victory, but his men were tired and many of his troops had not yet arrived. William was a hard and patient planner. He had waited weeks for a south wind, carried his horses across the Channel and fought under a banner sent by the pope. Both men believed they were the rightful king. The Tapestry shows Harold swearing an oath to William on holy relics before 1066; the Normans said Harold broke that oath.

Why it mattered. William was crowned in Westminster Abbey on Christmas Day, 1066. Within twenty years Norman lords held most of the land, recorded in the great survey called the Domesday Book (1086). The Normans built castles and stone cathedrals, and thousands of French words entered English. The words *beef*, *court*, *judge* and *jury* all came with them. The Bayeux Tapestry, probably made in England in the 1070s for William's half-brother Bishop Odo, tells the story in about 70 meters of embroidered cloth, from the Norman point of view.

PICTURE STUDY



The Bayeux Tapestry, scene 55: "Hic est Dux Wilelm" (Here is Duke William), Unknown English embroiderers, probably for Bishop Odo of Bayeux, 1070s · Wool embroidery on linen, about 70 meters (230 feet) long and 50 centimeters (20 inches) high · Bayeux Museum (Musée de la Tapisserie de Bayeux), Normandy, France
Wikimedia Commons · Public domain

The Tapestry is a picture-history with Latin captions running along the top. This scene shows the moment when the rumor of William's death spread and he lifted his helmet to show he was alive. Count Eustace of Boulogne points to him and carries a banner. Before or after this lesson, view the whole Tapestry online, scene by scene, at the Bayeux Museum website, and look especially at the ships (scenes 38-40), the comet (scene 32) and the feast before the battle.

Look closely

- Find the words HIC EST DUX WILELM. Which rider is William, and how is he showing his face?
- Look at the borders above and below the main band. What do you find there?
- Count the colors of wool the embroiderers used. How do they show that one horse is behind another?

Talk about it

1. The Tapestry was made for a Norman bishop. Which parts of the story would a Norman want everyone to see? What might an English source have told differently?
2. Why would a moment like this one (a leader showing his face) matter so much in a battle with no radios or uniforms?

HANDS-ON: TABLETOP HASTINGS: THE RIDGE AND THE WALL

Build Senlac Ridge and test whether horsemen can break a shield wall, and what happens when part of the wall chases after them.

You will need

- A sand table, or a long pillow under a sheet for the ridge
- About 40 blocks or toy soldiers for the English (one color)
- About 15 horsemen and 15 foot soldiers for the Normans (another color)
- Blue paper or yarn for the marshy streams in front of the ridge
- A small ball

Steps

1. Shape the ridge running east to west, steep on the south side. Mark the boggy ground at its foot.
2. Stand the English along the crest in a line three deep, touching. Place the Normans at the bottom in three groups: Bretons left, Normans center, French and Flemish right.
3. Roll the ball (a Norman charge) uphill at the wall five times. How many English fall?
4. Now play the Breton retreat: move the left Norman group back. Move six English pieces down the slope after them. Then send three Norman horsemen around those six. What happens to the wall where they left a gap?
5. Write in your notebook what the shield wall needed to do to win.

Check your work

- My ridge, marsh and both armies are set up correctly.
- I tested the wall when it held and when part of it chased the enemy.
- I can explain why leaving the ridge was dangerous for the English.

FIELD NOTEBOOK

1. **Terrain map.** Draw two maps. Map 1: England and Normandy, with arrows for Hardrada's landing (the Humber), the battle of Stamford Bridge (September 25), William's landing at Pevensey (September 28), Harold's march (York to London to Hastings) and the battlefield (October 14). Map 2: the ridge seen from above, the marshy ground, the English shield wall (blue line), the three Norman divisions (red blocks) and arrows for the attacks. Add a title, a compass rose and a key.
2. **Notebook entry.** Copy one Latin caption from the Tapestry and its English meaning. Then write a paragraph: the Tapestry is our most famous picture of 1066, but it was made for the winners. Name one thing it shows that we can trust and one thing we should be careful about.

Did you know? The Tapestry shows Halley's Comet, which passed over England in April 1066, with men pointing up at it ("ISTI MIRANT STELLA," "These men wonder at the star"). The cloth has survived more than 900 years; during the French Revolution it was nearly cut up to cover a wagon. The Abbey that William built at Battle placed its high altar where Harold was said to have fallen.

Goes deeper in. History, the Middle Ages unit on Anglo-Saxon and Norman England; Art, for the Bayeux Tapestry and medieval embroidery; and Literature, for how English words changed after 1066 (coming soon).

For families. Numbers are modern estimates; sources do not give reliable figures. Whether Harold was struck in the eye by an arrow is debated: the Tapestry figure under “Harold” may have been altered during 19th-century repairs, and early accounts differ. The feigned retreats are reported by Norman writers (William of Poitiers) and debated by historians. The lower border of the battle scenes shows fallen soldiers; the stop’s picture study uses scene 55, which does not. The Tapestry is about 68–70 meters long.

PRACTICE

1. **EASY** Name the three kings of England in 1066.
2. **EASY** What did William do when his soldiers thought he was dead?
3. **MEDIUM** Stamford Bridge was on September 25 and Hastings on October 14. How many days apart were the battles, and why does that matter?
4. **MEDIUM** Give two differences between the English and Norman armies.
5. **CHALLENGE** Why is the Bayeux Tapestry both a great source and a biased one?

Make it a game • Choose Your Move: King Harold in October. You are Harold. You have just won at Stamford Bridge, but William has landed in the south and is burning villages near Hastings. Your brother Gyrth offers to lead the army in your place. Choose before you read on: (a) wait in London for two or three weeks while more fyrd arrive; (b) march at once and take a strong position near Hastings; (c) let Gyrth fight while you gather a second army. **What happened:** Harold chose (b). He marched quickly, hoping to pin William near the coast, and took a strong ridge. He came very close to winning, but some historians think waiting for more men, or letting Gyrth lead, might have saved England. Now be William: you could charge again, or pretend to run and hope the English follow. Which would you try first?

Scripture. “And he changeth the times and the seasons: he removeth kings, and setteth up kings: he giveth wisdom unto the wise, and knowledge to them that know understanding:” (Daniel 2:21, KJV)

Daniel spoke these words when God revealed a king’s dream to him. England had three kings in one year. Christians on both sides at Hastings prayed for victory; Scripture teaches that God rules over the rise and fall of kings, even when we cannot see His purpose.

Practice: answers

1. Edward the Confessor (died January 5), Harold Godwinson, and William the Conqueror (crowned December 25).
2. He pushed back his helmet and rode along the lines so they could see his face.

3. 19 days. In that time Harold's army marched about 250 miles south, so many of his men were tired and some had not caught up.
4. Any two: the English fought on foot in a shield wall, the Normans had mounted knights; the Normans had many more archers and crossbowmen; the English had housecarls with Dane axes and the fyrd militia.
5. It was made within about ten years of the battle and shows real details of ships, armor and events. But it was made for Bishop Odo, William's half-brother, so it tells the Norman side and stresses Harold's oath.

2.3 HATTIN (1187): WATER AND HEAT

OBJECTIVES

- Locate Sephoria, Tiberias, the Sea of Galilee and the Horns of Hattin, and measure the march between them.
- Explain how water, heat and smoke decided the battle before most of the fighting began.
- Describe the results of Hattin: the fall of Jerusalem in 1187 and the Third Crusade.

Warm-up. Fill a water bottle and set it by you. On a hot summer day, a soldier in mail armor and a padded coat could sweat away more than a gallon of water. Now imagine marching all day in July with your bottle empty and no spring ahead. How far could you go?

Video slot. Video coming. The Battle of Hattin, 1187: Saladin, King Guy, the march from Sephoria and the Horns of Hattin. Search approved channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

Crusader states

The Christian kingdoms and counties set up in Syria and the Holy Land after the First Crusade (1099), led by the Kingdom of Jerusalem.

sultan

A Muslim ruler with royal power. Saladin was sultan of Egypt and Syria.

military order

A brotherhood of knights who took religious vows, such as the Templars and the Hospitallers.

Horns of Hattin

A low hill with two peaks, the rim of an old volcano, about six miles west of the Sea of Galilee.

True Cross

A relic believed by medieval Christians to be part of the cross of Christ, carried into battle by the army of Jerusalem.

CORE IDEAS

The map. By 1187 the sultan **Saladin** (Salah ad-Din Yusuf) ruled both Egypt and Syria and surrounded the Kingdom of Jerusalem. At the turn of June and July he crossed the Jordan with perhaps 30,000 men, and on July 2 he attacked the town of Tiberias on the Sea of Galilee. King Guy of Lusignan had gathered the whole army of the kingdom, about 18,000 to 20,000 men including some 1,200 knights, at the springs of Sephoria, about 16 miles west.

Between them lay a dry, rocky plateau in the full heat of summer, with only small springs along the way.

The plan. Count Raymond of Tripoli, whose own wife was defending the citadel of Tiberias, gave surprising advice: stay at Sephoria. There the army had water and pasture; let Saladin come to them in the heat. Gerard de Ridefort, Grand Master of the Templars, and Reynald of Châtillon called this cowardice and urged the king to march. Guy had followed cautious advice once before and been blamed for it. That night he changed his mind and ordered the march. Saladin hoped for exactly that: he wanted the Franks in the open, away from water.

What happened. On July 3 the army marched east while Saladin's mounted archers shot at its flanks and rear. By afternoon it was still miles from the lake. Guy halted near the village of Meskana without enough water. That night Saladin's men lit the dry brush, and smoke blew over the thirsty camp. On July 4 the Franks tried to reach the springs at Hattin and were surrounded. Raymond's division charged, the enemy opened its ranks, and he rode through and away. Many foot soldiers fled up the Horns. Guy's knights rallied three times around his red tent on the hill, but by afternoon the tent fell and the king was captured. The True Cross was taken.

The people. Saladin was known even among his enemies for keeping his word and for mercy to prisoners. In his tent he gave Guy a cup of water cooled with snow. But Reynald had attacked Muslim caravans and pilgrims during a truce, and Saladin had sworn to kill him; he executed Reynald with his own hand. He also ordered the execution of the captured Templar and Hospitaller knights, whom he considered his most dangerous enemies. Guy himself was spared and later released.

Why it mattered. With its field army gone, the kingdom could not defend its castles. Acre fell within days, and Jerusalem surrendered on October 2, 1187, after 88 years in Crusader hands. Saladin let most inhabitants buy their freedom. The news moved Europe to the Third Crusade (1189-1192), led by Richard the Lionheart of England, Philip II of France and Emperor Frederick Barbarossa. They recovered Acre and the coast, but not Jerusalem.

PICTURE STUDY



Saladin Seizes the True Cross from King Guy at Hattin, from the Chronica Majora, Matthew Paris, About 1240–1253 · Ink and watercolor drawing on parchment · Parker Library, Corpus Christi College, Cambridge (MS 26)

Wikimedia Commons · Public domain

Matthew Paris was a monk at St Albans Abbey in England who wrote and illustrated a huge history of the world. He drew this picture of Hattin about sixty years after the battle, in the bottom margin of his book. He shows the struggle for the cross as the heart of the story.

Look closely

- Find King Guy and Saladin. How has Matthew Paris shown which is which?
- Follow the line of the cross. Who is holding it, and who is pulling it?
- Look at the horses and the space between the two groups. How does the artist show movement with just a few lines?

Talk about it

1. Why do you think an English monk chose the loss of the cross, not the loss of the king, as his picture of Hattin?
2. What does this drawing tell us about how Christians in England felt about the news of 1187?

HANDS-ON: TABLETOP HATTIN: THE MARCH OF THIRST

Lay out the 16-mile march on a table and play it hour by hour with a water supply that runs out.

You will need

- A long table or the floor, with masking tape for the route (1 foot = about 2 miles, so 8 feet long)
- Blue paper for the Sea of Galilee and small blue circles for springs (Sephoria, Turan, Hattin)
- Two bumps of clay or crumpled paper for the Horns of Hattin
- About 20 blocks for the Frankish army and 20 of another color for Saladin's riders
- 20 dry beans or paper clips as "water"

Steps

1. Lay out Sephoria at the west end, Tiberias and the lake at the east end, the spring at Turan about a quarter of the way, and Hattin and the Horns near the east end.
2. Give the Franks 20 water beans. Move the army one foot per turn. Each turn, remove 3 beans (heat), and each time a rider block touches the column, remove 1 more.
3. When the army reaches a spring, roll a die: on 5 or 6 it may refill to 20 (the springs were small and Saladin guarded them).
4. When the beans run out, the army must stop and camp. Where did yours stop? Compare with Meskana, about two-thirds of the way.
5. Replay with Raymond's plan: the Franks stay at Sephoria and Saladin must march to them. Who runs out of water now?

Check your work

- My route shows Sephoria, the springs, Hattin, the Horns and Tiberias.
- I played both plans and recorded where each army ran out of water.
- I can explain Raymond's advice in my own words.

FIELD NOTEBOOK

1. **Terrain map.** Draw the land between the Mediterranean and the Sea of Galilee. Mark Acre and the coast, Sephoria with its springs, Turan, Meskana (the dry camp), the Horns of Hattin, the village and springs of Hattin, Tiberias and the lake. Draw the Frankish march (blue arrow) for July 3, Saladin's camp and riders (red), the smoke from the brush fires (gray shading) and the direction of the wind. Add a scale bar (16 miles from Sephoria to Tiberias), a compass rose and a key.
2. **Notebook entry.** Write a paragraph from the point of view of a member of the king's council on the night of July 2. Give Raymond's argument and Gerard's argument fairly, and then say which you would have advised and why.

Did you know? The Horns of Hattin are near the hills above the Sea of Galilee where Jesus taught, and some medieval pilgrims believed the Sermon on the Mount was preached on the Horns themselves. Saladin's secretary, Imad ad-Din, and his adviser Baha ad-Din both wrote eyewitness histories of the campaign, so we have Muslim as well as Christian accounts.

Map or diagram. Make a simple bar chart of the two armies: Franks about 18,000–20,000, Saladin about 30,000. Then make a second chart of water: Sephoria (strong springs), Turan (small spring), Meskana (none), Hattin (springs, held by Saladin). Which chart better explains the result?

Goes deeper in. History, the Middle Ages unit on the Crusades; and Geography, the unit on the lands of the Bible and the Middle East (coming soon). Earth Science explains why the Galilee hills are volcanic.

For families. Army sizes are modern estimates; sources vary (Saladin's army is often given as 30,000 or more). The executions of Reynald and of about 200 Templars and Hospitallers are reported by Saladin's own historians and are stated plainly, without detail. The True Cross relic was never recovered. Raymond's escape led some contemporaries to accuse him of treachery; most historians think he simply broke out. The stop describes Saladin and the Crusaders fairly, in the terms of their own time; just-war questions about the Crusades are taken up at the ● Expert level.

PRACTICE

1. **EASY** Who commanded each army at Hattin?
2. **EASY** What did Raymond of Tripoli advise, and why?
3. **MEDIUM** Give three things that weakened the Frankish army before the final fighting on July 4.
4. **MEDIUM** If the army marched only about 10 miles on July 3 and the whole route was 16 miles, what fraction of the way had it come?
5. **CHALLENGE** Crusaders captured Jerusalem in 1099. Saladin took it on October 2, 1187. How many years had it been held, and what crusade did its loss cause?

Make it a game · Choose Your Move: The King's Council at Sephoria. You are King Guy. It is the night of July 2. Tiberias is under attack and its lady has sent for help. Your army is at the springs of Sephoria. Choose before you read on: (a) stay at Sephoria with water and let Saladin come to you; (b) march the 16 miles east across the dry plateau to save Tiberias; (c) send a small, fast force to help Tiberias while the main army stays by the springs. **What happened:** Guy first chose (a), then changed his mind in the night and chose (b) after the Templar Grand Master urged him. The army ran out of water and was surrounded at Hattin. Now be Saladin: the Franks are marching toward you. Would you block the road to the lake, attack their rear, or set the dry grass on fire? (He did all three.)

Scripture. "Or what king, going to make war against another king, sitteth not down first, and consulteth whether he be able with ten thousand to meet him that cometh against him with twenty thousand?" (Luke 14:31, KJV)

Jesus used this picture to teach that following Him means counting the cost. A wise king sits down first, listens and counts. At Hattin a king rushed instead of counting, and the cost was very great.

Practice: answers

1. King Guy of Lusignan led the army of Jerusalem; Sultan Saladin led the army of Egypt and Syria.
2. To stay at the springs of Sephoria, where there was water, and make Saladin come to them across the dry land in the heat.
3. Any three: thirst, the summer heat, smoke from the brush fires, constant arrow attacks on the march, a night camp at Meskana without water, and being surrounded.
4. $10/16 = 5/8$, a little more than half the way.
5. $1187 - 1099 = 88$ years. Its loss caused the Third Crusade (1189-1192).

2.4 BANNOCKBURN (1314)

OBJECTIVES

- Map the two days of Bannockburn: the road to Stirling on June 23 and the Carse on June 24.
- Explain how schiltrons, chosen ground and timing let a smaller Scottish army defeat English heavy cavalry.
- Connect the battle to the Declaration of Arbroath (1320) and Scottish independence (1328).

Warm-up. Stand with a broom handle held out in front of you, the end on the floor behind your foot and the tip pointing up and forward. Now picture hundreds of people doing that, shoulder to shoulder, in a great ring. Would you ride a horse into it?

Video slot. Video coming. The Battle of Bannockburn, 1314: Robert the Bruce, Henry de Bohun, the schiltrons and the Carse. Search approved channels (Kings and Generals, Simple History, The History Guy, the National Trust for Scotland Bannockburn centre); preview first.

KEY TERMS

schiltron

A dense body of Scottish spearmen, often ringed or squared, with spears about 12 feet long pointing outward.

men-at-arms

Fully armored soldiers, usually on horseback, such as knights and their followers.

carse

A Scots word for low, flat, wet ground beside a river. The Carse of Stirling lies along the River Forth.

burn

A Scots word for a stream. The Bannock Burn flows into the Forth below Stirling.

Declaration of Arbroath

A letter of 1320 from the barons of Scotland to Pope John XXII asking him to recognize Scotland as a free kingdom under Robert the Bruce.

CORE IDEAS

The map. Stirling Castle sits on a crag guarding the lowest crossing of the River Forth, the gateway between southern and northern Scotland. In 1313 the castle was held for England, and its commander, Sir Philip Mowbray, made a bargain with Edward Bruce, King Robert's brother: he would surrender if no English army came within three leagues of the castle by midsummer, June 24, 1314. King Edward II of England marched north with perhaps 15,000

to 20,000 men, including about 2,000 heavy cavalry. Robert the Bruce waited in the New Park, a hunting forest south of Stirling, with perhaps 6,000 to 8,000.

The plan. Bruce placed his army where the old road to Stirling ran through the woods. In the fields beside it his men dug small pits, covered with branches, to trip horses. Swampy ground lay to the east. He divided his spearmen into schiltrons under himself, his brother Edward, Thomas Randolph and young James Douglas, and kept a small force of light horse under Sir Robert Keith. Bruce did not need to beat the English army. He needed to keep it from reaching the castle.

The first day. On June 23 the English vanguard came up the road. A young knight, Sir Henry de Bohun, saw Bruce riding a small pony in front of his lines and charged at him with his lance. Bruce turned aside at the last moment, rose in his stirrups and killed de Bohun with one blow of his axe. His captains scolded him for the risk; Bruce only said he was sorry he had broken his good axe. Later Randolph's schiltron beat off English cavalry near St Ninian's church. That night the English crossed the Bannock Burn and camped on the Carse, between two streams and the river.

The second day. At dawn on June 24 the Scots came out of the woods and knelt while Abbot Maurice of Inchaffray prayed. Edward is said to have exclaimed, "They kneel for mercy!" A knight answered, "They ask for mercy, but not from you. They ask it from God." Then the schiltrons advanced. The English cavalry, packed into the wet ground with no room to charge, could not break them. When English archers began to cause harm, Keith's horsemen scattered them. As the English line sagged, Scottish camp followers appeared on the hill behind, and the English broke. Many drowned in the burn and the Forth. Edward escaped to Dunbar and went home by boat.

Why it mattered. Bannockburn did not end the war, but it made Robert's crown secure. In 1320 the Scottish barons wrote the Declaration of Arbroath: "It is in truth not for glory, nor riches, nor honours that we are fighting, but for freedom alone, which no honest man gives up but with life itself." In 1328 the Treaty of Edinburgh-Northampton recognized Scotland as an independent kingdom.

PICTURE STUDY



The Battle of Bannockburn, from Walter Bower's Scotichronicon, Unknown Scottish illuminator, 1440s · Ink and paint on parchment · Parker Library, Corpus Christi College, Cambridge (MS 171)
Wikimedia Commons · Public domain

This is the earliest known picture of Bannockburn, painted about 130 years after the battle for a great history of Scotland written by Walter Bower, an abbot on an island in the Firth of Forth. Like most medieval artists, the painter dressed the soldiers as they looked in his own day.

Look closely

- Find the two kings. How can you tell them apart? Look for crowns and coats of arms.
- Look at the weapons. Which side has more spears, and which more horses?
- Find the lines that lead your eye: lances, spears and banners. Where do they meet?

Talk about it

1. The artist lived more than a century after the battle. What parts of his picture might be accurate, and what parts imagined?
2. If you were painting Bannockburn for a Scottish king, which moment would you choose: de Bohun's charge, the kneeling prayer, or the last advance? Why?

HANDS-ON: TABLETOP BANNOCKBURN: SQUEEZE ON THE CARSE

Build the field in a sand table or on a cloth and see why a wide cavalry army failed in a narrow, wet space.

You will need

- A sand table or a towel on the floor
- Two lengths of blue yarn (the Bannock Burn and the Pelstream Burn) and a wide blue strip (the River Forth)
- Green paper or twigs for the New Park woods; a pebble or block for Stirling Castle
- About 30 toothpicks stuck in clay, or pencils, for four schiltrons
- About 30 horse pieces or blocks for the English cavalry

Steps

1. Lay out the Forth across the north. Run the Bannock Burn from the woods into the Forth and the Pelstream Burn parallel to it, leaving a flat space between them about a hand wide: the Carse.
2. Place the English cavalry on the Carse, filling the space between the burns.
3. Move the four schiltrons out of the woods in a line from burn to burn. Try to fit the English cavalry into a charge. How many can actually reach the spears at once?
4. Now remove the burns and let the cavalry spread out wide. How many can reach the schiltrons now, and can they ride around them?
5. Record what the burns did for Bruce.

Check your work

- My field shows the Forth, both burns, the Carse, the woods and the castle.
- I tested the battle with and without the streams.
- I can explain why the English could not use their numbers.

FIELD NOTEBOOK

1. **Terrain map.** Draw the field from above. Label Stirling Castle, the River Forth, the Carse, the Bannock Burn, the Pelstream Burn, the New Park woods, the old road, the pits, St Ninian's church and Coxet (Gillies') Hill. Use two colors of arrows: one for June 23 (de Bohun and the vanguard on the road; Randolph near St Ninian's) and another for June 24 (the Scottish advance onto the Carse). Add a title, a compass rose, a key and a scale (the castle is about two miles from the burn).
2. **Notebook entry.** Copy the sentence from the Declaration of Arbroath. Then write a paragraph: what did the barons mean by freedom, and why did they say they were not fighting for glory or riches?

Did you know? Robert the Bruce had been crowned in 1306, then defeated and hunted. A famous later story says he took heart from watching a spider try again and again to spin its web; the tale is first found centuries later and may be a legend. After he died in 1329, James Douglas carried his heart in a silver case on crusade, and it is buried at Melrose Abbey.

Goes deeper in. History, the Middle Ages unit on medieval Britain; Geography, the unit on the British Isles; and Literature, for John Barbour's poem *The Bruce* (1375) and Robert

Burns's song "Scots Wha Hae" (coming soon).

For families. Numbers are modern estimates and vary. The de Bohun story and Bruce's reply come from John Barbour's *The Bruce* (1375). The exchange about kneeling "for mercy" is reported by later chroniclers; tradition names the knight Sir Ingram de Umfraville. Whether the Scots camp followers ("small folk") charged or only appeared is debated. The Arbroath sentence is a standard English translation of the Latin. The Earl of Gloucester was among the English dead. Both kings are described fairly; Edward II's defeat is not used to mock the English.

PRACTICE

1. **EASY** What bargain set the date of the battle?
2. **EASY** What is a schiltrons?
3. **MEDIUM** Why was the Carse a bad place for the English army to camp and fight?
4. **MEDIUM** If the English had about 17,000 men and the Scots about 7,000, about how many times larger was the English army?
5. **CHALLENGE** Put in order and date: the Treaty of Edinburgh–Northampton, Bruce's coronation, the Declaration of Arbroath, Bannockburn.

Make it a game • Choose Your Move: The Morning of June 24. You are Robert the Bruce. Yesterday went well, but the English army is still twice your size. Tonight it has camped on the Carse between the burns. Some of your captains think you should slip away into the hills and keep fighting a raiding war, as you have for years. Choose before you read on: (a) retreat into the hills; (b) stay in the woods and defend; (c) attack at dawn while the English are crowded on wet ground. **What happened:** Bruce chose (c). A Scottish knight who deserted the English that night, Sir Alexander Seton, told him the English were discouraged. Bruce attacked at dawn and won. Now be Edward II: you have archers who could shoot into the schiltrons from the side. Where would you place them, and how would you guard them? (Keith's light horse scattered the English archers.)

Scripture. "Some trust in chariots, and some in horses: but we will remember the name of the LORD our God." (Psalm 20:7, KJV)

King David knew that armies count their horses and chariots. At Bannockburn the side with the great cavalry lost, and the men who knelt to pray before the battle won. The psalm does not say that soldiers should not train or plan; it says where their trust should finally rest.

Practice: answers

1. Sir Philip Mowbray agreed to surrender Stirling Castle if no English army came to relieve it by midsummer, June 24, 1314.
2. A dense body of Scottish spearmen with long spears pointing outward.
3. It was low, wet and hemmed in by the two burns and the Forth, so the cavalry had no room to spread out or charge, and retreat was blocked by water.

4. $17,000 \div 7,000 \approx 2.4$, so about two and a half times larger.

5. Bruce crowned (1306), Bannockburn (1314), Declaration of Arbroath (1320), Treaty of Edinburgh-Northampton (1328).

2.5 AGINCOURT (1415): MUD AND LONGBOWS

OBJECTIVES

- Trace Henry V's 1415 campaign from Harfleur toward Calais and locate Agincourt between its two woods.
- Explain how the narrowing field, the mud, the stakes and the longbow worked together.
- Describe what Agincourt led to and how Henry gave the glory to God.

Warm-up. Walk across a muddy yard or garden in boots (or picture it). Now imagine wearing 50 to 60 pounds of steel armor, walking a quarter of a mile through plowed, rain-soaked mud, packed shoulder to shoulder, while arrows fall like rain. How would you feel when you arrived?

Video slot. Video coming. The Battle of Agincourt, 1415: Henry V, the English longbow, the muddy field between the woods of Agincourt and Tramecourt. Search approved channels (Kings and Generals, Simple History, The History Guy, Royal Armouries); preview first.

KEY TERMS

Hundred Years' War

A long series of wars (1337–1453) between the kings of England and France over English lands in France and the English claim to the French crown.

longbow

A tall bow of yew, about as tall as the archer, with a draw weight often over 100 pounds.

stake

A sharpened wooden pole driven into the ground at an angle to stop charging horses.

constable

The chief commander of the French royal army. In 1415 it was Charles d'Albret.

dysentery

A serious sickness of the gut, spread by bad water and food, which killed many soldiers in camps.

CORE IDEAS

The map. In August 1415 King Henry V of England landed in Normandy with about 12,000 men and besieged the port of Harfleur. It held out five weeks, and dysentery spread through his camp. With his army shrunk to perhaps 6,000 to 9,000, Henry decided to march about 150 miles to the English town of Calais. The French broke the bridges on the River Somme and forced him far upstream. On October 24 a great French army barred his road near the village of Azincourt, which the English called Agincourt. Between the woods of Agincourt

and Tramecourt lay a freshly plowed field, about 1,000 yards wide at the English end and narrower in the middle. It had rained all night.

The plan. About five out of six of Henry's men were archers. He placed his few men-at-arms in the center and archers on the wings, each archer carrying a sharpened stake. The French, led by Constable Charles d'Albret and Marshal Boucicaut, had perhaps 12,000 to 20,000 men, many of them nobles in full armor. Their sensible plan was to wait. But the French did not attack, and Henry could not wait: his men were hungry. So he advanced to within long bowshot, about 250 yards, had his archers drive in the stakes, and shot.

What happened. Stung by the arrows, French cavalry charged from the flanks, but the woods kept them from going around the archers, the stakes stopped them, and wounded horses turned back into their own men. Then the French men-at-arms advanced on foot across the mud. As they moved toward the narrow center, they were crowded together so tightly that many could not raise their weapons. They reached the English line, and for a time the fighting was hard, but the archers came in from the sides with swords and mallets. The French front ranks collapsed. English losses were a few hundred; French losses were several thousand, including many great nobles. Late in the battle, fearing a new attack, Henry ordered many prisoners to be killed.

The people. Henry was 29. He had kept strict order on the march, hanging a soldier for stealing from a church. Before the battle the English heard Mass and knelt to take a little earth in their mouths. After the victory, Henry ordered the army to sing Psalm 115, "Not unto us, O LORD," and forbade anyone to say the victory was won by their own strength.

Why it mattered. Agincourt made Henry the strongest prince in Europe. By the Treaty of Troyes in 1420 he married Catherine, the French king's daughter, and was named heir to France. But Henry died in 1422, aged 35, and the war turned. Shakespeare's *Henry V* (about 1599) made the battle famous with the St Crispin's Day speech: "We few, we happy few, we band of brothers."

PICTURE STUDY



The Battle of Agincourt, from the Abrégé de la Chronique d'Enguerrand de Monstrelet, Unknown French illuminator, About 1470–1480 · Ink, paint and gold on parchment · Bibliothèque nationale de France, Paris (MS français 2680, folio 208)

Wikimedia Commons · Public domain

Enguerrand de Monstrelet was a French chronicler who lived through the battle years. About fifty years later an artist painted this scene for a shorter copy of his chronicle. It shows the archers, not just the knights, which tells us that even the French remembered the bow as the weapon of Agincourt.

Look closely

- Find the archers. How are they standing, and what are they holding?
- Find the banners and coats of arms. How can you tell English from French?
- Look at the ground and the background. Does the artist show the mud and the woods? What did he leave out?

Talk about it

1. Why might a French artist paint a French defeat? What could readers learn from it?
2. The artist painted rows of shining armor. What do you think is missing compared with the real battlefield, and why?

HANDS-ON: TABLETOP AGINCOURT: THE FUNNEL

Build the field and test how a narrowing space packs an army so tightly that it cannot fight.

You will need

- A tray or box lid with sand or brown play dough (the plowed field)
- Two strips of green paper or twigs for the woods, set in a funnel shape (wide at one end, narrow in the middle)
- About 15 toothpicks (stakes) and 25 blocks or toy soldiers for the English
- About 50 blocks of another color for the French
- A ruler and a little water to make the sand sticky (optional)

Steps

1. Set the woods so the field is about 10 inches wide at the English end and 7 inches across the middle.
2. Place the English: a few men-at-arms in the center, archers on the wings with toothpick stakes slanting toward the French.
3. Place the French in three deep lines at the far, wide end, filling the full width.
4. Push the first French line forward one inch at a time. Every time it moves, take away two blocks from the front (the arrows). When the line reaches the narrow middle, what happens to the blocks at the sides?
5. Count how many French blocks are touching the English line at once, and how many are stuck behind. Write the numbers down.

Check your work

- My field narrows between two woods, with stakes in front of the English archers.
- I counted how many French pieces could actually fight at the front.
- I can explain why more men did not help the French.

FIELD NOTEBOOK

1. **Terrain map.** Draw two maps. Map 1: the English Channel, Harfleur, the River Somme, Agincourt and Calais, with Henry's route as a dotted line and the place where he crossed the Somme. Map 2: the field, with the woods of Agincourt and Tramecourt, the villages, the plowed ground, the English line (men-at-arms in the center, archers and stakes on the wings) and the three French battles. Show with arrows how the French were funneled toward the center. Add a title, a compass rose, a key and a scale (about 1,000 yards across).
2. **Notebook entry.** Write a short "letter home" of one paragraph from an English archer the night after the battle. Tell about the rain, the stakes, the mud and the psalm. Do not describe wounds; tell what you saw, felt and gave thanks for.

Did you know? Longbows found on the Tudor warship *Mary Rose* (sunk 1545, raised 1982) had draw weights from about 100 to over 150 pounds. Skeletons of archers show changed bones in the arm and shoulder from years of practice. October 25 was the feast of Saints Crispin and Crispinian, Christian shoemakers martyred in Roman times, which is why Shakespeare's Henry speaks of "Crispin's day."

Map or diagram. Draw an arrow's path as an arc from the English line to the French line 250 yards away. Mark the highest point. Then label why archers shot high: to drop arrows from above onto the crowded French ranks.

Goes deeper in. History, the Middle Ages unit on the Hundred Years' War; and Literature, Shakespeare's *Henry V*, Act 4, Scene 3 (coming soon).

For families. The size of both armies is debated: older histories give the French four or five to one; the historian Anne Curry argued from muster records for closer numbers (perhaps 9,000 English and 12,000 French). The stop gives ranges. Henry's order to kill prisoners is reported by English and French chroniclers; it is stated plainly, as a hard fact, without detail. The earth-in-the-mouth custom and the singing of Psalm 115 (Psalm 113 in the Latin numbering) are reported by English chroniclers; the *Gesta Henrici Quinti* was written by a chaplain who was there. Shakespeare's lines are from *Henry V* (about 1599), not from Henry himself.

PRACTICE

1. **EASY** What was the date of Agincourt, and what feast day was it?
2. **EASY** Why were Henry's men marching to Calais?
3. **MEDIUM** Name four things that helped the English win.
4. **MEDIUM** If Henry had 7,500 men and five out of six were archers, about how many archers did he have?
5. **CHALLENGE** Agincourt was a great victory, but England lost the Hundred Years' War by 1453. Give one reason from this stop.

Make it a game • Choose Your Move: Henry's Morning. You are Henry V. It is October 25. Your hungry army is drawn up between the woods; the French, much larger, are drawn up a little over half a mile away and are not moving. Choose before you read on: (a) wait for the French to attack, as good sense says; (b) march around the woods at night to escape toward Calais; (c) pull up your stakes, advance into bowshot, drive the stakes in again and shoot to make the French come to you. **What happened:** After hours of waiting, Henry chose (c). His archers advanced, replanted their stakes and shot, and the French attacked across the mud. Now be the Constable d'Albret: your nobles are eager to charge. Would you hold them back, send the cavalry first, or advance on foot? (The French did all three in turn, in the worst order.)

Scripture. "Not unto us, O LORD, not unto us, but unto thy name give glory, for thy mercy, and for thy truth's sake." (Psalm 115:1, KJV)

After Agincourt Henry ordered this psalm to be sung on the field. Winners are tempted to boast; the psalm turns the praise to God. It is still sung in Latin as "Non nobis, Domine."

1. October 25, 1415, the feast of Saints Crispin and Crispinian (St Crispin's Day).
2. Calais was an English town where the shrunken, sick army could find safety and ships home after the siege of Harfleur.
3. Any four: the longbows, the mud, the narrowing field between two woods, the stakes, the French crowding together, Henry's decision to advance and provoke an attack, and the archers joining the fight at close quarters.
4. $7,500 \times \frac{5}{6} = 6,250$ archers (and about 1,250 men-at-arms).
5. Henry V died in 1422, leaving a baby son, so the strong leader who won Agincourt was gone (and France soon recovered; see Orléans, Stop B6).

2.6 ORLÉANS (1429): JOAN OF ARC

OBJECTIVES

- Map the English siege works around Orléans and the bridge fort of Les Tourelles on the Loire.
- Tell the eight days from Joan's arrival (April 29) to the English withdrawal (May 8, 1429) in order.
- Explain how Orléans turned the Hundred Years' War and what Joan's faith and courage meant to the French.

Warm-up. Think of the youngest person you know who is 17. Could that person persuade a king to give them an army? In 1429 a farm girl from a village called Domrémy did just that. Before reading, write down one question you would have asked her if you were the king.

Video slot. Video coming. The Siege of Orléans, 1428–1429: Joan of Arc, Les Tourelles, the bridge over the Loire and the coronation at Reims. Search approved channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

Dauphin

The title of the eldest son and heir of the king of France. In 1429 it was Charles, not yet crowned.

siege

Surrounding a town or castle to force it to surrender by cutting off food and help, or by attacking its walls.

bastille

In the 1400s, a small fort built by besiegers. The English ringed Orléans with several.

Les Tourelles

"The Little Towers": the fortified gatehouse at the south end of the bridge across the Loire at Orléans.

Burgundians

Followers of the Duke of Burgundy, French nobles who sided with England during these years.

CORE IDEAS

The map. After Agincourt and the Treaty of Troyes, the English and their Burgundian allies held Paris and northern France. The Dauphin Charles held the lands south of the Loire River. Orléans, a walled city on the north bank, guarded the best crossing. A long stone bridge led across the river to Les Tourelles on the south bank. In October 1428 an English army

captured Les Tourelles and began a siege, building a ring of small forts around the city. The commander, the Earl of Salisbury, was soon killed by a cannon shot, but the siege went on through the winter. If Orléans fell, the road south lay open.

The people. Joan was born about 1412 in Domrémy, a village in eastern France. From about age 13 she said she heard the voices of Saint Michael, Saint Catherine and Saint Margaret, telling her to help the Dauphin and see him crowned. In early 1429 she reached Charles at Chinon. He had her questioned for weeks by churchmen at Poitiers, who found nothing false in her and advised him to test her at Orléans. She wore armor and carried a white banner with the names “Jhesus Maria.” She forbade swearing in the army, sent away camp followers and urged the soldiers to go to confession.

The plan. Joan entered Orléans with a supply convoy on April 29, 1429. The city’s commander, Jean, the Bastard of Orléans (later Count of Dunois), preferred caution. Joan wanted to attack the English forts directly, one after another, starting with those that cut the city off from the south. She had written to the English commanders in March telling them to go home.

What happened. On May 4 the French took the fort of Saint-Loup, east of the city. On May 6 they crossed to the south bank and took the fort of the Augustins. On May 7 they attacked Les Tourelles itself. Joan was struck by an arrow between her neck and shoulder. She was carried back, prayed, and returned to the fight that evening; when her banner touched the wall, the French surged forward and took the fort. The English commander there, William Glasdale, drowned when a bridge gave way under him. On Sunday, May 8, the English drew up for battle north of the city, then marched away. Joan would not attack on the Lord’s Day. Mass was said in the field.

Why it mattered. The siege had lasted about seven months; Joan’s part took nine days. In June the French won at Patay, and on July 17, 1429, Charles VII was crowned at Reims with Joan beside him. The war had turned. Joan was captured in 1430, tried by an English-controlled church court at Rouen and burned on May 30, 1431, aged about 19. In 1456 a new trial declared her innocent, and by 1453 the English held only Calais.

PICTURE STUDY



Joan of Arc at the Coronation of King Charles VII, Jean-Auguste-Dominique Ingres, 1854 · Oil on canvas ·
Louvre Museum, Paris
Wikimedia Commons · Public domain

Jean-Auguste-Dominique Ingres, a great French painter, imagined Joan at the coronation of Charles in the cathedral of Reims, two months after Orléans. She stands by the altar in her armor with her banner, her helmet set down on the floor. Beside her a priest reads from a prayer book.

Look closely

- Find Joan's banner. What does she do with it?
- Find her helmet. Why might she have taken it off in church?
- Find the crown on the altar.

Talk about it

1. Why do you think Ingres painted Joan looking up?
2. Joan said she loved her banner even more than her sword. What does that tell you about her?

HANDS-ON: TABLETOP ORLÉANS: BREAKING THE RING

Lay out the city, the river and the English forts, then plan and play the order of Joan's attacks.

You will need

- A large sheet of paper or a sand table

- A wide strip of blue paper for the Loire, with a strip of craft sticks across it for the bridge
- A shoebox lid or a ring of blocks for the city walls on the north bank
- Six to eight small cups or block towers for the English forts, including Saint-Loup (east), the Augustins and Les Tourelles (south bank)
- Toy soldiers or blocks in two colors, and a small paper flag for Joan's banner

Steps

1. Lay the Loire across the middle. Put Orléans on the north bank, the bridge across, and Les Tourelles at the south end of the bridge.
2. Ring the city with English forts on both banks, leaving a gap on the east, where supplies could sometimes slip through.
3. Play the first plan: wait inside the walls. Each turn, remove one block of food from the city. How long can it last?
4. Play Joan's plan: May 4 attack Saint-Loup; May 6 cross the river and take the Augustins; May 7 attack Les Tourelles from the south while the city's men attack from the bridge. Remove each fort as it falls.
5. On May 8, line up the English north of the city. Then take them away. Write in your notebook why the English left.

Check your work

- My map shows the Loire, the bridge, the city, Les Tourelles and at least four English forts.
- I played the attacks in the right order with dates.
- I can explain why Les Tourelles was the key.

FIELD NOTEBOOK

1. **Terrain map.** Draw Orléans from above. Label the Loire River (flowing west), the city walls on the north bank, the bridge, Les Tourelles at its south end, the Augustins fort beside it, Saint-Loup to the east and three English forts to the west and north. Number the French attacks 1 (May 4, Saint-Loup), 2 (May 6, the Augustins) and 3 (May 7, Les Tourelles), with arrows. Add an inset map of France showing Domrémy, Chinon, Orléans, Reims and Rouen, a compass rose and a key.
2. **Notebook entry.** At her trial Joan was asked a trick question: did she know she was in God's grace? She answered, "If I am not, may God put me there; and if I am, may God so keep me." Copy her answer. Then write a paragraph explaining why it was a wise answer and what it shows about her faith.

Did you know? Orléans has celebrated its deliverance on or around May 8 nearly every year since 1430, almost six hundred years, with a procession and a young woman of the city chosen to ride as Joan. More is known about Joan than about almost anyone else of

her time, because the records of both her trials survive, including her own answers in court.

Goes deeper in. History, the Middle Ages unit on the Hundred Years' War; Geography, the unit on France and the Loire Valley; and Literature, for Mark Twain's *Personal Recollections of Joan of Arc* (1896), a novel he considered his best book (coming soon).

For families. Joan's voices are reported from her own testimony at her trial; the stop tells what she said and what others believed without claiming more or less. She was canonized by the Roman Catholic Church in 1920; Protestant families may simply honor her courage. Her death is stated plainly, without description. Her trial was run by Bishop Pierre Cauchon, who supported the English. The quoted answer is a standard English translation of the trial record (February 24, 1431). Her wound on May 7 is reported in the trial of rehabilitation by Dunois and others. The Panthéon mural shows soldiers but no gore.

PRACTICE

1. **EASY** On what date did the English leave Orléans, and why didn't Joan attack them that day?
2. **EASY** What was written on Joan's banner?
3. **MEDIUM** Why was Les Tourelles the most important English fort?
4. **MEDIUM** The siege began in October 1428 and ended May 8, 1429. About how many months did it last? Joan arrived April 29. How many days later did the English leave?
5. **CHALLENGE** Joan was born about 1412. How old was she at Orléans, at the coronation and at her death in 1431? How many years after her death was she declared innocent?

Make it a game · Choose Your Move: The Council of War, May 6. You are Joan. Saint-Loup has fallen, but the strongest English forts are on the south bank, and Dunois and the captains want to wait for more soldiers before attacking again. Choose before you read on: (a) agree with the captains and wait inside the walls; (b) cross the river and attack the forts on the south bank, the Augustins and then Les Tourelles; (c) attack the big English forts on the west side of the city. **What happened:** Joan pressed for (b), and the French crossed to the south bank, took the Augustins on May 6 and Les Tourelles on May 7. Now be the Earl of Suffolk, the English commander: Les Tourelles has fallen and your army is spread out in forts. Will you offer battle, stay in your forts, or march away? (He offered battle on May 8, and when the French did not come out, marched away.)

Scripture. "Have not I commanded thee? Be strong and of a good courage; be not afraid, neither be thou dismayed: for the LORD thy God is with thee whithersoever thou goest." (Joshua 1:9, KJV)

God spoke these words to Joshua before he led Israel into a land of walled cities. Joan was young and had never been a soldier, but she believed God had given her a task. True courage is not the absence of fear; it is doing the right thing because the Lord is with us.

Practice: answers

1. May 8, 1429. It was Sunday, the Lord's Day, and she would not begin a battle on it unless attacked.
2. "Jhesus Maria" (Jesus, Mary).
3. It stood at the south end of the bridge, cutting the city off from the Dauphin's lands south of the Loire. Taking it reopened the road south.
4. About seven months. May 8 is 9 days after April 29.
5. About 17 at Orléans and at the coronation (both 1429), about 19 at her death (1431). She was declared innocent in 1456, 25 years after her death.

2.7 CONSTANTINOPLE (1453): WALLS AND CANNON

OBJECTIVES

- Locate Constantinople between the Sea of Marmara, the Bosphorus and the Golden Horn, and draw a cross-section of the Theodosian Walls.
- Explain how Mehmed II used cannon, numbers and the overland move of his ships to overcome walls that had stood for a thousand years.
- Explain why 1453 is often taken as the end of the Middle Ages.

Warm-up. Build the tallest wall you can from blocks or books in two minutes. Now roll a heavy ball at it from across the room, again and again. How long does it last? For over a thousand years, the walls of Constantinople had never been broken by force. In 1453 they met something new.

Video slot. Video coming. The Fall of Constantinople, 1453: the Theodosian Walls, Mehmed II, Orban's great cannon, the ships over land and Constantine XI. Search approved channels (Kings and Generals, Simple History, The History Guy, Royal Armouries on the Dardanelles Gun); preview first.

KEY TERMS

Byzantine Empire

The Eastern Roman Empire, ruled from Constantinople from 330 to 1453. Its people called themselves Romans.

Ottoman Empire

A Turkish Muslim empire founded about 1300 by Osman, which grew across Anatolia and the Balkans.

Theodosian Walls

The land walls of Constantinople, begun under Emperor Theodosius II in the early 400s: a moat, an outer wall and a taller inner wall.

bombard

A very large early cannon that fired great stone balls.

Golden Horn

The long, narrow harbor on the north side of Constantinople, closed in wartime by a great chain.

CORE IDEAS

The map. Constantinople stood on a triangle of land with water on two sides: the Sea of Marmara to the south and the Golden Horn to the north, with the Bosphorus at its tip linking the Black Sea to the Mediterranean. Across the west ran the Theodosian Walls, about 3.5 miles long: a moat about 60 feet wide, an outer wall, then an inner wall about 40 feet high

with 96 great towers. Since the 400s they had turned back Huns, Avars, Arabs, Bulgars and Rus. By 1453, though, the empire was little more than the city itself, surrounded by the lands of the Ottoman sultan.

The people. Sultan Mehmed II was 21, brilliant and determined to take the city his ancestors had failed to win. He built a fortress on the Bosphorus in 1452 to cut off help by sea, and he hired a Hungarian gun-founder named Orban, who cast a bombard about 27 feet long that hurled stone balls weighing hundreds of pounds. The emperor, Constantine XI Palaiologos, was 49. His secretary George Sphrantzes counted fewer than 5,000 Greek defenders, with perhaps 2,000 foreigners, including about 700 men from Genoa under Giovanni Giustiniani Longo, a famous expert in defending walls. Mehmed brought perhaps 50,000 to 80,000 soldiers and a fleet of over 100 ships.

The plan. The bombardment began on April 6, 1453. The great gun could fire only about seven times a day, but day after day the cannon broke down sections of the outer wall. Each night Giustiniani's men and the citizens, men and women alike, filled the gaps with earth, timber and barrels. At sea, a great iron chain across the Golden Horn kept the Ottoman fleet out. So on April 22 Mehmed had about 70 ships dragged on greased logs over the hill behind Galata and launched into the Horn, forcing the defenders to spread even thinner.

What happened. On the night of May 28, Greeks and Latins, divided for centuries, prayed together in the great church of Hagia Sophia. Before dawn on May 29 Mehmed sent his army in three waves. The defenders turned back the first two. Then Giustiniani was badly wounded and carried to a ship, and panic spread. Ottoman soldiers broke through, and the city fell after 53 days. Constantine XI was last seen fighting near the walls; his body was never surely identified.

Why it mattered. Constantinople had been a Christian capital for 1,123 years. Mehmed made it his capital, and Hagia Sophia became a mosque. Greek scholars carried old manuscripts to Italy, feeding the Renaissance. And the cannon showed that high stone walls could no longer stop a strong army. Many historians use 1453 as one of the dates that mark the end of the Middle Ages.

PICTURE STUDY



The Siege of Constantinople (1453), from Bertrandon de la Broquière's Voyage d'Outremer, Jean Le Tavernier, After 1455 · Ink and paint on parchment (manuscript miniature) · Bibliothèque nationale de France, Paris (MS français 9087)
Wikimedia Commons · Public domain

Jean Le Tavernier, a painter from Flanders, made this picture for a book by a Burgundian traveler who had visited the city twenty years before it fell. It was painted within a few years of 1453, so the artist knew the famous story of the ships over land and put it in.

Look closely

- Find the city walls and count as many towers as you can.
- Find the ships on dry land. Where are they going?
- Find the Ottoman camp, the tents and the cannon. Where has the artist placed them compared with the walls?

Talk about it

1. The artist shows several moments of the siege in one picture. Which events can you find?
2. Why might a book for a Burgundian duke include a picture of this siege? What did the fall of the city mean to Christians in western Europe?

HANDS-ON: TABLETOP CONSTANTINOPLE: WALLS, GUNS AND THE CHAIN

Build the triangle city and its three-layer land wall, then play the siege on land and sea.

You will need

- A large sheet of paper or a sand table, with blue paper for the Sea of Marmara, the Bosphorus and the Golden Horn
- Blocks or sugar cubes for the walls (three rows: a strip of blue for the moat, a low outer wall, a tall inner wall)
- A string or chain of paper clips across the mouth of the Golden Horn
- Toy boats or paper boats, and two pencils as rollers
- A heavy marble or small ball (the bombard) and about 20 toy soldiers or blocks for each side

Steps

1. Lay out the triangle of the city. Build the land wall across the west in three layers: moat, outer wall, inner wall.
2. Put the defenders thinly along the whole land wall and a few at the sea walls.
3. Roll the marble at the outer wall five times. After each roll, the defenders may rebuild one block (the night repairs). Is the wall winning or losing?
4. Stretch the chain across the Golden Horn. Try to sail the boats in. Then roll a boat on the pencils over the land behind Galata and into the Horn.
5. Move three defenders from the land wall to guard the harbor. What happens to the land wall now?

Check your work

- My city has water on two sides and a three-layer land wall.
- I played the bombardment, the night repairs and the ships over land.
- I can explain why the ships over land weakened the land wall.

FIELD NOTEBOOK

1. **Terrain map.** Draw the city from above. Label the Sea of Marmara, the Bosphorus, the Golden Horn, the chain, Galata, the path of the ships over land (dotted arrow, April 22), the Theodosian Walls, the Gate of St. Romanus (where the main assault came), Hagia Sophia and the Ottoman camp. Add a title, a compass rose, a key and a scale (land walls about 3.5 miles). **Diagram:** below the map, draw a cross-section of the walls from outside to inside: moat, outer terrace, outer wall, inner terrace, inner wall with a tower. Label each part and its height or width.
2. **Notebook entry.** Write a paragraph: for a thousand years the walls of Constantinople worked. What changed in 1453? Name at least three things that helped Mehmed, and one thing the defenders did well.

Did you know? A huge Ottoman bronze cannon of the same kind, the Dardanelles Gun, cast in 1464 by Munir Ali, can be seen today at the Royal Armouries' Fort Nelson in England. It weighs about 17 tons and comes apart in two pieces that screw together. Hagia Sophia, finished in 537 under Emperor Justinian, was the largest church in the world for nearly a thousand years.

Map or diagram. Draw a timeline of the siege: April 6 (bombardment begins), April 20 (four Christian ships fight their way through the Ottoman fleet into the harbor), April 22 (ships over land), May 28 (the last service in Hagia Sophia), May 29 (the city falls). Count the days between each date.

Goes deeper in. History, the Middle Ages unit on Byzantium and the rise of the Ottomans; Geography, the unit on Turkey and the straits; and Art, for Hagia Sophia and its mosaics (coming soon).

For families. Numbers come from Sphrantzes (4,983 Greeks and about 2,000 foreigners) and modern estimates for the Ottoman army; older sources give much larger figures. Accounts of Orban's gun and the weight of its balls vary. The sack of the city that followed the fall is stated, not described, here: the stop tells plainly that the city was taken by storm and its people suffered, without detail. The story of the small Kerkoporta gate left open is told in one Greek source and is uncertain. Mehmed is described fairly, as a gifted ruler of his own time; the guardrails save just-war questions for the  Expert level.

PRACTICE

1. **EASY** Who were the two rulers at the siege of 1453?
2. **EASY** What protected the Golden Horn from the Ottoman fleet, and how did Mehmed get around it?
3. **MEDIUM** Name the three parts of the Theodosian land defenses from outside to inside.
4. **MEDIUM** If the defenders numbered about 7,000 and the land walls were about 3.5 miles (about 6,000 yards) long, about how many yards of wall did each defender have to guard, if they were spread evenly on the land walls alone?
5. **CHALLENGE** Constantine the Great dedicated Constantinople in A.D. 330. It fell in 1453. How many years was it a Christian capital? What was the name of the first emperor and the last?

Make it a game • Choose Your Move: The Chain Holds. You are Mehmed II. It is April 21. Your cannon are breaking the walls but the defenders rebuild every night. Your fleet cannot get past the chain into the Golden Horn, and four Christian ships have just fought their way through your navy into the harbor. Choose before you read on: (a) try to break the chain with your ships; (b) move your ships over land into the Golden Horn; (c) give up on the sea and put everything into the land walls. **What happened:** Mehmed chose (b). On April 22 his ships slid into the Horn behind the chain, and the defenders had to guard the harbor walls too. Now be Constantine XI: you have only about 7,000 men. Would you take men from the land walls to guard the harbor, try to burn the Ottoman ships in the Horn, or ask for a truce? (He tried a night attack with fire ships, which failed, and was forced to thin out the land walls.)

Scripture. "Greater love hath no man than this, that a man lay down his life for his friends." (John 15:13, KJV)

Jesus said this the night before He gave His life for us. Constantine XI was offered chances to escape the city and refused to leave his people. Whatever else we say of the siege, the last emperor stayed with those he was charged to protect.

Practice: answers

1. Sultan Mehmed II of the Ottoman Empire and Emperor Constantine XI Palaiologos of the Byzantine Empire.
2. A great chain across its mouth. Mehmed had about 70 ships dragged on greased logs over the hill behind Galata and into the harbor.
3. The moat, the outer wall and the inner wall (with terraces between).
4. $6,000 \div 7,000 \approx 0.86$ yards, a little under one yard each, with no one left for the sea walls or reserves.
5. $1453 - 330 = 1,123$ years. Both were named Constantine: Constantine I (the Great) and Constantine XI.

2.8 LEPANTO (1571): THE GALLEYS

OBJECTIVES

- Locate the Gulf of Patras, Lepanto, Cyprus and Messina, and draw the four divisions of each fleet.
- Explain how galleys fought and how the Venetian galleasses and Don John's preparations changed the battle.
- Describe what Lepanto did and did not change, including the freeing of thousands of galley slaves.

Warm-up. Sit on the floor, hold a broom handle with both hands and pretend to row: lean forward, pull back, lean forward, pull back. Do it 30 times. Now imagine doing it for hours, chained to a bench, with four other people on the same oar. That was the engine of a galley.

Video slot. Video coming. The Battle of Lepanto, 1571: Don John of Austria, Ali Pasha, galleys and galleasses in the Gulf of Patras. Search approved channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

galley

A long, narrow warship rowed by oars, with a few cannon in the bow and soldiers on deck who fought by boarding.

galleass

A large, high-sided Venetian galley with many cannon, able to fire in several directions.

Holy League

The alliance of 1571 formed by Pope Pius V with Spain, Venice and other Christian states against the Ottoman navy.

boarding

Bringing a ship alongside an enemy ship so soldiers can cross over and fight on its deck.

galley slave

A captive or convict forced to row a galley. Both fleets at Lepanto used such rowers, along with paid oarsmen.

CORE IDEAS

The map. In 1570 the Ottoman Empire invaded Cyprus, the last large Venetian island in the eastern Mediterranean, and in August 1571 its last fortress, Famagusta, fell. Pope Pius V had already joined Spain, Venice, Genoa, the Knights of Malta and smaller states in a **Holy League**. Their fleet gathered at Messina in Sicily and sailed east. On the morning of October 7, 1571, it met the Ottoman fleet at the entrance to the Gulf of Patras, off western Greece,

near the port the Italians called Lepanto. The gulf was narrow, with shoals and the coast close on the north.

The plan. Each fleet formed a line about four miles long. The League had about 206 galleys and 6 galleasses; the Ottomans about 230 galleys and some 60 smaller galliots. Each side carried more than 60,000 men, counting soldiers, sailors and rowers. The League placed Venetians under Agostino Barbarigo on the left, Don John in the center, Gian Andrea Doria on the right and a reserve under the Marquis of Santa Cruz behind. The Ottomans faced them with Mehmed Siroco on their right, Ali Pasha in the center and Uluj Ali on their left. Don John had the long iron rams cut from his galleys' bows so his guns could fire lower, and he placed two galleasses in front of each division.

What happened. The galleasses opened fire as the Ottoman line passed them, breaking its order. On the northern wing Barbarigo was killed but his Venetians drove Siroco's ships against the shore. In the center Don John's flagship, the *Real*, met Ali Pasha's *Sultana*; soldiers boarded back and forth until Ali Pasha was killed and his banner taken. On the south, Uluj Ali drew Doria out to sea, slipped through the gap and struck the Knights of Malta, but Santa Cruz's reserve arrived, and Uluj Ali escaped with about 30 ships. By late afternoon the battle was over.

The people. Don John of Austria, half-brother of King Philip II of Spain, was 24. Before the battle he had a crucifix raised on his flagship and rode in a small boat along the line, urging his men on. Ali Pasha was a courageous admiral who had treated prisoners well. Among the League soldiers was a young Spaniard, Miguel de Cervantes, who fought though ill, was struck in the chest and left hand and never again used that hand. He later wrote *Don Quixote* and called Lepanto "the most noble occasion that past or present ages have seen."

Why it mattered. The League lost about 7,500 men and about 12 galleys. The Ottomans lost perhaps 15,000 to 20,000 killed or captured and most of their fleet, and about 12,000 Christian galley slaves were freed. The Ottomans rebuilt their fleet within a year, and Venice gave up Cyprus in 1573. But they never again threatened to control the whole Mediterranean, and Lepanto was the last great battle of oared galleys.

PICTURE STUDY



The Battle of Lepanto, Paolo Veronese, About 1572 · Oil on canvas · Gallerie dell'Accademia, Venice
Wikimedia Commons · Public domain

Venice heard the news of Lepanto with joy, and within a year Paolo Veronese, one of the city's greatest painters, painted this picture for a church. It shows the battle as Venetians understood it: a victory won by prayer as well as by ships. In the clouds, Saint Mark (Venice's patron, with his lion), Saint Peter, Saint Roch and Saint Justina (on whose feast day, October 7, the battle was fought) plead before the Virgin.

Look closely

- Find the line where heaven meets the sea. How does Veronese use light and dark to separate the two parts?
- Look at the galleys. Find oars, banners and smoke. Can you tell which way the fleets are moving?
- Find the angel. What is it doing, and toward which side?

Talk about it

1. Why do you think Veronese gave more than half the canvas to heaven and less to the battle itself?
2. What does this painting tell us about how Christians in Venice understood their victory?

HANDS-ON: TABLETOP LEPANTO: FOUR DIVISIONS AND A GAP

Lay out the two fleets on a blue sheet and play the battle division by division, including Uluj Ali's move on the south wing.

You will need

- A blue sheet, towel or poster board for the sea; brown paper or a book for the northern shore
- About 40 small paper or block galleys for each side (two colors), and 6 larger ones for the galleasses
- Labels for each division and its commander
- A ruler and a pencil for movement

Steps

1. Lay the northern shore along the top of the sea. Set the League line facing east: Barbarigo near the shore, Don John in the center, Doria on the south, Santa Cruz in reserve behind. Put two galleasses in front of each of the first three divisions.
2. Set the Ottoman line facing west: Siroco near the shore, Ali Pasha in the center, Uluj Ali on the south, reaching beyond Doria.
3. Move the Ottoman line forward two inches. Each galley that passes next to a galleass is “broken” and turned sideways.
4. Play the north: push Siroco’s ships toward the shore. Play the center: put the two flagships bow to bow.
5. Play the south: Uluj Ali moves south to go around Doria; Doria follows; a gap opens. Send Uluj Ali through the gap. Now bring in Santa Cruz’s reserve. What did the reserve do?

Check your work

- Both fleets have four divisions labeled with their commanders.
- I placed and used the galleasses.
- I can explain why the reserve mattered on the south wing.

FIELD NOTEBOOK

1. **Terrain map.** Draw two maps. Map 1: the Mediterranean, with Venice, Rome, Messina, Cyprus, Famagusta, Constantinople and the Gulf of Patras (Lepanto). Draw the route of the League fleet from Messina. Map 2: the battle seen from above. Draw the northern shore and shoals, the four divisions of each fleet with commanders’ names, the six galleasses in front and arrows for Uluj Ali’s move and the gap. Add a title, a compass rose, a key and a scale (each line about four miles long). **Diagram:** draw a galley from above and the side. Label the bow guns, the ram (or where it was cut off), the rowing benches, the oars, the central gangway and the stern with its lantern and banner.
2. **Notebook entry.** Write a paragraph: Lepanto did not take back Cyprus, and the Ottoman fleet was rebuilt in a year. Was it still a great victory? Give at least two reasons for your answer, and include the freed galley slaves.

Did you know? A galley could reach about 7 miles per hour in a short sprint but only a few miles per hour for long. A large galley might have 24 to 26 rowing benches on each

side, with 3 to 5 men to each oar. Pope Pius V had asked Christians to pray for the fleet, and he set aside October 7 as a feast day of thanksgiving. G. K. Chesterton's poem "Lepanto" (1911), with its line "Don John of Austria is going to the war," is fun to read aloud.

Goes deeper in. History, the unit on the Renaissance, the Reformation and the Ottoman Empire; Geography, the unit on the Mediterranean and Greece; and Literature, for Cervantes and Chesterton's "Lepanto" (coming soon).

For families. Ship counts and losses vary among sources; the stop gives common modern figures and ranges. Agostino Barbarigo was killed by an arrow, and Ali Pasha was killed on his flagship; both are stated plainly. Both fleets used unfree rowers: the Ottomans mostly Christian captives, the League mostly convicts and Muslim captives along with paid oarsmen; the stop says so to treat both sides fairly. Cervantes' praise of Lepanto is from the prologue to *Don Quixote*, Part II (1615), in a common English translation. The Ottoman vizier Sokollu Mehmed Pasha is reported to have told the Venetians that Lepanto only "shaved our beard," which would grow back, while Cyprus had cost Venice an arm; the quotation is often repeated but comes to us secondhand. Veronese's painting includes winged angels and clouds; it has no nudity or gore.

PRACTICE

1. **EASY** When and where was the Battle of Lepanto fought?
2. **EASY** Who commanded the fleet of the Holy League, and how old was he?
3. **MEDIUM** What were the galleasses, and what did they do at the start of the battle?
4. **MEDIUM** Why did Don John cut the rams off his galleys?
5. **CHALLENGE** A galley has 25 benches on each side and 4 rowers on each oar, one oar per bench. How many rowers does it carry? About how many galleys would you need to carry the 12,000 freed rowers?

Make it a game • Choose Your Move: The Council at Sea. You are Don John. It is early October; the sailing season is almost over, the Ottomans have just taken Famagusta, and their fleet is in the harbor of Lepanto. Some of your captains say: winter is coming, the allies quarrel, and losing this fleet could lose Italy; go home. Choose before you read on: (a) sail home and fight next year; (b) wait outside the gulf and blockade it; (c) seek battle now. **What happened:** Don John chose (c), and the Ottoman fleet, also ordered to fight, came out to meet him. Now be Uluj Ali on the Ottoman left, facing Doria with more ships than he has. Would you attack straight ahead, or move south to get around him? (Uluj Ali moved south, Doria followed, a gap opened, and Uluj Ali struck through it until the reserve came up.)

Scripture. "The Spirit of the Lord GOD is upon me; because the LORD hath anointed me to preach good tidings unto the meek; he hath sent me to bind up the brokenhearted, to

proclaim liberty to the captives, and the opening of the prison to them that are bound;" (Isaiah 61:1, KJV)

Jesus read these words in the synagogue at Nazareth and said they were fulfilled in Him (Luke 4:16-21). They promise a freedom deeper than any battle can give. At Lepanto, thousands of men chained to oars walked free that evening, a picture of the liberty Christ brings.

Practice: answers

1. October 7, 1571, at the entrance to the Gulf of Patras off western Greece, near Lepanto.
2. Don John of Austria, half-brother of Philip II of Spain. He was 24.
3. Large, high-sided Venetian galleys with many cannon. Placed in front of the League line, they fired on the Ottoman galleys as they passed and broke up their formation.
4. So the bow guns could be lowered to fire straight into the enemy galleys at close range, instead of firing over them.
5. $25 \times 2 \times 4 = 200$ rowers. $12,000 \div 200 = 60$ galleys.

TRAIL 2 BADGE QUIZZES

The badge quizzes are optional. The student answers in writing, in full sentences, without looking at the stops; a parent checks the answers. Four right out of five earns each badge. One map question in each quiz may be answered with a quick labeled sketch. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. At Tours (732), how did Charles Martel use the ground and his formation to defeat a cavalry army?
2. Why was Harold's army tired at Hastings, and why is the Bayeux Tapestry a source we must read carefully?
3. What advice did Raymond of Tripoli give before Hattin, and what happened when it was not followed?
4. Draw or describe the Carse at Bannockburn. Why was it a trap for the English cavalry?
5. Name four reasons the English won at Agincourt, and what psalm Henry V ordered sung afterward.

Badge quiz 2 (Stops 6-8)

6. Why was Les Tourelles the key to the siege of Orléans, and what happened there on May 7, 1429?
7. What did Orléans lead to in the summer of 1429?
8. Name three things that helped Mehmed II take Constantinople in 1453.
9. Draw a cross-section of the Theodosian Walls and label three parts.
10. Who commanded at Lepanto, what were the galleasses, and what happened to the galley slaves?

TRAIL CERTIFICATE: MY MEDIEVAL BATTLE ATLAS AND TRAIL B CERTIFICATE

Gather the terrain maps, diagrams and notebook entries from this trail into one booklet with a cover: "My Medieval Battle Atlas," your name and the dates you started and finished.

Add a timeline page placing all eight battles in order, from Tours (732) to Lepanto (1571), with one line each on why it mattered. Add a large map of Europe and the Mediterranean with all eight battle sites marked and numbered.

Choose one person from the trail (Charles Martel, Robert the Bruce, Henry V, Joan of Arc, Constantine XI, Don John, or a soldier such as Cervantes) and write a page about one virtue that person showed, using at least two facts from the stop.

When the atlas is done, a parent reviews it with the rubric and signs the Trail B certificate.

- **Eight terrain maps:** Each battle has a map with a title, a compass rose, a key, a scale and both sides labeled, plus the two diagrams (the Theodosian Walls and a galley).

- **Accurate facts:** Dates, places, commanders and numbers are correct, with uncertain numbers given as ranges.
- **Fair and clear writing:** Notebook entries are full paragraphs that describe both sides fairly and explain causes and results.
- **Virtue page and care:** One person's virtue is explained with evidence, and the whole atlas is neat, labeled and complete.

Answer key

1. He placed his mostly infantry army on rising ground with woods guarding the flanks and formed it in a dense block, which stood "like a wall" against charge after charge.
2. Harold had fought at Stamford Bridge on September 25 and marched about 250 miles south before October 14. The Tapestry was made for Bishop Odo, William's half-brother, so it tells the Norman side.
3. He advised staying at the springs of Sephoria. The army marched across the dry plateau instead, ran out of water, was surrounded at the Horns of Hattin and was destroyed; King Guy and the True Cross were captured, and Jerusalem fell on October 2, 1187.
4. It was low, wet ground between the Bannock Burn, the Pelstream Burn and the River Forth. The cavalry had no room to spread out or charge, and the water blocked retreat.
5. Any four: longbows, stakes, mud, the narrowing field between the woods, the crowding of the French, Henry's advance to provoke an attack. Psalm 115, "Not unto us, O LORD."
6. It held the south end of the bridge, cutting the city off from the lands south of the Loire. Joan was struck by an arrow, returned to the fight that evening, and the French took the fort; the English left on May 8.
7. The victory at Patay and the coronation of Charles VII at Reims on July 17, 1429, which turned the Hundred Years' War toward France.
8. Any three: Orban's great bombards and other cannon, a much larger army, the fortress on the Bosphorus, moving about 70 ships over land into the Golden Horn, and the wounding of Giustiniani during the last assault.
9. From outside to inside: the moat, the outer wall and the inner wall with its towers (terraces between).
10. Don John of Austria led the Holy League and Ali Pasha the Ottomans. The galleasses were big Venetian gun galleys placed in front to break the Ottoman line. About 12,000 Christian galley slaves were freed.

GREAT BATTLES ✕ TRAIL C: THE AGE OF SAIL AND THE AMERICAN FOUNDING

The third trail of the Great Battles track follows eight battles from 1588 to 1805: the Spanish Armada, the relief of Vienna and its winged hussars, Wolfe's climb to the Plains of Abraham at Quebec, Lexington and Concord, Washington's crossing of the Delaware to Trenton, the turning point at Saratoga, the siege of Yorktown, and Nelson's victory at Trafalgar. Each battle is taught through **the map** (the land and the sea), **the plan, the people** (their courage and faith) and **why it mattered**. Together they show how sailing fleets, long marches and alliances shaped the modern world and the founding of the United States.

This is the ● **Ranger** level, for ages 10 to 13. The student reads each stop alone in 25 to 35 minutes, draws a labeled terrain map, sets up a tabletop battle, writes a short notebook entry and works five practice questions with answers to check. Every stop has a **"Choose your move"** puzzle: the student makes the commander's choice before reading what happened. Numbers of soldiers and losses are given as numbers (or ranges when sources differ); deaths are stated plainly but not described; and both sides are described fairly, in the terms of their own time.

Five stops earn the **Battle Ranger badge, part 1**; all eight earn part 2 and the **Trail C certificate**. The badge quizzes at the end of the trail are optional and short.

BEFORE YOU BEGIN

- Read a page of about 500 words alone and retell it in your own words.
- Find Europe, North America, the Atlantic Ocean, England, Spain, France, Canada and the thirteen American colonies on a map or globe.

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail in order on a timeline from 1588 to 1805 and find each one on a map.
- ☐ I can explain how the wind, the sea or the land helped decide at least four of these battles.
- ☐ I can tell the commander's choice in three "Choose your move" puzzles and give a reason why it worked or failed.
- ☐ I can explain why Saratoga brought France into the American war and how the French fleet made Yorktown possible.
- ☐ I can draw a terrain map with a title, compass rose, scale, key and both sides' positions.

OPTIONAL BOOKS AND RESOURCES

- **American Battlefield Trust** (<https://www.battlefields.org>): Free battle maps, articles and short videos for Lexington and Concord, Trenton, Saratoga and Yorktown.
- **National Park Service** (<https://www.nps.gov>): Pages for Minute Man, Saratoga and Colonial (Yorktown) National Historical Parks, with maps and timelines; good for Stops C4, C6 and C7.
- **Royal Museums Greenwich** (<https://www.rmg.co.uk>): The National Maritime Museum's pages and paintings on the Armada and Trafalgar, including the de Louthembourg and Turner paintings in Stops C1 and C8.
- **Library of Congress: Maps** (<https://www.loc.gov/maps/>): Old maps of Quebec, Boston, Trenton, Saratoga and Yorktown, many drawn at the time, to copy for terrain maps.

3.1 THE SPANISH ARMADA (1588): FIRESHIPS AND THE WIND

OBJECTIVES

- Trace the Armada's route on a map: up the English Channel to Calais, into the North Sea, and home around Scotland and Ireland.
- Explain the Spanish plan to join the Duke of Parma's army and why the shallow coast of Flanders made it so hard.
- Compare the Spanish way of fighting at sea (grapple and board) with the English way (stay upwind and fire), and tell how the fireships broke the crescent.

Warm-up. Float a few paper boats or bottle caps in a baking pan of water. Blow gently from one end. Now try to steer one boat back toward you while still blowing. Whoever has the wind behind them has the advantage. Sailors call this holding the “weather gauge,” and in the summer of 1588 the English fought hard to keep it.

Video slot. Video coming. The Spanish Armada, 1588: the crescent formation, the fireships at Calais, the Battle of Gravelines and the voyage around Scotland and Ireland, with animated maps. Search approved channels (Kings and Generals, Simple History, The History Guy, Royal Museums Greenwich); preview first.

KEY TERMS

armada

The Spanish word for an armed fleet. In English, “the Armada” usually means the great Spanish fleet sent against England in 1588.

galleon

A large sailing warship with several decks of guns and high “castles” at the front and back, used by Spain, England and other nations in the 1500s and 1600s.

weather gauge

The position upwind of the enemy. A fleet with the weather gauge can choose when to attack and when to keep its distance.

fireship

An old ship filled with tar, pitch and wood, set on fire and sent drifting with the wind and tide into an enemy fleet.

privateer

A privately owned ship, or its captain, given permission by a government to attack enemy ships. Francis Drake was the most famous English privateer.

CORE IDEAS

The map. The English Channel is a narrow sea between England and France, about 21 miles wide at the Strait of Dover and more than 100 miles wide at its western end. In summer the

wind there usually blows from the west. In late July 1588 a Spanish fleet of about 130 ships, carrying about 30,000 sailors and soldiers, came into the Channel from the Atlantic. It had no friendly harbor anywhere along the way. The nearest Spanish land was Flanders (today's Belgium), but its coast was all shallow sandbanks where big ships could not go close to shore.

The people. King Philip II of Spain, the most powerful ruler in Europe, was a devout Catholic who believed it was his duty to bring England back to the Catholic Church. He was also angry that Queen Elizabeth I had helped the Dutch Protestants who rebelled against him, that English privateers such as Francis Drake had raided Spanish ports and treasure ships, and that Elizabeth had put her Catholic cousin Mary, Queen of Scots, to death in 1587. Philip gave command of the Armada to the Duke of Medina Sidonia, an honest, careful nobleman with little experience at sea, who had asked to be excused. England's fleet was led by Lord Howard of Effingham, with Drake, John Hawkins and Martin Frobisher under him. Each side believed it was defending the true faith.

The plan. The Armada was not meant to conquer England alone. It was to sail up the Channel, meet the Duke of Parma's veteran army in Flanders, and guard its barges as they crossed to the coast of Kent. The Spanish sailed in a huge crescent, with the strongest ships on the tips, so that any attacker would be caught. Spanish captains hoped to grapple and board, as their navy had done at Lepanto. The English ships, many rebuilt under Hawkins, were lower, faster and carried more long-range guns. Their plan was to stay upwind, keep their distance and fire.

What happened. For a week the fleets fought running battles off Plymouth, Portland and the Isle of Wight, but the crescent held and only two Spanish ships were lost. On August 6 the Armada anchored off Calais. Parma was not ready, and Dutch ships blocked his barges in the shallows. Just after midnight on August 8 the English sent eight blazing fireships down on the wind. They burned no Spanish ship, but captains cut their anchor cables and scattered in the dark. That day, off Gravelines, the English closed in and fought the fiercest battle of the campaign, and several Spanish ships were sunk or driven onto the sandbanks. Then the wind drove the Armada into the North Sea. Unable to turn back, it sailed home around Scotland and Ireland, where autumn storms wrecked many ships. Only about 65 to 70 ships reached Spain. Perhaps 15,000 or more Spanish sailors and soldiers died, most from shipwreck, hunger and sickness. Probably fewer than 100 Englishmen were killed in battle, though thousands of English sailors died of disease afterward.

Why it mattered. England kept its queen and its Protestant church, and the Dutch fight for independence went on. Spain was still strong: it sent more armadas in 1596 and 1597, which storms also turned back, and the war lasted until 1604. But 1588 showed that fast ships with long-range guns could beat a fleet built for boarding, and it turned England's eyes toward the sea.

PICTURE STUDY



The Defeat of the Spanish Armada, 8 August 1588, Philip James de Loutherbourg, 1796 · Oil on canvas ·
National Maritime Museum, Greenwich, London
Wikimedia Commons · Public domain

Philip James de Loutherbourg was a French-born painter who settled in London and also designed stage scenery, so he loved smoke, fire and dramatic light. He painted this scene more than 200 years after the battle, when Britain was again afraid of an invasion from across the Channel, this time by revolutionary France. The picture shows the Battle of Gravelines, the day after the fireships.

Look closely

- Find the English flag (a red cross on white). Which ships are English and which are Spanish? How can you tell?
- Follow the light. Where is the brightest part of the painting, and what is happening there?
- Look at the sea and sky. Is the weather calm or rough? Which way do you think the wind is blowing?

Talk about it

1. Why might a painter in 1796 want to remind the British people of 1588?
2. The painter was not there. What could he have used to make his picture as true as possible?

HANDS-ON: TABLETOP ARMADA: THE CRESCENT AND THE FIRESHIPS

Build the English Channel on a table and test whether a crescent formation can be broken from upwind.

You will need

- A blue sheet, towel or poster board (the Channel), about 4 feet long
- About 20 paper boats, bottle caps or blocks in one color (Spanish) and 15 in another (English)
- Two or three boats made of red paper (the fireships)
- A piece of cardboard or a paper fan (the wind)
- Labels: England, France, Plymouth, Isle of Wight, Calais, Gravelines, Flanders, North Sea

Steps

1. Lay the Channel with England along the top edge and France along the bottom. Place the labels. Put a strip of brown paper along the coast of Flanders for the sandbanks.
2. Set the Spanish ships in a crescent with the horns pointing back toward the Atlantic and the biggest ships on the tips.
3. Put the English ships behind the crescent, on the upwind (west) side. Move the English ships close to one horn, then back away. Can a Spanish ship turn and reach them against the wind?
4. Move the crescent to Calais and pack it close together, as if at anchor.
5. Wave the fan from the west and push the red fireships toward the Spanish. Scatter the Spanish ships the way frightened captains did, each in a different direction.
6. Now try to put the crescent back together while the English attack the scattered ships one by one. Notice which side the wind helps.

Check your work

- My Channel has England, France, Calais, Gravelines and the shallow banks of Flanders.
- I set up the crescent and showed why the English kept upwind.
- I can explain why the fireships worked even though they burned no ship.

FIELD NOTEBOOK

1. **Terrain map.** Draw the British Isles and the coast of Europe from Spain to Norway. Label: the Atlantic Ocean, the English Channel, the Lizard, Plymouth, the Isle of Wight, Calais, Gravelines, Flanders (shallow banks), the North Sea, Scotland and Ireland. With a red line, draw the Armada's route: up the Channel, to Calais, into the North Sea, around the north of Scotland, down the west coast of Ireland and home to Spain. Mark three or four wreck sites off Ireland with small x's. Add an arrow for the westerly wind, a title, a compass rose and a key.

2. **Notebook entry.** Write a paragraph of five to seven sentences: “Why the Armada Failed.” Give at least three reasons, such as the plan to meet Parma, the shallow coast of Flanders, the English guns, the fireships and the weather. Finish with one sentence on which reason you think mattered most.

Did you know? As the Armada sailed past, Queen Elizabeth rode out to her army at Tilbury on the Thames. A speech written down later reports her saying: “I know I have the body of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too.” Afterward a Dutch medal was struck with God’s name in Hebrew letters and Latin words meaning “He blew, and they were scattered.” The famous story that Drake insisted on finishing his game of bowls before sailing against the Armada first appears in print many years later and may be a legend.

Map or diagram. Draw two small diagrams side by side. **1. The crescent:** the Spanish fleet as a curved moon, with the strong ships on the horns, and the English ships behind it, upwind. **2. Calais at night:** the Spanish packed close at anchor, the wind and tide arrows pointing at them, and eight fireships drifting in. Label each panel.

Goes deeper in. History, the Reformation and Age of Exploration units (coming soon); Geography, for the British Isles, the English Channel and the North Sea; and Earth Science, for prevailing winds and Atlantic storms.

For families. England still used the old Julian calendar in 1588, ten days behind Spain’s Gregorian calendar; by English reckoning the Armada anchored at Calais on July 27 and Gravelines was fought on July 29. This stop uses the Gregorian dates, which match the title of the painting. Ship numbers (about 130 sailed) and losses vary by source; modern estimates of Spanish dead range widely, so the stop says “perhaps 15,000 or more.” The Tilbury speech survives in a version published in the 1650s from a letter by Leonel Sharp, who was present; most historians accept its substance. The battle is told fairly: Philip and Elizabeth are both presented as acting from faith and from the interests of their kingdoms. Just-war questions are taken up at the ● Expert level.

PRACTICE

1. **MEDIUM Choose your move.** You are the Duke of Medina Sidonia. It is past midnight off Calais; your fleet is anchored close together, and eight burning ships are drifting toward you on the wind and tide. Will you (a) stay at anchor and send small boats to tow the fireships aside, (b) order every ship to cut its cables and get away, or (c) order the fleet to raise its anchors in good order and move out together, keeping the crescent?
2. **EASY** Who commanded the English fleet in 1588, and who was his most famous captain?
3. **EASY** Why did the Armada sail home around Scotland and Ireland instead of back through the Channel?
4. **CHALLENGE** About 130 ships sailed in the Armada, and about 67 came home. About how many were lost? About what fraction of the fleet is that?

5. **CHALLENGE** Explain why joining the Armada to Parma's army was so hard, even when the Armada reached Calais safely.

Make it a game · Choose Your Move: Midnight off Calais. Best played before you read "What happened." Darken the room and light one flashlight (a fireship). One player reads Practice 1 aloud as the lookout. Each player writes a choice, (a), (b) or (c), and one reason, and folds the paper. Then play each choice on your tabletop Channel: wave the fan, push the red fireships and see what happens to the crescent. Finally read the answer to Practice 1. Everyone who gave a good reason for any choice earns a paper anchor for the Field Notebook.

Scripture. "Fire, and hail; snow, and vapour; stormy wind fulfilling his word:" (Psalm 148:8, KJV)

Christians in both England and Spain prayed before the Armada sailed, and both saw the storms as part of God's providence. The psalm reminds us that wind and weather obey God, not kings or admirals; no fleet is truly "invincible."

Practice: answers

1. Medina Sidonia ordered the ships to slip or cut their cables and get clear, planning to come back to the anchorage afterward, but in the dark, with the wind and tide behind the fireships, most captains could not return and the fleet scattered along the coast. No ship burned, but the crescent was broken, many anchors were lost, and the next day the English attacked off Gravelines. Choice (a) was tried: Spanish boats did tow two of the fireships aside, but the other six came on, and eight at once were too many to stop. Choice (c) was too slow with fire bearing down.
2. Lord Howard of Effingham; his most famous captain was Sir Francis Drake (John Hawkins and Martin Frobisher also led squadrons).
3. The wind was blowing from the southwest, pushing it into the North Sea, and the English fleet stood in the way back down the Channel.
4. $130 - 67 = 63$ ships lost, close to half ($63 \div 130$ is a little less than $1/2$).
5. Flanders had no deep-water harbor; its coast was shallow sandbanks where the big Spanish ships could not come close. Parma's barges were flat and helpless at sea, and Dutch rebel ships waiting in the shallows would have attacked them before the Armada could protect them. Messages between the two commanders also took days, so they could not plan together.

3.2 VIENNA (1683): THE WINGED HUSSARS

OBJECTIVES

- Locate Vienna on the Danube and describe the Kahlenberg hills and the Vienna Woods that rise above the city to the northwest.
- Explain how a siege works (trenches, mines and countermines) and why the relief army had to come down from the hills.
- Tell how King Jan III Sobieski timed the great cavalry charge of September 12, 1683, and why the battle mattered for Central Europe.

Warm-up. Tip a cookie sheet or a board so one end rests on a stack of books. Roll a marble down it, then roll another marble the same distance across a flat table. Which one hits harder at the bottom? On September 12, 1683, about 18,000 horsemen came down the hills above Vienna. Going downhill helped them, but only once they reached open ground.

Video slot. Video coming. The Battle of Vienna, 1683: the Ottoman siege, the defense of the city, Jan III Sobieski and the charge of the Polish winged hussars, with animated maps. Search approved channels (Kings and Generals, Invicta, Simple History, The History Guy); preview first.

KEY TERMS

siege

Surrounding a fortified city or castle and cutting it off, to force it to surrender or to break in.

mine

In a siege, a tunnel dug under a wall and filled with gunpowder to blow a gap in it. Defenders dug countermines to find and stop the tunnels.

Grand Vizier

The chief minister of the Ottoman sultan, who often commanded the army in the field.

winged hussar

A heavily armed Polish horseman with a very long lance and tall wooden frames set with feathers fixed to his armor or saddle.

relief army

An army that marches to rescue a city or fortress under siege.

CORE IDEAS

The map. Vienna stands on the Danube River, the great highway of Central Europe. In 1683 it was the capital of the Holy Roman Emperor Leopold I, ringed by thick walls, earth-filled bastions and a wide, open space outside the walls where no one was allowed to build. To the

northwest rise the wooded Kahlenberg hills, part of the Vienna Woods. Between the hills and the city, the ground slopes down through vineyards, sunken lanes and villages, then opens into fields.

The people. The Ottoman Empire had ruled most of Hungary for over 150 years and had besieged Vienna once before, in 1529. In 1683 the Grand Vizier Kara Mustafa Pasha, ambitious and bold, led perhaps 90,000 to 150,000 men (counting support troops) up the Danube, supported by Hungarian nobles who had rebelled against the emperor. The emperor left the city. Count Ernst Rüdiger von Starhemberg stayed to defend it with about 11,000 to 16,000 soldiers and several thousand armed citizens, students and craftsmen. Help came from Poland, whose king, Jan III Sobieski, a veteran of many wars against the Ottomans, had promised to aid the emperor. He was joined by Duke Charles of Lorraine and by troops from Bavaria, Saxony and other German lands.

The plan. The siege began on July 14. Ottoman engineers dug trenches toward the walls and tunneled mines beneath them, while the defenders dug countermines to meet them underground. By early September, gaps had been blown in the walls, sickness filled the city and food was running short. At night, rockets went up from the spire of St. Stephen's Cathedral to ask for help. The relief army, about 65,000 to 80,000 men, crossed the Danube above the city and climbed the Kahlenberg. The plan was for the infantry to fight its way down through the vineyards, while the cavalry, the Poles on the right, waited for open ground.

What happened. Early on September 12, a Capuchin friar, Marco d'Aviano, said Mass on the hilltop. The fighting began at dawn and lasted all day. Kara Mustafa had kept many men in the siege trenches, still hoping to take the city. Late in the afternoon, after a smaller hussar charge had tested the Ottoman line, Sobieski sent in about 18,000 horsemen, among them some 3,000 winged hussars, perhaps the largest cavalry charge in history. They broke the Ottoman army, which fled east, leaving its camp. Estimates vary, but Ottoman losses were well over 10,000 killed, wounded or captured, and allied losses a few thousand.

Why it mattered. Vienna was the farthest the Ottoman armies ever reached in Central Europe. The battle began a long war in which the Habsburgs won back almost all of Hungary by the Treaty of Karlowitz in 1699. Kara Mustafa was executed on the sultan's orders that December. Sobieski is still honored in Poland and Austria, and the Church spread the feast of the Holy Name of Mary, kept on September 12, to the whole Catholic world in remembrance.

PICTURE STUDY



The Relief of Vienna, 1683 (Die Entsatzschlacht Wiens 1683), Frans Geffels, about 1683-1694 · Oil on canvas
· Wien Museum, Vienna
Wikimedia Commons · Public domain

Frans Geffels was a Flemish painter who worked for the emperor's court and for the princes of Liechtenstein. He painted this battle within a few years of it, so it is almost a news picture. Like a map, it shows the whole battle at once: the city in the back, the siege works in the middle, and the relief army's attack in front.

Look closely

- Find Vienna's walls and the tall spire of St. Stephen's Cathedral.
- Find the zigzag lines in front of the walls. These are the siege trenches. Why do you think they zigzag instead of running straight?
- Find the tents of the Ottoman camp. Where is the fighting heaviest?

Talk about it

1. Why might a painter choose to show the battle from high up, almost like a bird?
2. What does this painting tell you that a close-up picture of one soldier could not?

HANDS-ON: SAND-TABLE VIENNA: DOWN FROM THE KAHLENBERG

Build the slope from the Kahlenberg down to Vienna and test when the cavalry should charge.

You will need

- A sand table, or a towel draped over a stack of books (the hills) on a table

- Blocks or a ring of cardboard (the city walls)
- Brown yarn (the zigzag siege trenches) and blue yarn (the Danube)
- Green pom-poms, twigs or crumpled paper (vineyards and woods)
- About 30 toy soldiers or blocks for the relief army (half foot soldiers, half horsemen) and 40 for the Ottomans

Steps

1. Make the Danube along one side. Build Vienna's walls near the river. Raise the Kahlenberg at the far corner, northwest of the city.
2. Lay zigzag trenches from the Ottoman camp up to the walls. Put about half the Ottoman army in the trenches and half facing the hills.
3. Cover the upper slope with vineyards and woods. Leave the lower slope near the camp open.
4. Set the relief army on the hilltop: foot soldiers in front, horsemen behind, the Poles on the right.
5. First try sending the horsemen straight down through the vineyards. Count how many obstacles they must cross.
6. Now move the foot soldiers down first to clear the vineyards and villages. When they reach the open ground, send all the horsemen together. Which way works better, and why?

Check your work

- My table shows the Danube, the walls, the trenches, the vineyards and the Kahlenberg.
- I tried two ways of using the cavalry.
- I can explain why Sobieski waited until late afternoon to charge.

FIELD NOTEBOOK

1. **Terrain map.** Draw Vienna from above. Label: the Danube, the city walls and bastions, St. Stephen's Cathedral, the Ottoman siege trenches (zigzags), the Ottoman camp, the vineyards, the Kahlenberg and the Vienna Woods. Draw three arrows coming down from the hills: Charles of Lorraine's troops on the left, near the river; the German troops in the center; and the Polish cavalry on the right. Add a title, a compass rose and a key.
2. **Notebook entry.** Write a paragraph of five to seven sentences: "Holding On and Coming to Help." Tell what the defenders inside Vienna had to endure for two months, what the relief army had to do to reach them, and which group you think needed more courage. Give a reason.

Did you know? No one is sure why the hussars wore their famous wings. Some writers said they made a rushing noise that frightened horses, others that they guarded the rider's back, and many historians think they were mostly for show, like the plumes on a parade helmet. The hussars' lances could be over 15 feet long, hollow inside to keep them

light. Tradition says Sobieski sent the Pope a short message after the battle: *Venimus, vidimus, Deus vicit*, “We came, we saw, God conquered,” a Christian twist on Julius Caesar’s famous words.

Map or diagram. Draw a cross-section, as if you sliced the land from the Kahlenberg to the city walls and looked at it from the side. Show the hilltop, the steep wooded slope, the vineyards and villages, the open fields, the Ottoman camp and trenches, and the city walls. Mark where horsemen could charge and where they could not.

Goes deeper in. History, the units on the Ottoman Empire and the Habsburgs (coming soon); and Geography, for the Danube and Central Europe.

For families. Army sizes for 1683 vary widely between sources; the stop gives modern ranges and says “perhaps” for the size of the charge (about 18,000 to 20,000 horsemen is the common figure). The *Venimus, vidimus, Deus vicit* message is traditional; Sobieski’s own letters to his wife describe the battle. The feast of the Holy Name of Mary was extended to the universal Church by Pope Innocent XI in 1684. The popular story that the croissant was invented to celebrate the victory is a legend and is left out. The Ottomans are described fairly as a great empire with long experience of war; Kara Mustafa’s motives (expansion and the support of Hungarian rebels) are given in their own time.

PRACTICE

1. **MEDIUM Choose your move.** You are Jan III Sobieski on the Kahlenberg at dawn, September 12. Below you are vineyards, sunken lanes and villages, then open fields and the Ottoman camp. Will you (a) send all your cavalry charging down the hill at once, (b) send your foot soldiers and some horsemen down first to clear the slopes, test the enemy with one cavalry charge, and then send the great charge across the open ground, or (c) wait on the hill for the Ottomans to attack you?
2. **EASY** Who defended Vienna during the siege, and who led the relief army’s cavalry charge?
3. **EASY** What were mines and countermines in a siege?
4. **CHALLENGE** The siege began on July 14 and the relief battle was fought on September 12. How many days did the defenders hold out? (July has 31 days and August has 31.)
5. **CHALLENGE** Kara Mustafa kept many soldiers in the siege trenches even after the relief army appeared. Why was this a dangerous choice?

Make it a game • Choose Your Move: Dawn on the Kahlenberg. Best played before you read “What happened.” One player reads Practice 1 aloud as Sobieski’s scout. Each player writes (a), (b) or (c) with one reason and folds the paper. Play each choice on your sand table: count how many vineyards and lanes the horsemen must cross, and see whether the city can hold. Then read the answer. Everyone who chose (b) earns a paper feather for the Field Notebook, and so does anyone who gave a good reason for another choice.

Scripture. “Some trust in chariots, and some in horses: but we will remember the name of the LORD our God.” (Psalm 20:7, KJV)

The winged hussars were among the finest horsemen in the world, yet the message traditionally sent to the Pope gave the victory to God. Courage and skill are gifts, but our trust belongs to the Lord.

Practice: answers

1. Sobieski chose (b). The infantry and dragoons fought their way down all day. In the afternoon a smaller hussar charge tested the Ottoman line, and then the great charge of about 18,000 horsemen broke the Ottoman army. Choice (a) would have sent the horses into vineyards and lanes where they could not charge; choice (c) would have given the Ottomans more time to break into the city.
2. Count Ernst Rüdiger von Starhemberg defended the city; King Jan III Sobieski of Poland led the charge.
3. Mines were tunnels dug under the walls and filled with gunpowder to blow a gap; countermines were tunnels the defenders dug to find and stop them.
4. From July 14 to July 31 is 17 days, plus 31 days of August, plus 12 days of September: $17 + 31 + 12 = 60$ days, about two months.
5. He was caught between two enemies: the city's defenders in front and the relief army behind. Keeping men in the trenches meant fewer men facing the hills, so his line there was too weak to stop the great cavalry charge, and the men in the trenches could not quickly turn to help.

3.3 QUEBEC (1759): THE CLIMB TO THE PLAINS OF ABRAHAM

OBJECTIVES

- Locate Quebec on the St. Lawrence River and describe the cliffs that made it so hard to attack.
- Explain why General James Wolfe chose to land at night at the Anse au Foulon and climb the cliff, and why General Montcalm chose to attack him at once.
- Tell how the battle on the Plains of Abraham led to the end of New France and, in the long run, to the American Revolution.

Warm-up. Measure 175 feet with a tape measure, or pace it out (about 60 grown-up steps). Look back at where you started. That is about how high the cliff was that nearly 5,000 British soldiers climbed in the dark on the morning of September 13, 1759, carrying their muskets and packs.

Video slot. Video coming. The Battle of the Plains of Abraham, Quebec, 1759: Wolfe and Montcalm, the landing at the Anse au Foulon and the battle, with animated maps. Search approved channels (Kings and Generals, Simple History, The History Guy, the Plains of Abraham museum); preview first.

KEY TERMS

New France

France's colonies in North America, stretching along the St. Lawrence River, the Great Lakes and the Mississippi. Quebec was its capital.

Seven Years' War

A world war between Britain and France and their allies (1756–1763). In America, where fighting began in 1754, it is called the French and Indian War.

light infantry

Soldiers trained to move fast, climb, scout and fight in rough country ahead of the main army.

volley

Many soldiers firing their muskets at the same moment on command.

regulars

Full-time, professionally trained soldiers, as opposed to militia, who are citizens called up when needed.

CORE IDEAS

The map. Quebec sits on a high rock where the St. Charles River meets the St. Lawrence, hundreds of miles upriver from the Atlantic. Its Upper Town stood on cliffs about 300 feet high. East of the city, French trenches lined the shore for miles to the falls of Montmorency.

West of the city, cliffs ran along the river for miles. Above them, just outside the walls, lay a grassy plateau called the Plains of Abraham, named for Abraham Martin, a river pilot who had farmed there more than a century before.

The people. Britain and France were fighting a world war, and Quebec was the heart of New France. The British commander was Major General James Wolfe, only 32 years old, thin and often sick, but brave and determined. The French commander was Louis-Joseph, Marquis de Montcalm, a skilled general who had won great victories in New York. Montcalm had French regulars, Canadian militia and Native allies who knew the land and fought to protect their homes and their way of life.

The plan. Wolfe arrived in late June 1759 with about 8,500 soldiers and a large fleet. All summer he bombarded the city, but on July 31 his attack near Montmorency failed with heavy losses. Autumn was coming, and the fleet would have to leave before the river froze. Wolfe chose a daring plan: to land at night at the Anse au Foulon, a small cove about two miles west of the city, where a narrow path led up the cliff. If his army could reach the plateau, Montcalm would have to fight in the open.

What happened. Before dawn on September 13, boats drifted downstream on the ebb tide. When a sentry called out, an officer who spoke French answered, and the boats passed. Colonel William Howe's light infantry climbed the cliff, overpowered the small guard at the top, and by morning about 4,400 to 4,800 British soldiers stood in line on the Plains of Abraham. Montcalm, with about 4,500 men, decided to attack at once instead of waiting for more troops upstream. The British held their fire until the French were very close, about 40 yards, then fired volley after volley. The battle was decided in about 15 minutes. Wolfe was shot and died on the field; Montcalm was wounded and died the next morning. Each side had over 600 killed and wounded.

Why it mattered. Quebec surrendered on September 18, and Montreal fell a year later. By the Treaty of Paris in 1763 France gave Canada to Britain. With the French threat gone, the American colonists no longer needed British soldiers to protect them, and Britain began taxing them to pay for the war. Thirteen years later, the colonists would declare independence.

PICTURE STUDY



The Death of General Wolfe, Benjamin West, 1770 · Oil on canvas · National Gallery of Canada, Ottawa
Wikimedia Commons · Public domain

Benjamin West was born in Pennsylvania and became one of the most famous painters in London. Painters of his day usually dressed heroes in ancient Roman robes, but West painted Wolfe's officers in their real uniforms, and the picture caused a sensation. It is not a photograph: several of the men shown were not with Wolfe when he died. West arranged the scene to look like old paintings of Christ being taken down from the cross, to show a man giving his life.

Look closely

- Find General Wolfe. How do the other men's faces and hands lead your eye to him?
- Find the runner on the left. What news do you think he is bringing?
- Find the flag and the Native warrior. Why do you think West included each of them?

Talk about it

1. Why might West have put men in the picture who were not really there?
2. West's picture shows Wolfe calm and surrounded by friends. What does the artist want us to feel about him?

HANDS-ON: TABLETOP QUEBEC: UP THE CLIFF

Build the river, the cliff and the plateau and stage Wolfe's landing and the battle.

You will need

- A long table with a stack of books along one edge (the cliff), covered with a green towel (the plateau)
- A blue towel or paper on the floor or a lower table along the books (the St. Lawrence)
- A ribbon or strip of paper running up the books (the path at the Anse au Foulon)
- About 30 red blocks or toy soldiers (British) and 30 blue or white ones (French and Canadian)
- A paper boat or two and a box for the walled city of Quebec

Steps

1. Lay the river along the foot of the cliff. Put the city at one end of the plateau, on its high rock.
2. Set a few French guards at the top of the path. Set the rest of the French army near the city and some upstream, far along the cliff.
3. Put the British soldiers in boats on the river and drift them along to the path. Move a few light infantry up first, then the rest, one by one.
4. Form the British in a long line two ranks deep across the plateau, facing the city.
5. Bring the French out from the city to attack. Stop them 4 inches from the British line (about 40 yards at this scale) for the volley.
6. Ask: what if Montcalm had waited for the French troops upstream? Move them along the cliff behind the British line and see what changes.

Check your work

- My table has the river, the cliff, the path, the plateau and the city.
- I moved the British up the path one at a time and formed their line.
- I can explain Montcalm's choice and one other choice he could have made.

FIELD NOTEBOOK

1. **Terrain map.** Draw Quebec from above. Label: the St. Lawrence River, the St. Charles River, the city of Quebec on its rock, the cliffs, the Montmorency Falls and the French trenches east of the city, the Anse au Foulon two miles west, the path up the cliff and the Plains of Abraham. Draw the British boats coming down the river, an arrow up the path, the British line across the plains and the French line coming out from the city. Add a title, a compass rose, a scale and a key.
2. **Notebook entry.** Write a paragraph of five to seven sentences: "Two Generals, One Morning." Describe the choice Wolfe made and the choice Montcalm made, what each hoped would happen, and what happened to each man. End with one sentence on what you admire in either general.

Did you know? The night before the battle, Wolfe is said to have recited Thomas Gray's poem "Elegy Written in a Country Churchyard," with its line "The paths of glory lead but to the grave," and to have said he would rather have written it than take Quebec. When he was told, as he lay dying, that the French were running, he is reported to have said,

“Now, God be praised, I will die in peace.” Today a single monument in Quebec City honors both Wolfe and Montcalm. William Howe, who led the climb, later commanded the British army in the American Revolution.

Map or diagram. Draw a cross-section of the riverbank at the Anse au Foulon: the river at the bottom, the narrow beach, the steep cliff about 175 feet high, the path slanting up it, and the flat plateau at the top. Draw little stick soldiers climbing. Add a 175-foot measuring line beside the cliff and, next to it, a 35-foot house for comparison.

Goes deeper in. History, the units on colonial America and the French and Indian War (coming soon); and Geography, for the St. Lawrence River and Canada.

For families. Numbers vary: most sources give about 4,400 to 4,800 British on the Plains and about 4,500 French and Canadians, and roughly 650 killed and wounded on each side. The sentry exchange is reported in several forms, and the officer who answered in French is variously named. The Gray’s *Elegy* story comes from a midshipman’s later recollection and may be embellished; Wolfe’s reported last words come from eyewitness accounts. Benjamin West’s painting is not literal history, and the stop says so. The Native allies of the French are described as fighting for their own homes and interests. Just-war questions are taken up at the ● Expert level.

PRACTICE

1. **MEDIUM Choose your move.** You are James Wolfe in early September 1759. Your attack at Montmorency has failed, and in a few weeks the fleet must leave before the river freezes. Will you (a) attack the French trenches at Montmorency again, (b) land at night at a small cove west of the city and climb a narrow cliff path, or (c) sail home and try again next year?
2. **EASY** Who were the British and French commanders at Quebec, and what happened to both?
3. **EASY** How did the Plains of Abraham get their name?
4. **CHALLENGE** Montcalm attacked at once instead of waiting for about 3,000 French soldiers upstream under Bougainville. Give one reason for his choice and one reason against it.
5. **CHALLENGE** Explain how a British victory at Quebec in 1759 helped lead to the American Revolution.

Make it a game · Choose Your Move: Wolfe’s Last Chance. Best played before you read “The plan.” One player reads Practice 1 aloud as Wolfe’s aide. Each player writes a choice, (a), (b) or (c), with one reason, and folds the paper. Then turn off the lights and play the night landing on your tabletop: one player is the French sentry with a flashlight, and must call “Who goes there?” Others move the boats quietly. If the sentry spots a boat before it reaches the path, the landing fails. Then read the answer to Practice 1. Everyone with a good reason earns a paper maple leaf for the Field Notebook.

Scripture. “He maketh my feet like hinds’ feet, and setteth me upon my high places.”
(Psalm 18:33, KJV)

A hind is a female deer, sure-footed on steep rocks. David thanked God for strength to climb and stand on high ground. The soldiers on the cliff path needed steady feet, and every climb in life needs strength that comes from God.

Practice: answers

1. Wolfe chose (b), against the doubts of some of his officers. The landing at the Anse au Foulon succeeded, and by morning his army stood on the Plains of Abraham, forcing Montcalm to fight in the open. Choice (a) had already failed; choice (c) would have given the French a whole winter to strengthen Quebec.
2. James Wolfe (British) and the Marquis de Montcalm (French). Both were mortally wounded; Wolfe died on the field and Montcalm died the next morning.
3. From Abraham Martin, a river pilot who farmed the land there in the 1600s.
4. For: the British were digging in, and every hour gave them time to bring up cannon and more men; Quebec was short of food and could not hold a long siege. Against: with Bougainville’s men he could have attacked the British from two sides, and his militia were not trained to fight in long lines in the open.
5. With France gone from Canada (1763), the colonists no longer needed British protection from the French. Britain had huge war debts and began taxing the colonies to pay for the war and for soldiers in America. Colonists protested being taxed without a vote, and the quarrel grew into the Revolution.

3.4 LEXINGTON AND CONCORD (1775): THE SHOT HEARD ROUND THE WORLD

OBJECTIVES

- Trace the route of the British march from Boston to Lexington and Concord and back, about 18 miles each way, and find the North Bridge.
- Explain why General Gage sent soldiers to Concord and how the colonists' warning system worked.
- Tell what happened on Lexington Green, at the North Bridge and along the road back, and why April 19, 1775, began the War for Independence.

Warm-up. Set a timer for one minute. In that minute, put on your shoes and coat, grab a water bottle and stand at the door. Could you do it? Some Massachusetts militiamen promised to be ready to march at a minute's warning, and so they were called "minutemen."

Video slot. Video coming. Lexington and Concord, April 19, 1775: the midnight ride, Lexington Green, the North Bridge and the British retreat along the Battle Road, with maps. Search approved channels (American Battlefield Trust, National Park Service Minute Man National Historical Park, Simple History, The History Guy); preview first.

KEY TERMS

militia

Citizens who trained part-time as soldiers and could be called out to defend their town or colony.

minuteman

A member of a special, picked group of Massachusetts militia pledged to be ready to march at a minute's notice.

regulars

Full-time professional soldiers. In 1775 the British regulars were also called redcoats for their uniforms.

military stores

Supplies for an army: gunpowder, musket balls, cannon, tents, food and tools.

Coercive Acts

Laws Parliament passed in 1774 to punish Massachusetts for the Boston Tea Party, closing Boston's harbor and limiting town meetings. Colonists called them the Intolerable Acts.

CORE IDEAS

The map. In 1775 Boston sat on a narrow peninsula, almost an island. To reach the country towns to the west, soldiers could march out over the narrow neck of land or cross the Charles River by boat. From the crossing, the road ran about 11 miles west to Lexington and another 6 or 7 miles to Concord, through farms, woods and fields lined with stone walls. At Concord the North Bridge crossed the Concord River to farms where the militia had hidden supplies.

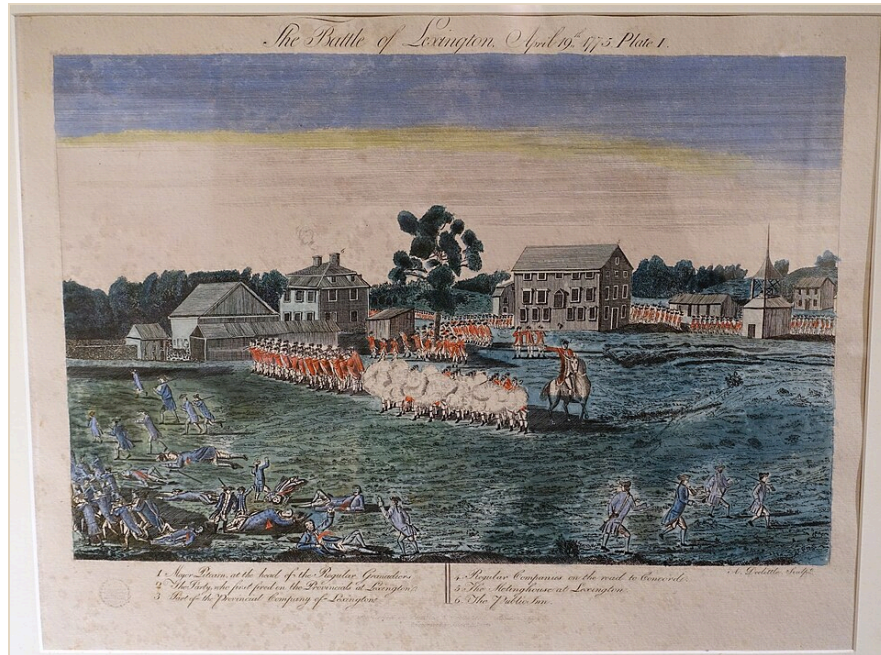
The people. General Thomas Gage, the British commander and governor of Massachusetts, had been ordered to enforce the Coercive Acts and keep order in a colony that seemed close to rebellion. From the British point of view, he was a lawful governor stopping an illegal arms buildup. The colonists believed they were defending their rights as Englishmen, including the right to be taxed only by their own elected assemblies. Their towns had been training militia and storing gunpowder and cannon for months. In Boston, Paul Revere, a silversmith, and other Patriots watched the soldiers closely.

The plan. On the night of April 18, Gage secretly sent about 700 regulars under Lieutenant Colonel Francis Smith and Major John Pitcairn to seize and destroy the stores at Concord. But the Patriots learned of it. Two lanterns were hung in the steeple of the Old North Church to signal that the troops were crossing by water. Revere and William Dawes rode out to warn the countryside and the Patriot leaders John Hancock and Samuel Adams, who were staying at the home of Lexington's pastor, Jonas Clarke. Church bells rang and signal guns fired from town to town.

What happened. At dawn about 77 Lexington militiamen under Captain John Parker stood on the town green as the regulars marched up. Parker ordered his men to disperse, but a shot rang out, no one knows from whom, and the regulars fired. Eight militiamen were killed and ten wounded. At Concord, the regulars searched the town. Around mid-morning, about 400 militiamen advanced on the North Bridge; the regulars fired, killing two, and the militia fired back. The British fell back to Concord, and soon began the long march to Boston. By then thousands of militia from dozens of towns were firing from behind walls, trees and houses. A relief column of about 1,000 men under Lord Percy met them at Lexington, and the regulars reached Charlestown at dusk. In all, 73 British were killed and about 174 wounded; 49 Americans were killed and 39 wounded.

Why it mattered. April 19 turned a long quarrel into a war. Within days, militia from across New England surrounded Boston and began a siege. Fourteen months later the colonies declared independence. In 1837 the poet Ralph Waldo Emerson wrote that at the North Bridge "the embattled farmers stood / And fired the shot heard round the world."

PICTURE STUDY



The Battle of Lexington, April 19th 1775, Plate I, Amos Doolittle, after a drawing by Ralph Earl, 1775 · Hand-colored etching and engraving on paper · Copies in several collections, including the Connecticut Historical Society and the Albany Institute of History and Art
Wikimedia Commons · Public domain

Amos Doolittle was a young Connecticut silversmith and engraver who marched to Massachusetts with his militia company after the battles. A few weeks later he and the painter Ralph Earl visited Lexington and Concord, sketched the places and talked with eyewitnesses. Doolittle made four prints from their drawings, sold in late 1775. They are the only pictures of the battles made by people who visited the sites that same year.

Look closely

- Find the meetinghouse (the church) and the houses around the green. Do they look like a real village?
- Find the officers on horseback. What are they doing?
- Look at the militiamen. Are they standing in a battle line, or scattering?

Talk about it

1. Doolittle was a Patriot. How might that have affected the way he showed who fired first?
2. Why are pictures made soon after an event especially valuable to historians, even when they are simple?

HANDS-ON: TABLETOP BATTLE ROAD: OUT AND BACK

Lay out the 18-mile road from Boston to Concord and play the day of April 19 in four scenes.

You will need

- A long strip of brown paper or a ribbon, about 6 feet (the road; 1 foot = 3 miles)
- Blue paper for Boston Harbor, the Charles River and the Concord River; a small paper bridge
- About 25 red blocks or toy soldiers (regulars) and 40 in another color (militia)
- Cardboard or LEGO stone walls and some twigs or pom-pom trees
- Labels: Boston, Cambridge, Menotomy, Lexington, Concord, North Bridge, Charlestown

Steps

1. Lay the road from Boston to Concord with the towns in order. Put Boston and the Charles River at one end, the North Bridge and Concord River at the other. Line the road with stone walls and trees.
2. Scene 1: Line up the regulars at the crossing from Boston. Pass a “warning” token ahead of them from town to town, faster than they can march.
3. Scene 2: Set 8 militia on Lexington Green and march all the regulars up to them. Have the militia scatter.
4. Scene 3: At Concord, set 3 regulars at the North Bridge and 15 militia on the hill across the river. Move the militia down to the bridge.
5. Scene 4: March the regulars back toward Boston. At each foot of road, add 5 more militia behind the walls on both sides. At Lexington, add 10 fresh regulars (Percy’s relief).
6. Count: how many militia are along the road by the end? Why did the march back become so hard?

Check your work

- My road has the towns in order and the North Bridge at the far end.
- I played all four scenes.
- I can explain why the return march was harder than the march out.

FIELD NOTEBOOK

1. **Terrain map.** Draw the route from Boston to Concord. Label: Boston, the Charles River, Cambridge, Menotomy (today Arlington), Lexington and its green, Lincoln, Concord, the Concord River and the North Bridge, and Charlestown. Mark the road about 18 miles long. Draw stone walls and woods along the road. Use a red arrow for the British march out and a red dashed arrow for the march back; draw small blue dots along the road for the militia. Add a title, compass rose, scale and key.
2. **Notebook entry.** Write a paragraph of five to seven sentences as a Lexington militiaman or a young British regular writing home on the evening of April 19, 1775. Tell what you saw, where you were and what you think will happen next. Keep it respectful and true to the facts.

Did you know? Paul Revere never reached Concord: a British patrol stopped him near Lincoln. Dr. Samuel Prescott, who had joined Revere and Dawes, jumped his horse over a wall and carried the warning on. Revere did not shout “The British are coming!”; most colonists still thought of themselves as British, and the riders spoke of “the regulars.” Lexington’s pastor, Jonas Clarke, preached on the anniversary of the battle a year later, and his sermon was printed with an eyewitness account of the morning.

Map or diagram. Draw a timeline bar for April 18–19, 1775, from 10 p.m. to 8 p.m. Mark: about 10 p.m., troops begin crossing the Charles; about midnight, Revere reaches Lexington; about 5 a.m., Lexington Green; about mid-morning, the North Bridge; about noon, the march back begins; mid-afternoon, Percy’s relief at Lexington; dusk, Charlestown.

Goes deeper in. History, the American Revolution units (coming soon); Literature, for Longfellow’s “Paul Revere’s Ride” and Emerson’s “Concord Hymn”; and Geography, for New England.

For families. Who fired first on Lexington Green is unknown; both sides blamed the other in sworn statements taken soon after. Casualty figures follow the National Park Service (Minute Man National Historical Park): British 73 killed, 174 wounded, 26 missing; colonists 49 killed, 39 wounded, 5 missing. Militia numbers at Lexington are given as roughly 60 to 80. The words often credited to Captain Parker (“Stand your ground...”) were recorded decades later and are left out. Times are approximate. Longfellow’s poem (1860) is stirring but not accurate history. Both sides’ motives are given in their own terms.

PRACTICE

1. **MEDIUM Choose your move.** You are Captain John Parker of the Lexington militia. It is dawn, and about 700 regulars are marching toward your town. You have about 77 men. Will you (a) hide your men behind stone walls and fire on the regulars as they pass, (b) gather your men on the green in plain sight, not blocking the road, to show the town will not be bullied, but not fire first, or (c) send everyone home?
2. **EASY** What were the British soldiers sent to Concord to do?
3. **EASY** What did the two lanterns in the Old North Church mean?
4. **CHALLENGE** On April 19, the British had 73 killed, 174 wounded and 26 missing. The Americans had 49 killed, 39 wounded and 5 missing. What was each side’s total, and how many more did the British lose?
5. **CHALLENGE** Both sides took sworn statements soon after the battle, and each blamed the other for firing first on Lexington Green. How should a careful historian handle this?

Make it a game • Choose Your Move: Dawn on Lexington Green. Best played before you read “What happened.” One player reads Practice 1 aloud as the messenger who has just ridden in. Each player writes (a), (b) or (c) and one reason, then folds the paper. Play

each choice on your tabletop road. Then read the answer. Next, play “Pass the Warning”: players stand in a line across the yard or house as towns. The first whispers “The regulars are out!” and runs to tag the next, who runs to the next, while one player (the regulars) walks the same route. Does the warning arrive first? Everyone with a good reason earns a paper lantern for the Field Notebook.

Scripture. “And I looked, and rose up, and said unto the nobles, and to the rulers, and to the rest of the people, Be not ye afraid of them: remember the Lord, which is great and terrible, and fight for your brethren, your sons, and your daughters, your wives, and your houses.” (Nehemiah 4:14, KJV)

Nehemiah’s builders kept a sword in one hand and worked with the other to protect Jerusalem. The farmers of Massachusetts were not professional soldiers; they turned out to protect their homes and families, and many prayed and heard sermons from their pastors before they marched.

Practice: answers

1. Parker chose (b). His men stood on the green, and as the regulars came up he ordered them to disperse. Then a shot was fired, no one knows by whom, and the regulars fired, killing eight militiamen. Choice (a) would have meant the colonists started the war; choice (c) would have looked like giving up. Later that day, Parker led his men back into the fight along the road.
2. Seize and destroy the militia’s military stores: gunpowder, cannon and other supplies.
3. That the British troops were leaving Boston by water, across the Charles River (one lantern would have meant by land).
4. British: $73 + 174 + 26 = 273$. Americans: $49 + 39 + 5 = 93$. The British lost 180 more.
5. Read both sides’ statements, notice that each side had a reason to blame the other, look for details both agree on, and say honestly that we do not know who fired first, rather than choosing the side we like.

3.5 TRENTON (1776): CROSSING THE DELAWARE

OBJECTIVES

- Locate McConkey's Ferry, the Delaware River and Trenton, and trace the nine-mile night march along the River Road and Pennington Road.
- Explain why Washington decided to attack in December 1776 instead of waiting for spring, and how his plan was meant to work.
- Tell what happened at Trenton on the morning of December 26 and why such a small battle gave new life to the American cause.

Warm-up. Hold an ice cube in your bare hand for 30 seconds. Then imagine a whole night like that: sleet in your face, wet shoes (some men had rags instead of shoes), and a nine-mile march after crossing an icy river. That is what about 2,400 Continental soldiers did on Christmas night, 1776.

Video slot. Video coming. Washington crossing the Delaware and the Battle of Trenton, December 25–26, 1776, with maps of the crossing and the march. Search approved channels (American Battlefield Trust, Mount Vernon, Simple History, The History Guy); preview first.

KEY TERMS

Continental Army

The army of the united colonies, created by the Continental Congress in 1775 and commanded by George Washington.

Hessians

German soldiers, many from the state of Hesse-Cassel, whose princes hired them out to fight for Britain. They were well-trained professionals.

enlistment

A soldier's agreement to serve for a set time. Many American enlistments ran out on December 31, 1776.

Durham boat

A long, flat-bottomed cargo boat, about 40 to 60 feet long, used to carry iron ore and grain on the Delaware River. Washington's men used them to cross.

nor'easter

A strong storm on the East Coast of North America, with winds from the northeast, often bringing snow, sleet and rain.

CORE IDEAS

The map. The Delaware River divides Pennsylvania from New Jersey. In December 1776 it was running high and full of floating ice. Washington's army camped on the Pennsylvania

side. Across the river and about nine miles south, at the head of navigation, lay the town of Trenton, with two main streets, King and Queen, running down to Assunpink Creek. Two roads led toward Trenton from the crossing point at McConkey's Ferry: the River Road and the Pennington Road.

The people. 1776 had begun with hope, but the British had driven Washington's army out of New York and across New Jersey. His army had fallen from about 20,000 to only a few thousand fit men, and most enlistments ended on December 31. Many people thought the cause was lost. On December 23, Thomas Paine published *The American Crisis*, beginning, "These are the times that try men's souls." Trenton was held by about 1,400 to 1,500 Hessian soldiers under Colonel Johann Rall, a brave and experienced officer who had fought well in New York.

The plan. Washington decided on a bold stroke: cross the river on Christmas night, march through the dark and attack Trenton at dawn. The password was "Victory or Death." Two other forces were to cross farther south, but ice stopped one and the other turned back. Washington's own column of about 2,400 men and 18 cannon crossed at McConkey's Ferry in Durham boats and ferries. Colonel John Glover's regiment of fishermen from Marblehead, Massachusetts, handled the boats, and Henry Knox, a big man with a booming voice, directed the crossing.

What happened. A nor'easter blew sleet and snow all night. The crossing ran about three hours late, ending around 3 a.m. Washington split his army into two columns under Nathanael Greene and John Sullivan, one on each road. When General Sullivan sent word that his men's powder was wet, Washington replied that they must use the bayonet. Around 8 a.m. both columns struck Trenton at once. Knox's cannon at the top of King and Queen Streets swept the town. The Hessians tried to form in the streets, and Rall was mortally wounded. In about an hour the battle was over. About 22 Hessians were killed and 83 wounded, and about 900 were captured. No American was killed in the fighting, though two died of the cold on the march, and a few were wounded, among them a young lieutenant named James Monroe.

Why it mattered. The victory was small, but its effect was huge. Many soldiers agreed to stay on past their enlistments. A week later Washington won again at Princeton (January 3, 1777). The cause that had seemed lost came alive again.

PICTURE STUDY



Washington Crossing the Delaware, Emanuel Leutze, 1851 · Oil on canvas · The Metropolitan Museum of Art, New York
Wikimedia Commons · Public domain

Emanuel Leutze grew up in America and painted this picture in Düsseldorf, Germany, 75 years after the crossing. It is more than 12 feet tall and 21 feet wide. Leutze wanted to stir people's hearts, not to make an exact record, so some details are not true to life: the crossing happened in the dark, in sleet; the Stars and Stripes flag shown was not adopted until 1777; and the real boats were larger Durham boats.

Look closely

- Find Washington. How does the painter make him the center of attention?
- Count the men in the boat. They come from many walks of life: look for a farmer, a frontiersman, a man in a Scottish bonnet and a Black oarsman. What is each doing?
- Look at the sky. Where is the light coming from? What might it stand for?

Talk about it

1. Why do you think Leutze showed Washington standing up, even though that would be hard in a rocking boat?
2. Is a painting still valuable if some details are wrong? What can it teach that a history book cannot?

HANDS-ON: TABLETOP TRENTON: TWO ROADS AT DAWN

Build the river, the two roads and the town, and stage the crossing and the attack.

You will need

- A long strip of blue paper with white paper bits glued on (the icy Delaware)
- Two pieces of brown yarn (the River Road and the Pennington Road)
- A shoebox lid with two streets drawn on it (Trenton, with King and Queen Streets), and a strip of blue for Assunpink Creek
- About 24 blocks or toy soldiers for the Americans (in two groups of 12), 15 for the Hessians, and a few small objects for cannon
- Craft sticks or paper for Durham boats

Steps

1. Lay the river from top to bottom. Mark McConkey's Ferry near the top on the left (Pennsylvania) side and Trenton about two feet down on the right (New Jersey) side.
2. Ferry the Americans across in boats, three at a time. Count how many trips it takes. Add the cannon last; they were the hardest to move.
3. Split the army into two columns. Lay the River Road close to the river and the Pennington Road farther inland, both ending at Trenton.
4. Put the Hessians in houses along King and Queen Streets, with a few guards on the roads outside town.
5. Move both columns down their roads one step at a time. They must arrive at the same moment. Place the cannon at the top of King and Queen Streets.
6. Ask: what happens if one column is late? Try it, and see how the Hessians could escape across Assunpink Creek.

Check your work

- My table has the icy river, McConkey's Ferry, two roads and the town.
- I counted how many boat trips my army needed.
- I can explain why the two columns had to arrive together.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Delaware River running north to south, with Pennsylvania on the west and New Jersey on the east. Label: McConkey's Ferry, the River Road, the Pennington Road, Trenton, King Street, Queen Street, Assunpink Creek, and the other crossing points that failed (Trenton Ferry and Bristol). Draw arrows for Greene's column and Sullivan's column meeting at Trenton, and mark the cannon at the head of the two streets. Add a snowflake symbol for the storm, a title, a compass rose, a scale (about nine miles from the ferry to Trenton) and a key.
2. **Notebook entry.** Write a paragraph of five to seven sentences: "These Are the Times That Try Men's Souls." Explain what made December 1776 such a dark time for the Americans, what Washington decided to do, and why one small victory changed how people felt. End with a sentence about a time when you had to keep going though it was hard.

Did you know? Two future presidents were at the crossing: George Washington and James Monroe, who was wounded at Trenton. John Marshall, later Chief Justice, served in Washington's army that winter too. Every Christmas Day, re-enactors cross the Delaware at Washington Crossing, Pennsylvania, where McConkey's Ferry once ran. Paine's *American Crisis* also says: "Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph."

Map or diagram. Make a clock-face timeline of the night: about 2 p.m. December 25, troops march to the ferry; about 6 p.m., crossing begins; about 3 a.m., crossing complete; about 4 a.m., march begins; about 8 a.m., attack on Trenton; about 9 a.m., the Hessians surrender.

Goes deeper in. History, the American Revolution units (coming soon); Art, for Leutze's painting and history painting; and Literature, for Thomas Paine's *The American Crisis*.

For families. Figures follow the National Park Service, Mount Vernon and David Hackett Fischer's *Washington's Crossing* (2004): about 2,400 Americans crossed; Hessian losses are usually given as about 22 killed, 83 wounded and about 900 captured. Times are approximate. The old story that the Hessians were drunk after Christmas celebrations is not supported by the evidence; they were tired from weeks of alarms and patrols. Tradition says Paine's *Crisis* was read to the troops before the crossing; it is widely repeated but not certain. The Hessians are described fairly as professional soldiers serving under their prince's agreement with Britain.

PRACTICE

1. **MEDIUM Choose your move.** You are George Washington in mid-December 1776. Your army is small, cold and discouraged, and most of your men can go home on December 31. Will you (a) go into winter camp and wait for spring, (b) cross the icy river at night and attack the Hessian post at Trenton at dawn, or (c) retreat to defend Philadelphia?
2. **EASY** Who were the Hessians, and who commanded them at Trenton?
3. **EASY** What was the password on the night of the crossing?
4. **CHALLENGE** The crossing was planned to finish by midnight but finished around 3 a.m. The march to Trenton was about nine miles. If the soldiers marched about two miles an hour, how long did the march take, and about what time would they arrive if they left at 4 a.m.? How does this compare to the planned dawn attack?
5. **CHALLENGE** Trenton was a small battle with few losses on the American side. Why do historians call it one of the most important battles of the Revolution?

Make it a game • Choose Your Move: Christmas, 1776. Best played before you read "The plan." One player reads Practice 1 aloud as Washington's aide. Each player writes (a), (b) or (c) with one reason and folds the paper. Then play "Crossing the Ice": lay pillows or paper "ice floes" across the floor as the river. Players must carry a block (a cannon) from one bank to the other, stepping only on the floes, while a timer runs. Then

read the answer to Practice 1. Everyone who gave a good reason earns a paper oar for the Field Notebook.

Scripture. “Thou therefore endure hardness, as a good soldier of Jesus Christ.” (2 Timothy 2:3, KJV)

Paul told Timothy that following Christ takes endurance, like a soldier who keeps going through cold and hunger. Washington’s men marched on through a freezing night; Christians are called to keep faithful when things are hard.

Practice: answers

1. Washington chose (b). It was a great risk: if the attack had failed, the army might have been destroyed with a river at its back. But waiting for spring might have meant there would be no army left. The victory at Trenton, and at Princeton a week later, persuaded many soldiers to stay and gave the country hope.
2. German professional soldiers hired by Britain, many from Hesse-Cassel; Colonel Johann Rall commanded at Trenton.
3. “Victory or Death.”
4. $9 \div 2 = 4\frac{1}{2}$ hours, so about 8:30 a.m. They actually attacked around 8 a.m., after sunrise, not before dawn as planned; surprise still worked because of the storm.
5. It came when the army and the country were close to giving up. It showed the Continental Army could beat professional soldiers, persuaded many men to re-enlist, encouraged new recruits and gave Congress and the public new hope. Its importance was in morale, not in numbers.

3.6 SARATOGA (1777): THE TURNING POINT

OBJECTIVES

- Trace the British three-part plan of 1777 on a map: Burgoyne down Lake Champlain and the Hudson, St. Leger along the Mohawk, and the army in New York City up the Hudson, all meeting at Albany.
- Explain how the wilderness, the American defenses on Bemis Heights and the missing help from New York trapped Burgoyne's army.
- Tell why the surrender at Saratoga brought France into the war and is called the turning point of the Revolution.

Warm-up. Lay three pencils on a table so their points meet in the middle. Now take one pencil away, then another. Does the plan still meet in the middle? In 1777 the British planned for three armies to meet at Albany, New York. Only one of them came.

Video slot. Video coming. The Battles of Saratoga, 1777: Burgoyne's campaign, Freeman's Farm, Bemis Heights, Benedict Arnold, Daniel Morgan and the surrender, with animated maps. Search approved channels (American Battlefield Trust, National Park Service Saratoga National Historical Park, Simple History, The History Guy); preview first.

KEY TERMS

turning point

An event after which the course of things changes direction for good.

redoubt

A small fort made of earth and logs, often standing alone, built to defend a key point.

rifleman

A soldier armed with a rifle, a long gun with spiral grooves inside the barrel that made it more accurate at long range than a musket, though slower to load.

alliance

An agreement between nations to help each other, especially in war.

convention

Here, a written agreement setting the terms of a surrender. Burgoyne's surrender at Saratoga was called a convention.

CORE IDEAS

The map. A long water road runs south from Canada: down Lake Champlain, past Fort Ticonderoga, then by land to the upper Hudson River, which flows south to Albany and New York City. Between the lakes and the Hudson lay thick forest, swamps and creeks with few roads. About 25 miles north of Albany, the river valley narrows below a line of wooded bluffs

called Bemis Heights, with small farm clearings, such as John Freeman's farm, in the woods beyond.

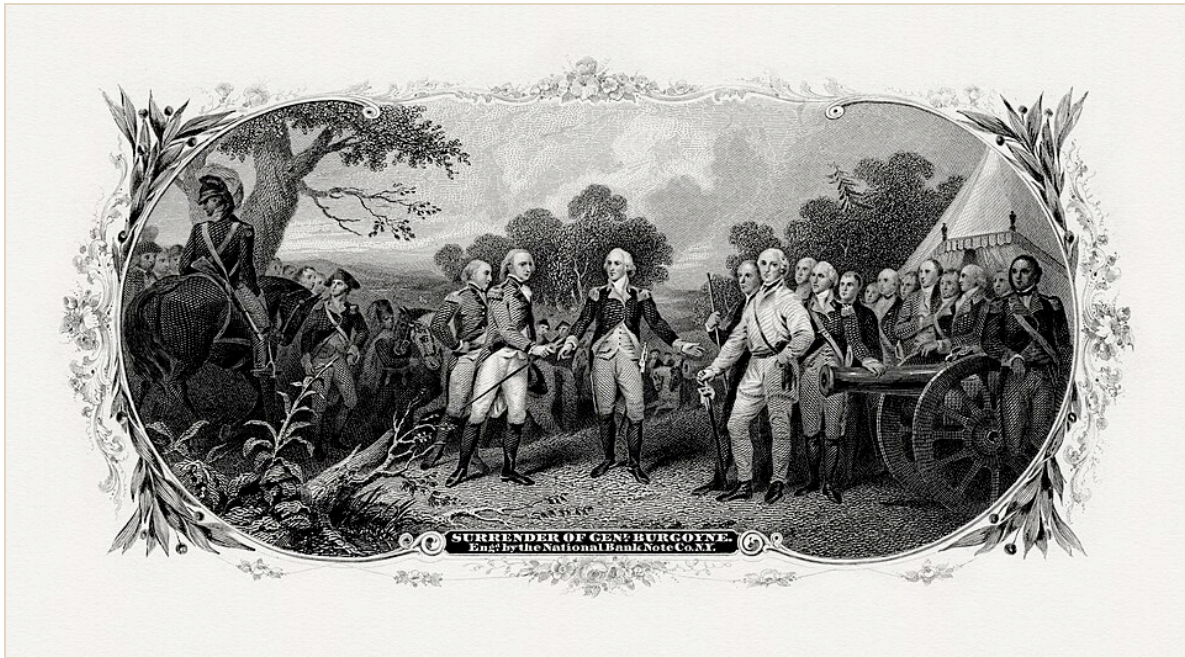
The people. General John Burgoyne, a confident British officer who also wrote plays, led about 7,000 to 8,000 British and German soldiers south from Canada in June 1777, with Canadian and Native allies. The German troops, mostly from Brunswick, were led by Baron Friedrich von Riedesel, whose wife Frederika and three small daughters traveled with the army. The American Northern Army was commanded by General Horatio Gates. With him were Benedict Arnold, a fearless fighting general; Daniel Morgan and his riflemen; and Thaddeus Kościuszko, a Polish engineer.

The plan. Burgoyne would sail down Lake Champlain and march to Albany. A smaller force under Barry St. Leger would come east along the Mohawk River. Burgoyne expected General William Howe's army in New York to move up the Hudson to meet him, cutting New England off from the other colonies. But Howe sailed south to capture Philadelphia instead. Burgoyne took Fort Ticonderoga in July, but Americans felled trees and wrecked bridges, and his army sometimes moved only a mile a day. In August a German detachment was defeated near Bennington, and St. Leger turned back. Kościuszko fortified Bemis Heights so that cannon covered the river road.

What happened. Burgoyne crossed the Hudson in mid-September, cutting himself off from Canada, and tried to go around the American position. On September 19, at Freeman's Farm, the two armies fought for hours. The British held the field but lost about 600 men, twice the American losses. On October 7, at Bemis Heights, Burgoyne tried again. Morgan's riflemen and other troops drove the British back, and Arnold, though he had been removed from command after quarreling with Gates, galloped into the fight and led an attack on a German redoubt, where he was badly wounded in the leg. British General Simon Fraser was mortally wounded. Burgoyne retreated to Saratoga in cold rain, surrounded by an American army that had grown to over 12,000. On October 17, 1777, he surrendered about 5,900 men.

Why it mattered. Benjamin Franklin had been asking France for help. The news of a whole British army captured convinced King Louis XVI that the Americans could win. On February 6, 1778, France signed a treaty of alliance with the United States. French money, soldiers and especially French warships changed the war, as Yorktown would show.

PICTURE STUDY



Surrender of General Burgoyne, John Trumbull, 1821 · Oil on canvas · Rotunda of the United States Capitol, Washington, D.C.
Wikimedia Commons · Public domain

John Trumbull served as an officer in the Revolution and became its great painter. Congress hired him to paint four large pictures for the Capitol, and he worked hard to paint each officer's real face from life or from portraits. Here Burgoyne offers his sword to Gates, who courteously refuses it and invites him into his tent, a sign of respect between gentlemen.

Look closely

- Find Burgoyne and Gates. What are their hands doing?
- Find Daniel Morgan, the tall man dressed all in white frontier clothing. Why might Trumbull make him stand out?
- Look at the faces of the officers. Does anyone look like he is gloating?

Talk about it

1. Why do you think Gates refused to take Burgoyne's sword?
2. What does this painting show about how enemies could treat each other with honor?

HANDS-ON: TABLETOP SARATOGA: BEMIS HEIGHTS

Build the Hudson valley at Bemis Heights and test why Burgoyne could not get past.

You will need

- A blue ribbon or paper strip (the Hudson River) running down one side of a table

- Books under a towel (Bemis Heights) beside the river, and green paper or pom-poms (woods), leaving a few open clearings
- Blocks or LEGO bricks for American earthworks and two small German and British redoubts
- About 25 red and blue blocks or toy soldiers (British and Germans) and 35 in another color (Americans), with a few marked for Morgan's riflemen
- Twigs or toothpicks (felled trees)

Steps

1. Lay the Hudson north to south. Build Bemis Heights beside the river at the south end, with American earthworks and cannon facing the river road.
2. Scatter woods to the north and west, with clearings for Freeman's Farm and the Barber wheatfield.
3. Start Burgoyne's army at the north end. Lay twigs across the road. For every twig, the British must lose a turn to clear it.
4. Try marching straight down the river road. What do the American cannon do?
5. Now try going around through the woods and clearings to the west. Put Morgan's riflemen in the trees. What happens in the clearings?
6. Finally, have the British fall back north to Saratoga and surround them with Americans on all sides, including across the river.

Check your work

- My valley has the river, the heights, the woods, the clearings and the American works.
- I tried both the river road and the way through the woods.
- I can explain why Burgoyne was trapped once he crossed the Hudson.

FIELD NOTEBOOK

1. **Terrain map.** Draw two maps. **Map 1, the campaign:** Lake Champlain, Fort Ticonderoga, the upper Hudson, Saratoga, Albany, the Mohawk River, Fort Stanwix, Bennington and New York City; draw arrows for the three British forces and mark where each stopped. **Map 2, the battlefield:** the Hudson, Bemis Heights with the American works, the river road, Freeman's Farm and the Barber wheatfield, the British redoubts, and an arrow for Arnold's attack on October 7. Add titles, compass roses and keys.
2. **Notebook entry.** Write a paragraph of five to seven sentences: "Why Saratoga Was the Turning Point." Explain what happened to Burgoyne's army and how the news changed France's mind. End with a sentence on what the war might have looked like without France.

Did you know? Benedict Arnold, the hero of Bemis Heights, later betrayed his country, trying to hand West Point to the British in 1780. At Saratoga National Historical Park stands the Boot Monument: a carved boot honoring "the most brilliant soldier of the

Continental Army” who was wounded there, without ever naming Arnold. Frederika von Riedesel kept a journal. During the last days at Saratoga she sheltered in a cellar with her daughters and wounded soldiers, and later wrote of the kindness of American officers who cared for her family after the surrender.

Map or diagram. Draw a cause-and-effect chain with five boxes and arrows: Howe sails to Philadelphia → Burgoyne gets no help → Burgoyne is trapped and surrenders at Saratoga (October 17, 1777) → France signs an alliance (February 6, 1778) → French ships and soldiers help win at Yorktown (1781).

Goes deeper in. History, the American Revolution units (coming soon); Geography, for the Hudson valley and Lake Champlain; and Art, for John Trumbull’s Capitol paintings.

For families. Numbers follow the National Park Service (Saratoga National Historical Park); the number who surrendered is usually given as about 5,800 to 5,900. Burgoyne’s surrender terms (the “Convention”) promised that his troops would be shipped home; Congress later refused to honor the terms, and the “Convention Army” remained prisoners for the rest of the war. The tradition that Fraser was shot by Timothy Murphy, one of Morgan’s riflemen, is uncertain and is left out. Arnold’s later treason is mentioned plainly without overshadowing his courage here. Burgoyne’s use of Native allies and the killing of Jane McCrea (July 1777) stirred many New Englanders to join the militia; teachers may add this for older students.

PRACTICE

1. **MEDIUM Choose your move.** You are General Burgoyne in early September 1777. Your Germans were beaten at Bennington, St. Leger has turned back, and you have no word that Howe is coming up the Hudson. Winter is coming. Will you (a) retreat to Fort Ticonderoga and Canada while you still can, (b) cross the Hudson and push on to Albany, as your orders say, or (c) stay where you are and dig in to wait for Howe?
2. **EASY** Who commanded the American army at Saratoga, and which American general led the attack on October 7 even after being removed from command?
3. **EASY** What did the Polish engineer Thaddeus Kościuszko do at Saratoga?
4. **CHALLENGE** At Freeman’s Farm the British lost about 600 men, about twice the American losses. About how many did the Americans lose? If the British held the field but lost twice as many men, who really won?
5. **CHALLENGE** Why did a battle in the woods of New York change the minds of the king and ministers of France?

Make it a game • Choose Your Move: Burgoyne at the Hudson. Best played before you read “What happened.” One player reads Practice 1 aloud as a scout returning to camp. Each player writes (a), (b) or (c) and one reason and folds the paper. Play each choice on your tabletop: for (b), have the Americans close in from all sides; for (a), count how many twig-blocked roads the army must clear going back north. Then read the

answer. This time the real commander chose badly; everyone who chose (a) with a good reason earns a paper fleur-de-lis (for France) for the Field Notebook.

Scripture. “The horse is prepared against the day of battle: but safety is of the LORD.” (Proverbs 21:31, KJV)

Burgoyne had planned carefully and had fine soldiers, but plans depend on many things no general controls: other commanders, the weather, the land. Solomon teaches us to prepare well and to trust the outcome to God.

Practice: answers

1. Burgoyne chose (b). Once he crossed the Hudson, his road back to Canada was cut, and the Americans on Bemis Heights blocked the road south. After two battles he was surrounded and surrendered. Choice (a) would likely have saved his army; Burgoyne believed his orders and his honor required him to go on. This is a stop where the commander's choice turned out badly.
2. Horatio Gates commanded; Benedict Arnold led the attack.
3. He designed the American fortifications on Bemis Heights that blocked the river road.
4. About 300. The British held the field, but they could not afford their losses, far from help, while the Americans could replace theirs; the battle weakened Burgoyne and did not open the road to Albany, so it was a costly result for the British.
5. France wanted to weaken Britain but would not risk war for a cause likely to fail. Capturing a whole British army proved the Americans could win battles and keep fighting, so France signed an alliance in February 1778.

3.7 YORKTOWN (1781): THE WORLD TURNED UPSIDE DOWN

OBJECTIVES

- Locate Yorktown on the York River and the Chesapeake Bay, and trace Washington and Rochambeau's march from New York to Virginia.
- Explain how a French fleet, a long march and a siege worked together to trap Cornwallis's army.
- Tell how the siege was won, including the night attack on Redoubts 9 and 10, and why the surrender led to American independence.

Warm-up. Put a toy or a cup at the end of a hallway. Block the hallway with one person in front and one behind. Can the toy get out? In 1781, the British army at Yorktown had its back to the water, waiting for its navy. But a French fleet held the water, and an American and French army closed the land.

Video slot. Video coming. The Siege of Yorktown, 1781: the Battle of the Chesapeake, Washington and Rochambeau, the storming of Redoubts 9 and 10, and the surrender of Cornwallis, with animated maps. Search approved channels (American Battlefield Trust, National Park Service Colonial National Historical Park, Mount Vernon, Simple History); preview first.

KEY TERMS

siege lines

Trenches dug by an attacking army to come close to an enemy fort safely. At Yorktown they were called parallels because they ran parallel to the British defenses.

redoubt

A small, separate earth fort. Redoubts 9 and 10 guarded the left end of the British line at Yorktown.

ship of the line

The largest kind of sailing warship, with two or three decks of cannon, strong enough to fight in the main battle line.

parley

A meeting between enemies under a flag of truce to talk, often about surrender.

Treaty of Paris (1783)

The peace treaty in which Great Britain recognized the independence of the United States.

CORE IDEAS

The map. Yorktown is a small tobacco port on a bluff above the York River in Virginia, near where the river meets the Chesapeake Bay. Across the river lies Gloucester Point. The bay

opens to the Atlantic between Cape Charles and Cape Henry, the Virginia Capes. Whoever controlled the mouth of the bay controlled the way in and out of Yorktown by sea.

The people. General Charles, Lord Cornwallis, a hard-fighting British commander, had campaigned through the Carolinas and into Virginia. Ordered to hold a port for the Royal Navy, he fortified Yorktown in August 1781 with about 7,000 to 8,000 soldiers and sailors. Washington and the French general the Comte de Rochambeau were near New York City. A young French nobleman, the Marquis de Lafayette, was already in Virginia watching Cornwallis. Then came news: Admiral the Comte de Grasse was sailing from the West Indies to the Chesapeake with a French fleet.

The plan. Washington had hoped to attack New York, but he saw the chance. Leaving some troops behind to fool the British in New York, he and Rochambeau marched their armies more than 400 miles south. On September 5, de Grasse's fleet fought a British fleet under Admiral Thomas Graves off the Virginia Capes. Neither side lost a ship, but the British fleet went back to New York, and the French held the bay. Cornwallis was trapped. By late September about 17,000 to 19,000 American and French soldiers surrounded Yorktown. The plan was a classic siege: dig trenches closer and closer and pound the defenses with cannon.

What happened. On October 6 the allies opened their first trench line; on October 9 Washington fired one of the first guns. To dig a second line closer, they needed Redoubts 9 and 10. On the night of October 14, about 400 French soldiers stormed Redoubt 9, while about 400 Americans under Lieutenant Colonel Alexander Hamilton took Redoubt 10 with bayonets in about ten minutes. On the night of October 16, Cornwallis tried to ferry his army across to Gloucester Point, but a storm scattered his boats. On October 17 a drummer climbed onto the British works and beat for a parley. On October 19 the British army marched out between long lines of French and American soldiers and laid down its arms. Cornwallis said he was ill and sent General Charles O'Hara, who offered his sword first to Rochambeau. Rochambeau pointed to Washington, and Washington directed O'Hara to his own second-in-command, General Benjamin Lincoln. A few hundred men on each side had been killed or wounded during the siege.

Why it mattered. When the British Prime Minister, Lord North, heard the news, he is said to have cried, "Oh God! It is all over." Britain still held New York and other cities, but Parliament voted to stop offensive war in America. In the Treaty of Paris, signed September 3, 1783, Britain recognized the independence of the United States.

PICTURE STUDY



Surrender of Lord Cornwallis, John Trumbull, 1820 · Oil on canvas · Rotunda of the United States Capitol, Washington, D.C.

Wikimedia Commons · Public domain

John Trumbull was an aide to Washington early in the war. For this painting he traveled to France to paint the faces of French officers who had been at Yorktown. The man on the white horse in the center is General Benjamin Lincoln, about to receive the surrender. Cornwallis is not in the picture at all, because he did not come.

Look closely

- Find the French flags and the American flag. Which side of the painting is each on?
- Find Washington. Why do you think Trumbull placed him off to the side instead of in the center?
- Find the British officers. How does the painter show that they are the defeated side, without showing anything cruel?

Talk about it

1. Why was it fitting that Benjamin Lincoln, who had surrendered Charleston to the British in 1780, received the surrender at Yorktown?
2. What does the painting say about the French and Americans as partners?

HANDS-ON: TABLETOP YORKTOWN: TRAPPED BY LAND AND SEA

Build Yorktown, the river and the bay, and close the trap one piece at a time.

You will need

- A large piece of blue paper (the York River and the Chesapeake Bay) and a green cloth (the land)
- Blocks or LEGO bricks for the British earthworks, with two small separate forts for Redoubts 9 and 10
- About 20 red blocks or toy soldiers (British), 15 blue (Americans), 15 white (French)
- Paper boats: 6 for the French fleet, 5 for the British fleet, a few small ones for Cornwallis's ferry boats
- Brown yarn (the trench lines)

Steps

1. Lay the York River with Yorktown on the south bank and Gloucester Point on the north. Open the river into the bay, with the Virginia Capes at the far end.
2. Build the British works in a curve around Yorktown with the river at their back. Set Redoubts 9 and 10 near the river on the British left.
3. Sail the British fleet toward the Capes. Meet it with the French fleet and send the British fleet away. Now the bay is closed.
4. March the Americans and French up and lay the first trench line (yarn) in a curve around the British works.
5. Take Redoubts 9 and 10: French on one, Americans on the other. Lay the second trench line closer.
6. Try to ferry the British across to Gloucester Point. Then blow a "storm" (with a fan or your breath) and scatter the boats. Count: how many ways out are left?

Check your work

- My table has Yorktown, Gloucester Point, the river, the bay and the Capes.
- I closed the trap by sea first and then by land.
- I can explain why the redoubts had to be taken.

FIELD NOTEBOOK

1. **Terrain map.** Draw two maps. **Map 1, the march:** the East Coast from New York City to Virginia; label New York, Philadelphia, the Head of Elk, the Chesapeake Bay, Williamsburg, Yorktown and the Virginia Capes; draw the allied march south as a blue arrow and de Grasse's fleet coming from the West Indies as a white arrow. **Map 2, the siege:** the York River, Yorktown, Gloucester Point, the British works, Redoubts 9 and 10, the first and second allied trench lines, the French camps on the left and the American camps on the right. Add titles, compass roses and keys.
2. **Notebook entry.** Write a paragraph of five to seven sentences: "Land and Sea." Explain why the French fleet was just as important as the armies at Yorktown. Use the words fleet, bay, siege and redoubt.

Did you know? The day after the surrender, Washington ordered divine services held in the army and urged every soldier not on duty to attend with a grateful heart for the way

Providence had helped them. Tradition says the British band played an old tune called “The World Turned Upside Down” as they marched out to surrender, but no one at the time wrote that down. The surrender came exactly four years after Saratoga: Burgoyne surrendered October 17, 1777, and Cornwallis asked for terms on October 17, 1781.

Map or diagram. Draw a simple diagram of how a siege works, from above: the enemy fort in the middle; a first trench line far away (about 600 yards); short zigzag trenches leading closer; a second trench line close in (about 300 yards); cannon in each line. Mark the two redoubts that blocked the second line.

Goes deeper in. History, the American Revolution and early republic units (coming soon); Geography, for the Chesapeake Bay and Virginia; and Arithmetic, for the distances in Practice 4.

For families. Numbers vary by source; the National Park Service (Colonial National Historical Park) gives about 8,000 British and German soldiers and sailors who surrendered and an allied army of about 17,000 to 19,000, counting de Grasse’s troops. Casualties during the siege were a few hundred on each side. The “World Turned Upside Down” tune is a tradition first recorded decades later. Lord North’s words come from a later account by Nathaniel Wraxall. Washington’s general order of October 20, 1781, called for divine service and thanksgiving. The French alliance is given its full due, and the British are described fairly as a professional army that fought well to the end.

PRACTICE

1. **MEDIUM Choose your move.** You are George Washington in August 1781. You have just learned that a French fleet is sailing to the Chesapeake Bay and will stay only until mid-October. Cornwallis is fortifying Yorktown, 400 miles away. Will you (a) attack the strong British army in New York City as you had planned, (b) march south with Rochambeau, fooling the British in New York, to trap Cornwallis while the French fleet holds the bay, or (c) wait for a better chance next year?
2. **EASY** Who led the American attack on Redoubt 10?
3. **EASY** Why could the Royal Navy not rescue Cornwallis?
4. **CHALLENGE** The allied armies marched about 450 miles from the New York area to Yorktown. If they averaged 15 miles a day, how many days of marching was that? They left in late August and arrived in late September. Does your answer fit?
5. **CHALLENGE** Cornwallis said he was ill and sent General O’Hara to surrender. O’Hara offered the sword to Rochambeau, who pointed to Washington; Washington directed him to General Lincoln. What message did Washington send by doing this?

Make it a game • Choose Your Move: The Fleet Is Coming. Best played before you read “The plan.” One player reads Practice 1 aloud as a courier with a letter from Admiral de Grasse. Each player writes (a), (b) or (c) with one reason and folds the paper. Then play “Close the Trap”: one player is Cornwallis inside a circle of chairs. The others are the allies, who must close one gap at a time (sea, river, then land) while Cornwallis tries to

slip out. Then read the answer. Everyone who gave a good reason earns a paper star for the Field Notebook.

Scripture. “The LORD hath done great things for us; whereof we are glad.” (Psalm 126:3, KJV)

After Yorktown, Washington ordered his army to give thanks to God in worship. The psalm was sung by Israel when God brought them home from captivity; it reminds us to thank God first when great things happen.

Practice: answers

1. Washington chose (b). He left troops near New York and made it look as if he would attack there, then marched more than 400 miles south with the French. The French fleet drove off the British fleet, and Cornwallis was trapped and surrendered. Choice (a) would have meant attacking the strongest British position; choice (c) would have missed the one time the French fleet was there to help.
2. Lieutenant Colonel Alexander Hamilton.
3. The French fleet under de Grasse fought the British fleet off the Virginia Capes on September 5, and the British fleet returned to New York, leaving the French in control of the bay.
4. $450 \div 15 = 30$ days. Yes: late August to late September is about a month. (Part of the trip was also made by boat down the Chesapeake Bay.)
5. That rank should match rank: since Cornwallis did not come himself, his second-in-command should surrender to Washington's second-in-command. It also showed that the surrender was to the Americans, not only to the French, and it honored Lincoln, who had been forced to surrender at Charleston.

3.8 TRAFALGAR (1805): “ENGLAND EXPECTS THAT EVERY MAN WILL DO HIS DUTY”

OBJECTIVES

- Locate Cape Trafalgar and Cádiz on the coast of southwest Spain, and explain why Napoleon needed control of the sea to invade Britain.
- Explain Nelson’s plan to attack in two columns and break the enemy line, and why it was so risky.
- Tell what happened at Trafalgar, including Nelson’s famous signal and his death, and why the battle mattered for a century.

Warm-up. Line up ten cups or blocks in a straight row. Now push two pencils straight into the row from the side, at two places. Into how many pieces did you break it? Can the pieces help each other easily? That was Admiral Nelson’s idea at Trafalgar: don’t fight the enemy line from end to end; cut it into pieces.

Video slot. Video coming. The Battle of Trafalgar, 1805: Nelson’s two columns, the signal “England expects,” HMS Victory and the death of Nelson, with animated maps. Search approved channels (Kings and Generals, Royal Museums Greenwich, the National Museum of the Royal Navy, Simple History, The History Guy); preview first.

KEY TERMS

ship of the line

The largest kind of sailing warship, with two or three decks of cannon, strong enough to take its place in the line of battle.

line of battle

The usual way sailing fleets fought: ships sailing one behind another in a long line so each could fire its broadside at the enemy line.

broadside

All the guns on one side of a ship, or all of them firing together. A ship could fire only to its sides, not straight ahead.

flagship

The ship carrying the admiral in command, flying his flag. Nelson’s flagship was HMS *Victory*.

signal flags

Colored flags hoisted on a ship’s masts to send messages to other ships. Each flag or group of flags stood for a number, a letter or a word in a code book.

CORE IDEAS

The map. Cape Trafalgar is a low headland on the Atlantic coast of southwest Spain, between the port of Cádiz and the Strait of Gibraltar. In October 1805 a combined fleet of French and Spanish warships sailed out of Cádiz heading for the Mediterranean. The British fleet, waiting over the horizon, caught it off the cape. The wind was light, from the west, and a heavy swell warned of a storm coming.

The people. The French emperor Napoleon Bonaparte had gathered a huge army at Boulogne on the English Channel to invade Britain, but he needed his fleet to control the Channel for a few days. The Combined Fleet was led by French Vice-Admiral Pierre-Charles Villeneuve, a careful officer who knew his crews were less practiced than the British, and by the brave Spanish admiral Federico Gravina. The British were led by Vice-Admiral Horatio Nelson, 47 years old, who had lost an eye and an arm in earlier battles and had won great victories at the Nile and Copenhagen. His captains loved him and called themselves his “band of brothers.”

The plan. Nelson had 27 ships of the line; the enemy had 33. Instead of forming one long line beside the enemy, as fleets usually did, Nelson would attack in two columns, one led by himself in *Victory* and one by his friend Vice-Admiral Cuthbert Collingwood in *Royal Sovereign*. The columns would cut through the enemy line in two places and break it into pieces, so the British could fight a “pell-mell battle” before the enemy’s front ships could turn back to help. The danger: while sailing straight at the enemy, the British ships could not fire back, but the enemy could fire broadsides into them.

What happened. On the morning of October 21, 1805, Nelson knelt in his cabin and wrote a prayer for victory and for mercy after it. Just before noon *Victory* hoisted his famous signal: “England expects that every man will do his duty.” Collingwood’s ship was the first to break the line. *Victory* broke through near Villeneuve’s flagship, and a fierce fight followed with the French ship *Redoutable*. About 1:15 p.m. a musket shot from *Redoutable* struck Nelson, and he was carried below. He lived long enough to learn of the victory and died about 4:30 p.m., saying, “Thank God I have done my duty.” By evening 18 enemy ships had been captured or destroyed. The storm that followed wrecked many of the captured ships, and in all 22 enemy ships were lost. No British ship was lost. About 450 British sailors and marines were killed and about 1,200 wounded; French and Spanish losses were several times greater, with thousands more taken prisoner.

Why it mattered. Napoleon had already marched his army away from Boulogne to fight Austria, but after Trafalgar he could never again seriously threaten to invade Britain. For about a hundred years the Royal Navy ruled the seas. Nelson became Britain’s greatest naval hero, and his statue stands on Nelson’s Column in Trafalgar Square, London.

PICTURE STUDY



The Battle of Trafalgar, J. M. W. Turner, 1822-1824 · Oil on canvas · National Maritime Museum, Greenwich, London
Wikimedia Commons · Public domain

Joseph Mallord William Turner, England's great painter of light and sea, was asked by King George IV to paint Trafalgar for St. James's Palace. Turner put many moments of the battle into one picture: *Victory's* signal flags, a mast crashing down, and sailors being rescued. Naval officers complained that it was not accurate, but Turner wanted to show the whole meaning of the day, not one second of it.

Look closely

- Find HMS *Victory*, the biggest ship in the middle. Look at the flags flying from her masts.
- Look at the boats in the front of the painting. What are the sailors doing for the men in the water?
- Follow the light and smoke. Where does Turner lead your eye first?

Talk about it

1. Turner put several moments of the battle into one painting. Is that fair to history? Why might an artist do it?
2. Why do you think Turner painted the rescue of sailors in the front, instead of the fighting?

HANDS-ON: TABLETOP TRAFALGAR: BREAKING THE LINE

Sail two fleets on a floor "ocean" and test Nelson's plan against the usual line of battle.

You will need

- A blue sheet or the floor (the sea), with a strip of brown paper for the Spanish coast and Cape Trafalgar
- 33 small blocks, bottle caps or paper ships in two colors for the Combined Fleet (18 French, 15 Spanish)
- 27 in a third color for the British, with one marked V (*Victory*) and one marked RS (*Royal Sovereign*)
- A ruler (to show the reach of a broadside: only to the sides of a ship)
- Small paper flags and toothpicks

Steps

1. Set the Combined Fleet in a long, slightly curved line running north to south, parallel to the coast.
2. First, set the British in the usual way: one line beside the enemy line, ship facing ship. Since the British have fewer ships, count how many enemy ships have no British ship opposite them.
3. Now reset the British in two columns, side by side, coming from the west. Point them straight at the enemy line, one column aimed near the middle and one at the rear third.
4. Move the columns forward one ruler-length at a time. At each move, the enemy ships may “fire” at any British ship lying across their sides; the British may not fire until they break the line.
5. Push the leading ships through the line. Now count: how many enemy ships in the front (northern) part are cut off and must turn around to help?
6. Make flag signals: draw a flag for each of the 12 hoists of Nelson’s signal, or invent your own code for a shorter message.

Check your work

- My sea has the coast, Cape Trafalgar and both fleets with the right numbers.
- I tried both the single line and the two columns.
- I can explain the risk of Nelson’s plan and why it worked.

FIELD NOTEBOOK

1. **Terrain map.** Draw the coast of southwest Spain and the Strait of Gibraltar. Label: the Atlantic Ocean, Cádiz, Cape Trafalgar, the Strait of Gibraltar, Gibraltar, Morocco across the strait and the Mediterranean Sea. Draw the Combined Fleet as a long curved line of small rectangles off the cape, and the two British columns coming from the west as two arrows, one labeled Nelson (*Victory*) and one Collingwood (*Royal Sovereign*). Add an arrow for the wind (from the west), a title, a compass rose and a key.
2. **Notebook entry.** Write a paragraph of five to seven sentences: “Every Man Will Do His Duty.” Explain what Nelson meant by his signal and how it fit the plan, then tell how the battle ended for the fleet and for Nelson himself. End with a sentence about what doing your duty looks like at home, at school or in church.

Did you know? Nelson first wanted to signal “Nelson confides that every man will do his duty.” An officer suggested “England” instead, and the signal lieutenant, John Pasco, asked to use “expects,” because it was already in the code book and could be sent with one hoist instead of spelling it out letter by letter. The signal took 12 hoists of flags. HMS *Victory*, launched in 1765, can still be visited in Portsmouth, England; she is the oldest naval ship in the world still in commission. On the Spanish side, Cosme Damián Churrucá, captain of the *San Juan Nepomuceno* fought with great courage and fell in the battle, and Admiral Gravina died of his wound months later.

Map or diagram. Draw two diagrams from above. **1. The usual way:** two straight lines of ships side by side, with little arrows showing broadsides firing sideways. **2. Nelson’s way:** the enemy line, with two columns of British ships coming in at right angles and cutting through it in two places. Shade the cut-off front part of the enemy line. Label which ships could fire and which could not as the columns came in.

Goes deeper in. History, the Napoleonic era units (coming soon); Geography, for Spain, Gibraltar and the Mediterranean; and Art, for Turner and painting the sea.

For families. Nelson’s prayer, written in his diary that morning, begins: “May the Great God, whom I worship, grant to my Country and for the benefit of Europe in general a great and glorious Victory; and may no misconduct in any one tarnish it; and may humanity after Victory be the predominant feature in the British Fleet.” Nelson’s last words are recorded by the ship’s surgeon, William Beatty, and the chaplain, Alexander Scott. British losses are usually given as 449 killed and about 1,200 wounded; French and Spanish losses are less certain, roughly 4,000 to 4,500 killed and over 2,000 wounded, with about 7,000 or more captured, so the stop gives them only in general terms. Nelson’s private life is not part of this stop. Both sides are described fairly; French and Spanish sailors fought bravely in a difficult position.

PRACTICE

1. **MEDIUM Choose your move.** You are Admiral Nelson. You have 27 ships of the line; the enemy has 33, sailing in a long line. The wind is light, so your ships will move slowly. Will you (a) form one line beside the enemy and trade broadsides, the usual way, (b) attack in two columns straight at the enemy line to cut it into pieces, though the enemy can fire at you while you approach and you cannot fire back, or (c) follow the enemy and wait for a better wind?
2. **EASY** What was the name of Nelson’s flagship, and where can you see it today?
3. **EASY** What signal did Nelson send just before the battle?
4. **CHALLENGE** The Combined Fleet had 33 ships of the line. 22 were lost in the battle and the storm after it. How many escaped? What fraction of the fleet was lost?
5. **CHALLENGE** Napoleon had already marched his army away from the English Channel before Trafalgar was fought. Then why do historians say Trafalgar saved Britain from invasion?

Make it a game · Choose Your Move: Nelson's Plan. Best played before you read "The plan." One player reads Practice 1 aloud as a frigate captain reporting the enemy fleet. Each player writes (a), (b) or (c) with one reason and folds the paper. Play each choice on your tabletop sea. Then read the answer. Finish with "Signal Flags": make five paper flags of different colors, each standing for a word (for example red = come, blue = here, yellow = now, green = help, white = well done). One player hoists flags from across the room; the others must read the message without speaking. Everyone who gave a good reason earns a paper anchor for the Field Notebook.

Scripture. "Let us hear the conclusion of the whole matter: Fear God, and keep his commandments: for this is the whole duty of man." (Ecclesiastes 12:13, KJV)

Nelson asked every man to do his duty, and his last words thanked God that he had done his. Solomon tells us the highest duty of all: to fear God and keep His commandments.

Practice: answers

1. Nelson chose (b). His leading ships took heavy fire as they came in, but once they broke the line, the British fought the enemy ships in small groups while the front of the enemy line was cut off. 18 enemy ships were taken or destroyed that day, and none of Nelson's. Choice (a) might have let the bigger enemy fleet escape into the Mediterranean or overlap the British line; choice (c) might have let them reach port.
2. HMS *Victory*; it is preserved in Portsmouth, England.
3. "England expects that every man will do his duty."
4. $33 - 22 = 11$ escaped. 22 out of 33 is $\frac{2}{3}$ of the fleet.
5. An army could only reach Britain if the French controlled the sea for at least a few days. Trafalgar destroyed so much of the French and Spanish fleets that Napoleon never again had a fleet strong enough to challenge the Royal Navy, so he could never bring an invasion army back to try.

TRAIL 3 BADGE QUIZZES

The badge quizzes are optional. The student answers each question in a sentence or two, in writing or aloud. Four right out of five earns the first badge; four right out of five earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. How did the English fireships at Calais help defeat the Armada, even though they burned no Spanish ship?
2. Who led the great cavalry charge at Vienna in 1683, and why did he wait until late afternoon?
3. How did Wolfe's army reach the Plains of Abraham, and what happened to the two commanders?
4. Why did General Gage send soldiers to Concord on April 19, 1775, and what did Emerson call the first American volley at the North Bridge?
5. Why was the small victory at Trenton so important?

Badge quiz 2 (Stops 6-8)

6. Why is Saratoga called the turning point of the Revolution?
7. Why could the British navy not rescue Cornwallis at Yorktown?
8. What did Alexander Hamilton do at Yorktown?
9. What was Nelson's plan at Trafalgar, and what was its risk?
10. Quote Nelson's signal and tell why the battle mattered.

TRAIL CERTIFICATE: MY BATTLE MAP BOOK: THE AGE OF SAIL AND THE AMERICAN FOUNDING, AND THE TRAIL C CERTIFICATE

Gather the eight terrain maps and eight notebook entries from this trail into one booklet with a cover: "My Battle Map Book: The Age of Sail and the American Founding," your name and the dates you started and finished.

Add a timeline page from 1588 to 1805 with all eight battles in order, and mark the American Revolution (1775-1783) as a band.

Add a "letter home" of one page in the voice of a sailor or soldier at one of the eight battles (any side), telling what he saw and felt, true to the facts of the stop and without gore.

When the booklet is done, a parent signs the Trail C certificate.

- **Eight maps:** Each terrain map has a title, compass rose, key and both sides' positions, with the places named in the stop labeled.
- **Timeline:** All eight battles are placed in the right order with their years, and the American Revolution is marked.
- **Reasoning:** The notebook entries give reasons, not just events: why a plan worked or failed and why the battle mattered.

- **Letter home:** The letter fits its time and place, uses at least three true facts from the stop, and treats both sides fairly.

Answer key

1. Spanish captains cut their anchor cables and scattered in the dark, breaking the crescent; the next day the English attacked off Gravelines, and the wind drove the Armada into the North Sea.
2. King Jan III Sobieski of Poland. His foot soldiers first had to clear the vineyards and villages on the slopes so the horsemen could charge over open ground.
3. They landed at night at the Anse au Foulon and climbed a narrow path up the cliff. Wolfe and Montcalm were both mortally wounded.
4. To seize and destroy the militia's gunpowder and cannon; "the shot heard round the world."
5. It came when the army and country were close to giving up; it persuaded soldiers to stay past their enlistments and gave new hope to the American cause.
6. The capture of Burgoyne's whole army convinced France that the Americans could win, and France signed an alliance with the United States in February 1778.
7. A French fleet under de Grasse fought the British fleet off the Virginia Capes and held the Chesapeake Bay.
8. He led about 400 Americans in a night bayonet attack that captured Redoubt 10.
9. To attack in two columns and cut the enemy line into pieces; while approaching, his ships could not fire back but could be fired on.
10. "England expects that every man will do his duty." Trafalgar ended Napoleon's hope of invading Britain and gave the Royal Navy command of the seas for about a century.

GREAT BATTLES ✕ TRAIL D: THE NINETEENTH CENTURY

The fourth trail of the Great Battles track visits eight battles of the nineteenth century: Waterloo, where Napoleon fell in 1815; New Orleans and San Jacinto, which shaped the American South and West; and five battles of the American Civil War, from First Bull Run and the first fight between ironclads to Vicksburg, Gettysburg and the surrender at Appomattox in 1865. Each battle is taught through **the map** (the land, rivers and sea), **the plan, the people** (their courage and faith) and **why it mattered**. The Civil War stops state plainly, from the secession declarations themselves, that slavery was the central cause of secession, while honoring the courage of soldiers on both sides.

This is the ● **Ranger** level, for ages 10 to 13. The student reads each stop alone in about 25 to 35 minutes: a story with dates, numbers and the names of real commanders; five key terms; a picture to study; a terrain map to draw; a tabletop activity with blocks, toy soldiers or a terrain model; a short notebook paragraph; five practice questions; and a “Choose your move” puzzle, in which the student makes the commander’s real decision before learning what happened. Casualties are given as numbers, deaths are stated plainly but not described, and uncertain numbers are given as ranges or with “about.” A parent can check answers in the practice section and read the “For families” notes for sources.

Five stops earn the **Battle Ranger badge, part 1**; all eight earn part 2 and the **Trail D certificate**. The two badge quizzes at the end are optional. The Field Notebook pages from this trail (terrain maps and notebook entries) become the student’s map book for the portfolio.

BEFORE YOU BEGIN

- Read a page of history alone and tell back the main events in order.
- Find Europe, the eastern United States, the Mississippi River and Texas on a map, and use a compass rose and a scale bar.

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail in order on a timeline from Waterloo (1815) to Appomattox (1865) and find each on a map.
- ☐ I can explain how the ground (a ridge, a river, a swamp, a bluff or a hill) shaped at least four of these battles.
- ☐ I can explain, using the secession declarations, why the Southern states seceded, and tell how Vicksburg and Gettysburg turned the Civil War.
- ☐ I can name a leader from each side of the Civil War and describe a virtue he showed, such as courage, persistence, humility or mercy.
- ☐ I can draw a terrain map with a title, a key, a compass rose, a scale bar and both armies, and recite the opening sentence of the Gettysburg Address.

OPTIONAL BOOKS AND RESOURCES

- **American Battlefield Trust** (<https://www.battlefields.org>): Free animated maps, battle maps and short articles for New Orleans and every Civil War battle on this trail.
- **National Park Service** (<https://www.nps.gov>): Free park pages, maps and virtual tours for Chalmette (Jean Lafitte NHP), Manassas, Vicksburg, Gettysburg and Appomattox Court House.
- **Library of Congress: Civil War Maps and Prints** (<https://www.loc.gov/collections/civil-war-maps/>): Period maps and the public-domain prints and photographs used in this trail; good models for terrain maps.
- **Project Gutenberg** (<https://www.gutenberg.org>): Free texts of Ulysses S. Grant's *Personal Memoirs* (Vicksburg and Appomattox) for older readers, read with a parent.

4.1 WATERLOO (1815): WELLINGTON'S RIDGE

OBJECTIVES

- Locate Waterloo, Brussels and the ridge of Mont-Saint-Jean on a map, and explain why Wellington chose the reverse slope.
- Describe the parts played by Hougoumont, La Haye Sainte, the infantry squares and the Prussian march.
- Explain why Waterloo ended Napoleon's Hundred Days and brought a long peace among the great powers of Europe.

Warm-up. Lie on the floor at one end of a couch or bed and look toward the other side. Have someone kneel just behind the far edge. Can you see them? Now have them kneel on top. Wellington used the same trick: he hid most of his army just behind the top of a ridge.

Video slot. Video coming. The Battle of Waterloo, June 18, 1815: Wellington, Blücher and Napoleon, with an animated map of Hougoumont, La Haye Sainte and the Prussian arrival. Search approved channels (Kings and Generals, Epic History TV, Simple History, The History Guy, the National Army Museum); preview first.

KEY TERMS

Hundred Days

Napoleon's return to power in 1815, from his landing in France on March 1 to his second abdication on June 22.

reverse slope

The back side of a ridge, away from the enemy. Troops placed there are hidden from enemy cannon and observers.

strongpoint

A building or position (such as a walled farm) turned into a small fortress in front of the main line.

square

A hollow box of infantry, several ranks deep, facing outward with bayonets on every side; horsemen could rarely break one.

Imperial Guard

Napoleon's most experienced and trusted soldiers, kept in reserve for the decisive moment of a battle.

CORE IDEAS

The background. For twenty years Napoleon Bonaparte, Emperor of the French, had fought most of Europe. Beaten in 1814, he was sent to rule the little island of Elba. On

March 1, 1815, he landed in France again, and the troops sent to stop him joined him instead. Britain, Prussia, Austria and Russia declared him an outlaw and gathered their armies. Napoleon decided to strike first, before they could unite. He marched north into what is now Belgium, where two allied armies waited: an Anglo-allied army under the Duke of Wellington and a Prussian army under Field Marshal Gebhard von Blücher.

The map. Wellington chose a low ridge called Mont-Saint-Jean, about 12 miles south of Brussels, across the main road. He placed most of his men just behind the crest, on the **reverse slope**, where French gunners could not see them. In front of the ridge he held two farms as **strongpoints**: the walled château of Hougoumont on his right and the farm of La Haye Sainte in his center, beside the road. Heavy rain fell all night on June 17, and in the morning the fields were deep mud.

The plan. Napoleon had about 73,000 men and more cannon; Wellington had about 68,000 men from Britain, the Netherlands and several German states. Napoleon planned to smash Wellington's center before the Prussians could come. Wellington planned to hold the ridge all day, because Blücher had promised to march to him. Napoleon waited for the ground to dry a little and opened the battle at about 11:30 a.m. That delay gave the Prussians precious hours.

The people. At Hougoumont, French soldiers burst through the north gate, and Lieutenant Colonel James Macdonell and a handful of men forced it shut again with their shoulders. In the afternoon Marshal Ney led thousands of French horsemen against the ridge again and again. The allied infantry formed **squares**, and the cavalry could not break them. At La Haye Sainte, about 400 men of the King's German Legion under Major George Baring held out until their ammunition was gone; the farm fell at about 6:30 p.m. Blücher, who was 72 and had been trapped under his fallen horse two days earlier, kept his promise. By late afternoon his Prussians were attacking the French right at the village of Plancenoit.

What happened and why it mattered. At about 7:30 p.m. Napoleon sent in his last reserve, the **Imperial Guard**. British Foot Guards rose from where they had been lying behind the crest and fired at close range, and another regiment struck the Guard's flank. For the first time in the wars, the Guard fell back, and the whole French army broke. Wellington's army lost about 17,000 killed, wounded and missing, the Prussians about 7,000, and the French about 25,000 killed and wounded, with thousands more captured. Wellington called it "the nearest-run thing you ever saw in your life." Four days later Napoleon gave up his throne. He was sent to the island of Saint Helena in the South Atlantic, where he died in 1821. The great powers of Europe did not fight one another again for nearly forty years.

PICTURE STUDY



Scotland Forever!, Elizabeth Thompson (Lady Butler), 1881 · Oil on canvas · Leeds Art Gallery, Leeds, England

Wikimedia Commons · Public domain

Elizabeth Thompson, later Lady Butler, was one of the most famous painters of soldiers in Victorian Britain. This painting shows the Royal Scots Greys, a regiment that rode gray horses, charging at Waterloo in the early afternoon, when the British heavy cavalry drove back a great French infantry attack. She painted it 66 years after the battle, from careful study of horses and uniforms.

Look closely

- Where is the charge heading? How does the artist make you feel that the horses are coming straight at you?
- Find the line of horses from the front to the back. How does it help you sense how many riders there are?
- Look at the sky and the ground. What do they tell you about the weather and the day?

Talk about it

1. Why do you think the artist chose to show the moment before the charge struck, rather than the fighting itself?
2. The Scots Greys' charge succeeded at first, but many of the horsemen rode too far and were cut off. What does this teach about courage without control?

HANDS-ON: TABLETOP WATERLOO: THE RIDGE, THE FARMS AND THE SQUARES

Build Wellington's ridge on a table and test why the reverse slope and the infantry square worked.

You will need

- A bath towel draped over two or three books (the ridge of Mont-Saint-Jean)
- Two small boxes (Hougoumont and La Haye Sainte)
- About 40 blocks or toy soldiers in one color (Wellington's army) and 40 in another (French)
- 10 more in a third color (the Prussians)
- A strip of paper for the Brussels road, and a ruler

Steps

1. Lay the road north to south across the table. Build the ridge across it near the north end. Put Hougoumont in front of the ridge on the west (right side of Wellington's line) and La Haye Sainte beside the road in the center.
2. Place Wellington's army behind the crest. Get down at table level on the French side and look: which pieces can you see? Move a few to the front slope and look again.
3. Form one group of 12 allied soldiers into a hollow square, three on each side, facing outward. Push a French "cavalry" block toward it from any side. Is there a side without bayonets?
4. Play the day by the clock: 11:30 attack on Hougoumont; 1:30 the French infantry attack and the British cavalry charge; 4:00 Ney's cavalry against the squares; 6:30 La Haye Sainte falls; 7:30 the Guard attacks. Bring the Prussians in from the east (left side of the French) starting at 4:30.
5. Measure: if your ridge is 2 feet long and the real ridge was about 2.5 miles, how many miles does each inch stand for?

Check your work

- My ridge, road and both strongpoints are in the right places.
- I tested what the French could see on the front and reverse slopes.
- I can explain why the Prussians' arrival mattered.

FIELD NOTEBOOK

1. **Terrain map.** Draw the battlefield with north at the top. Draw the Brussels road running north to south. Across it, draw Wellington's ridge (Mont-Saint-Jean) near the top and the French ridge (La Belle Alliance) near the bottom. Mark Hougoumont (left, in front of the allied line), La Haye Sainte (center, on the road), the village of Plancenoit (lower right) and an arrow from the east labeled "Prussians from Wavre." Shade Wellington's troops in one color behind the crest and the French in another. Add a title, a key and a compass rose.

2. **Notebook entry.** Write a paragraph answering: Who won Waterloo: Wellington, Blücher, or both? Give at least two facts from the story to support your answer.

Did you know? Wellington named the battle after the village of Waterloo, where he had his headquarters and wrote his report, even though the fighting was a few miles south. The Prussians called it the Battle of La Belle Alliance. Today people say someone “met his Waterloo” when he suffers a final defeat. Wellington rode the same horse, Copenhagen, for the whole long day.

Map or diagram. Draw an infantry square from above: four sides of small dots (soldiers), each side two or three rows deep, with arrows pointing outward for bayonets, and officers and the colors (flags) in the hollow center. Label “front rank kneeling,” “rear ranks standing” and “cavalry cannot get around it.”

Goes deeper in. History, the units on the French Revolution and Napoleon (coming soon); and Geography, Belgium and the Low Countries (coming soon).

For families. Strengths and losses at Waterloo vary between sources; the stop uses rounded figures (about 73,000 French, 68,000 Anglo-allied, and about 50,000 Prussians engaged by evening). Wellington’s “nearest-run thing” was recorded by Thomas Creevey, who spoke with him the next day. The famous “Up, Guards, and at ’em!” is likely a later legend and is not used. Lady Butler painted *Scotland Forever!* in 1881; the Scots Greys charged with the Union Brigade at about 2 p.m. Casualties are given as numbers only, and no gore is described. Napoleon is presented as a gifted commander whose return reopened a war Europe thought was over.

PRACTICE

1. **EASY** Name the commanders of the three armies at Waterloo.
2. **EASY** What is an infantry square, and why did the allied soldiers form squares in the afternoon?
3. **MEDIUM** Why did Wellington place most of his men on the reverse slope of the ridge?
4. **MEDIUM** Why did the farms of Hougoumont and La Haye Sainte matter?
5. **CHALLENGE** Napoleon opened the battle at about 11:30 a.m., and the Imperial Guard attacked at about 7:30 p.m. How many hours passed? Explain why every hour mattered to Wellington.

Make it a game · Choose Your Move: The Duke on the Ridge. You are Wellington on the morning of June 18. The French have more cannon. The Prussians have promised to come, but not until afternoon. Will you (a) line up your army on the front of the ridge, where your men can see the French and fire at them from far off; (b) keep most of your army behind the crest, out of sight, and turn the two farms in front into small fortresses; or (c) fall back toward Brussels and wait for Blücher? Decide and write why before you read on. *What happened:* Wellington chose (b). The reverse slope protected his men from

the French guns, and the farms broke up the French attacks until the Prussians arrived. Retreating (c) would have let Napoleon fight the two allied armies one at a time.

Scripture. “The horse is prepared against the day of battle: but safety is of the LORD.” (Proverbs 21:31, KJV)

Wellington prepared well: the right ground, strong farms and a promise from an ally. Still, he called the day a near thing. Solomon teaches us to prepare carefully and then to trust God for the outcome.

Practice: answers

1. Napoleon (French), the Duke of Wellington (Anglo-allied) and Field Marshal Blücher (Prussian).
2. A hollow box of infantry facing outward with bayonets on all sides. They formed squares because Ney’s cavalry was charging, and horsemen could rarely break a square.
3. So the French cannon and officers could not see them to aim at them, and so the French would not know where his troops were until they came over the crest.
4. They were strongpoints in front of the ridge. They broke up French attacks, took up thousands of French soldiers and protected Wellington’s right and center. When La Haye Sainte fell, the French could bring guns close to the center.
5. About 8 hours. Wellington needed to hold until the Prussians arrived; each hour of delay (including Napoleon’s late start because of the mud) brought Blücher’s army closer to the French flank.

4.2 NEW ORLEANS (1815): JACKSON'S LINE

OBJECTIVES

- Explain why New Orleans mattered to the whole Mississippi valley in the War of 1812.
- Describe how the river, the swamp and the Rodriguez Canal shaped Jackson's defense.
- Explain why the battle still mattered even though a peace treaty had been signed two weeks before.

Warm-up. Stand in a hallway. Can anyone get past you without going through you? Now stand in the middle of an open room. Andrew Jackson looked for a "hallway" to defend: a strip of dry ground with a river on one side and a swamp on the other.

Video slot. Video coming. The Battle of New Orleans, January 8, 1815: Andrew Jackson, the Rodriguez Canal and Chalmette battlefield. Search approved channels (American Battlefield Trust, National Park Service: Jean Lafitte National Historical Park, Simple History, The History Guy); preview first.

KEY TERMS

rampart

A wall of earth (sometimes with logs) built up to shelter defenders.

militia

Citizens who are not full-time soldiers but are called up to defend their state or country.

privateer

A privately owned armed ship (or its captain) licensed by a government to capture enemy merchant ships.

bayou

A slow, marshy stream in the low country of Louisiana and the Gulf Coast.

ratify

To formally approve a treaty so that it takes effect.

CORE IDEAS

The background. The United States and Great Britain had been at war since June 1812, over British seizures of American sailors and over the western frontier. In 1814, with Napoleon defeated for the time, Britain sent veteran soldiers across the Atlantic. One force burned public buildings in Washington in August. Another sailed for New Orleans, the port near the mouth of the Mississippi River. The crops of the whole western country floated down the river to that port. Whoever held New Orleans held the door to the Louisiana Purchase.

The map. New Orleans sits on a narrow strip of dry ground between the Mississippi and miles of cypress swamp. In December the British came up through the bayous east of the city. Major General Andrew Jackson chose a place about five miles below the city, on the Chalmette plantation, where the dry ground was less than a mile wide and an old millrace called the Rodriguez Canal ran from the river to the swamp. His men deepened the ditch and piled earth behind it into a **rampart**. With the river at one end and the swamp at the other, the British could not go around. They would have to go through.

The people. Jackson's army was a mix of regular soldiers, riflemen from Tennessee and Kentucky, Louisiana **militia**, two battalions of free men of color from New Orleans, Choctaw warriors, sailors, and gunners from the band of Jean Lafitte, a smuggler and **privateer** whom Jackson had once called a pirate. About 4,000 to 5,000 men held the main line. The British commander, Major General Sir Edward Pakenham, was a brave and skilled officer, the Duke of Wellington's brother-in-law, and many of his soldiers had beaten Napoleon's armies in Spain.

The plan and what happened. Before dawn on January 8, 1815, Pakenham sent about 5,000 men forward in columns across the open cane fields, while a smaller force crossed the river to capture the American guns on the west bank. Much went wrong. The boats for the river crossing were late. The regiment that was to carry ladders and bundles of cane to cross the ditch came up without them. The morning fog lifted and left the red-coated columns in plain view. American cannon and rifles fired steadily from behind the rampart. Pakenham was killed, and two other British generals fell wounded. In less than an hour the main attack was over. The British lost about 2,000 men killed, wounded and captured; Jackson's line lost about 70, 13 of them killed.

Why it mattered. A peace treaty had been signed at Ghent, in Belgium, on December 24, 1814, but news crossed the ocean slowly, and the treaty said the fighting would stop only when both governments **ratified** it. The United States Senate did so on February 16, 1815. Some historians think a British New Orleans would have made the peace harder to keep; all agree the victory made Americans proud and confident. It made Jackson a national hero and helped carry him to the presidency in 1828. In the city, the Ursuline nuns had prayed through the night before the battle, and Jackson later went to their chapel to thank them.

PICTURE STUDY



The Battle of New Orleans, Jean Hyacinthe de Laclotte, 1815 · Oil on canvas · New Orleans Museum of Art
Wikimedia Commons · Public domain

Hyacinthe Laclotte was a French-born architect living in New Orleans who served as an engineer with the Louisiana militia during the campaign. He sketched the battlefield and painted this view soon afterward, which makes it one of the few pictures of the battle made by someone who was there. He painted it like a map, from high above, so we can see the whole plan at once.

Look closely

- Find the river, the swamp or woods, and the long earthen line. How wide is the field between them?
- Find the columns of soldiers. Which way are they moving? Can they go around the line?
- Look at the smoke. What does it tell you about where the firing is coming from?

Talk about it

1. Why might an engineer paint a battle from high above instead of close up?
2. What does this picture show about Jackson's choice of ground that a close-up picture could not?

HANDS-ON: TABLETOP NEW ORLEANS: THE NARROW GROUND

Build Jackson's line on a table and test what happens when the ground leaves an attacker no way around.

You will need

- A blue ribbon or yarn (the Mississippi) and green paper or a green towel (the swamp)
- A piece of string (the Rodriguez Canal) and a row of blocks or a strip of folded cardboard (the rampart)
- About 25 toy soldiers or blocks in one color (Jackson's men) and 30 in red if you have them (the British)
- A sheet of tissue paper (the fog) and a ruler

Steps

1. Lay the river along one long edge of the table and the swamp along the other, leaving a strip of "dry ground" between them about 10 inches wide.
2. Lay the canal string straight across the dry ground from river to swamp. Build the rampart just behind it and place Jackson's men behind the rampart, with a few on the far bank of the river.
3. Set the British in two or three columns at the other end. Cover them with the tissue "fog."
4. Move the British forward. Halfway across, lift the fog. Now count: how many of Jackson's pieces can "see" the columns? Can any British piece get around the end of the line?
5. Try again, but this time imagine the British have ladders and the west-bank guns have been captured first. Talk about how the attack might have gone differently.

Check your work

- My river, swamp, canal and rampart are in the right places.
- I showed why the British could not go around the line.
- I can name two things that went wrong for the British attack.

FIELD NOTEBOOK

1. **Terrain map.** Draw the land below New Orleans with north at the top. Draw the Mississippi River curving along the west and south side, the city at the upper end, and the cypress swamp along the east. Draw the Rodriguez Canal straight across the dry ground from river to swamp, with "Line Jackson" behind it, about five miles below the city. Mark the British camp farther down the river, arrows for the British columns, and a small arrow across the river for the west-bank attack. Add a scale bar ("about 1 mile"), a key, a compass rose and a title.
2. **Notebook entry.** Write a paragraph explaining how the land helped Jackson win. Use the words *river*, *swamp*, *canal* and *rampart*.

Did you know? Andrew Jackson had a scar on his head from the American Revolution. As a boy of about 13 he was captured, and when a British officer ordered him to clean his boots, Jackson refused and was struck with a sword. His soldiers later called him "Old Hickory" because he was as tough as hickory wood. Chalmette Battlefield is now part of Jean Lafitte National Historical Park and Preserve.

Goes deeper in. History, the early American republic and the War of 1812 (coming soon); and Geography, the Mississippi River and the Gulf Coast (coming soon).

For families. Figures vary by source. British losses on January 8 are usually given as about 2,000 (roughly 290 killed, 1,260 wounded and 480 captured or missing); American losses on the main line as about 70 (13 killed). Article I of the Treaty of Ghent ended hostilities upon ratification by both sides; the Senate consented on February 16, 1815. Whether Britain would have kept New Orleans is a historians' debate, so the stop states it as an opinion. The Ursuline prayer before the statue of Our Lady of Prompt Succor and Jackson's visit of thanks are recorded in New Orleans tradition; the stop states it plainly without going further. Laclotte's painting is at the New Orleans Museum of Art; an engraving of it was made by Philibert-Louis Debucourt.

PRACTICE

1. **EASY** Who commanded the American and British armies at New Orleans?
2. **EASY** What two natural features protected the ends of Jackson's line?
3. **MEDIUM** Name three different groups who fought in Jackson's army.
4. **MEDIUM** Name two things that went wrong for the British on January 8.
5. **CHALLENGE** The treaty was signed on December 24, 1814, the battle was fought on January 8, 1815, and the Senate ratified the treaty on February 16, 1815. How many days after the signing was the battle? Was the war legally over when the battle was fought? Explain.

Make it a game · Choose Your Move: Where Will Jackson Stand?. You are Andrew Jackson in late December 1814. A British army of veterans is camped a few miles below the city. You have fewer trained soldiers. Will you (a) march out and fight them in the open cane fields near their camp; (b) dig in behind the old Rodriguez Canal, where the dry ground is narrowest between the river and the swamp; or (c) wait inside the city and defend its streets? Decide and write why before you read on. *What happened:* Jackson chose (b). The narrow ground meant the British had to attack straight into his rampart, where his riflemen and gunners had cover. Fighting in the open (a) would have favored the British veterans, and fighting in the city (c) would have put its people in danger.

Scripture. "Some trust in chariots, and some in horses: but we will remember the name of the LORD our God." (Psalm 20:7, KJV)

The British had the more experienced army; the Americans had a mud wall and a mixed crowd of defenders. David reminds us that strength in numbers and weapons is not where God's people put their final trust.

Practice: answers

1. Major General Andrew Jackson (American) and Major General Sir Edward Pakenham (British).

2. The Mississippi River on one end and the cypress swamp on the other.
3. Any three: regular soldiers; Tennessee and Kentucky riflemen; Louisiana militia; battalions of free men of color; Choctaw warriors; sailors; Jean Lafitte's Baratarian gunners.
4. Any two: the boats for the west-bank attack were late; the ladders and cane bundles for crossing the ditch were left behind; the fog lifted and exposed the columns; Pakenham and other generals fell.
5. 15 days (7 days left in December plus 8 in January). No: the treaty said fighting would end only when both governments ratified it, and the United States did not ratify it until February 16.

4.3 SAN JACINTO (1836): EIGHTEEN MINUTES

OBJECTIVES

- Explain fairly why Texas and the Mexican government came to war in 1835–1836.
- Describe how Sam Houston used the ground and the timing of his attack at San Jacinto.
- Explain how San Jacinto led to the Republic of Texas and later to Texas joining the United States.

Warm-up. Set a timer for 18 minutes and start it now. By the time it rings, you will have read the story of a battle that lasted about that long and changed the map of North America.

Video slot. Video coming. The Battle of San Jacinto, April 21, 1836: Sam Houston, Santa Anna and the San Jacinto Battleground. Search approved channels (Texas State History Museum (Bullock Museum), Texas Parks and Wildlife: San Jacinto Battleground, Simple History, The History Guy); preview first.

KEY TERMS

Texian

A settler in Mexican Texas, usually one who had come from the United States, in the years before 1846.

Tejano

A Texan of Mexican (Spanish-speaking) heritage. Some Tejanos, like Juan Seguín, fought for Texas independence.

centralist

A supporter of a strong national government in Mexico City with little power left to the states; the opposite of a federalist.

council of war

A meeting in which a commander asks his officers for advice before deciding what to do.

republic

A nation governed by elected leaders under law, without a king. Texas was an independent republic from 1836 to 1845.

CORE IDEAS

The background. Mexico won its independence from Spain in 1821 and invited settlers into its northern province of Texas, many of them from the United States, led by men such as Stephen F. Austin. The settlers became Mexican citizens. Quarrels grew. In 1830 Mexico closed Texas to more American settlers; Mexico had abolished slavery in 1829, and many settlers wanted to keep the slaves they had brought. In 1835 President Antonio López de Santa Anna set aside Mexico's federal Constitution of 1824 and ruled as a **centralist**.

Several Mexican states rebelled, and so did Texas. To Santa Anna, the Texians were rebels and foreigners breaking Mexican law; to the Texians, he was a dictator who had torn up their constitution.

The road to San Jacinto. Santa Anna marched north with several thousand soldiers, many of them young conscripts who crossed deserts in winter. On March 2, 1836, Texas delegates declared independence. On March 6 the Alamo fell, and all its defenders were killed. On March 27, by Santa Anna's order, more than 300 Texian prisoners were executed at Goliad. General Sam Houston, commanding the small Texian army, retreated east for six weeks while families fled before the Mexican army. His men grumbled that he would never fight.

The map. On April 20 the two armies met near Lynch's Ferry, where Buffalo Bayou flows into the San Jacinto River, east of today's city of Houston. The Texians camped in a grove of live oaks along the bayou. Santa Anna camped about three-quarters of a mile away, with marsh and a shallow lake behind him. Between them lay open prairie with a low rise that hid much of the ground. Scout Erastus "Deaf" Smith destroyed Vince's Bridge, the main road west, so neither army could easily retreat.

The plan and what happened. On the morning of April 21, General Martín Perfecto de Cos brought about 500 more men, giving Santa Anna about 1,200 to 1,400 soldiers against Houston's roughly 900. Santa Anna expected an attack in the morning. None came, and in the afternoon his tired troops rested. At a **council of war** most of Houston's officers wanted to wait to be attacked. Houston decided otherwise. At about 4:30 p.m. the Texians advanced quietly behind the rise, with two cannons called the Twin Sisters, then charged shouting, "Remember the Alamo! Remember Goliad!" Juan Seguín's company of Tejanos fought with them. The battle lasted about 18 minutes. Then the pursuit ran out of control, and many Mexican soldiers were killed after they had stopped fighting. About 650 Mexican soldiers died and about 700 were captured. The Texians lost 9 killed and about 30 wounded; Houston's ankle was shattered by a bullet.

Why it mattered. The next day Santa Anna was captured, dressed as a private soldier. Houston, lying wounded under an oak, spared his life, and Santa Anna signed treaties ordering his army south of the Rio Grande. Texas became an independent **republic** and in 1845 joined the United States. The quarrel over its border helped bring on the Mexican-American War of 1846-1848.

PICTURE STUDY



The Surrender of Santa Anna, William Henry Huddle, 1886 · Oil on canvas · Texas State Capitol, Austin
Wikimedia Commons · Public domain

William Henry Huddle painted this scene fifty years after the battle. He talked with veterans who had been there and studied their faces and clothes, so many figures are portraits of real men. The wounded man lying under the oak is Sam Houston; the man brought before him is Santa Anna.

Look closely

- Find Houston. Why is he lying down? What is under his head and around his leg?
- Find Santa Anna. How does the artist show that he is a prisoner? How is he dressed?
- Look at the crowd of Texians. What do their faces and clothing tell you about this army?

Talk about it

1. Many Texians wanted Santa Anna put to death because of the Alamo and Goliad. Why do you think Houston spared him?
2. Why might a painter choose the surrender instead of the fighting to remember this battle?

HANDS-ON: TABLETOP SAN JACINTO: THE HIDDEN APPROACH

Build the San Jacinto battlefield and test how a low rise and the time of day helped a smaller army surprise a larger one.

You will need

- Blue yarn (Buffalo Bayou and the San Jacinto River) and a blue paper circle (the lake behind the Mexican camp)
- Green paper or broccoli florets for the oak grove, and a folded towel for the low rise
- About 15 blocks or toy soldiers in one color (Texians) and 25 in another (Mexican army), plus two small round pieces for the Twin Sisters
- A craft stick (Vince's Bridge)

Steps

1. Lay Buffalo Bayou along one side of the table and the San Jacinto River meeting it at a corner. Put the oak grove along the bayou and the Texians inside it.
2. About a ruler's length away, set the Mexican camp with a low barricade of blocks in front and the lake behind it. Place the towel "rise" between the camps.
3. Put Vince's Bridge on the road west of both armies, then remove it. Which army does that trap?
4. Get down at table level behind the Mexican barricade. Can you see Texians moving behind the rise? Move them forward in a long line with the Twin Sisters in the center.
5. Talk about why attacking in the late afternoon, when the Mexican soldiers were resting, gave Houston an advantage.

Check your work

- My bayou, river, grove, rise and lake are in the right places.
- I showed how the rise hid the Texian advance.
- I can explain why removing Vince's Bridge mattered.

FIELD NOTEBOOK

1. **Terrain map.** Draw the San Jacinto battlefield with north at the top. Draw Buffalo Bayou running from the west and the San Jacinto River running from the north, meeting near Lynch's Ferry. Draw the Texian camp in the oak grove along the bayou (west side), the Mexican camp to the southeast with the marsh and lake behind it, the low rise between the camps, and Vince's Bridge to the west with an X through it. Add arrows for the Texian attack, a scale bar ("about $\frac{3}{4}$ mile between the camps"), a key and a title.
2. **Notebook entry.** Write a paragraph from Sam Houston's point of view on the morning of April 21: why have you retreated for six weeks, and why have you decided to attack today?

Did you know? The Twin Sisters were two small cannons sent as a gift by the people of Cincinnati, Ohio. The San Jacinto Monument, finished in 1939, is about 567 feet tall, taller than the Washington Monument. Sam Houston, who had lived among the Cherokee as a young man and fought under Andrew Jackson in the War of 1812, was baptized in 1854. As governor of Texas in 1861 he refused to swear loyalty to the Confederacy and was removed from office.

Goes deeper in. History, the westward expansion and Texas units (coming soon); and Geography, Texas and the Gulf Coast (coming soon).

For families. Numbers vary: Texian strength is usually given as about 900 (often 910), Mexican as about 1,200 to 1,400 after Cos arrived. Texian losses are given as 9 or 11 killed. Mexican losses are commonly given as about 630–650 killed and about 700–730 captured. The stop states plainly that many Mexican soldiers were killed after resistance ended, as Texian officers themselves recorded, without describing it. The causes of the revolution included Santa Anna's centralism, immigration and tariff disputes, and the settlers' wish to keep slavery, which Mexico had abolished; the stop names these in the terms of the time. Huddle's painting hangs in the Texas State Capitol.

PRACTICE

1. **EASY** Who commanded the Texian army and the Mexican army at San Jacinto?
2. **EASY** What two battle cries did the Texans shout as they charged?
3. **MEDIUM** Give two reasons the Texans and the Mexican government came to war, one from each side's point of view.
4. **MEDIUM** Why did Houston attack in the late afternoon instead of the morning?
5. **CHALLENGE** Santa Anna had about 1,300 men and Houston about 900. About how many more men did Santa Anna have, and about what fraction of Santa Anna's army was Houston's? What three things made up for the difference?

Make it a game · Choose Your Move: The Council of War. You are Sam Houston at noon on April 21, 1836. Santa Anna has just been reinforced and now outnumbered you. Most of your officers say: "Wait for him to attack us in our strong position in the trees." Will you (a) wait in the oak grove for Santa Anna to attack; (b) attack this afternoon while his men rest; or (c) slip away east to find better ground? Decide and write why before you read on. *What happened:* Houston chose (b). He waited until the afternoon, when the Mexican army had stood down to rest, and attacked across the prairie behind the low rise. Waiting (a) would have let Santa Anna's other columns arrive; retreating (c) was nearly impossible with Vince's Bridge gone and the army ready to quit.

Scripture. "When thou goest out to battle against thine enemies, and seest horses, and chariots, and a people more than thou, be not afraid of them: for the LORD thy God is with thee, which brought thee up out of the land of Egypt." (Deuteronomy 20:1, KJV)

Moses spoke these words to Israel, reminding them that God, who had freed them from Egypt, was greater than any army. Outnumbered men in every age have taken courage from them.

Practice: answers

1. Sam Houston (Texian) and Antonio López de Santa Anna (Mexican).
2. "Remember the Alamo!" and "Remember Goliad!"

3. Texian view: Santa Anna set aside the Constitution of 1824 and ruled as a dictator; settlers also wanted to keep slavery, which Mexico had abolished. Mexican view: the Texians were rebels and foreigners breaking Mexican law, including the laws against new American settlers and against slavery.
4. Santa Anna expected a morning attack. When none came, his tired soldiers (including Cos's men who had marched all night) rested, so they were not ready when the Texians came over the rise.
5. About 400 more; Houston had about 9/13, or roughly two-thirds as many. Surprise (attacking at rest time), the hidden approach behind the rise, and the high spirit of the Texians (plus the Twin Sisters cannons) made up the difference.

4.4 FIRST BULL RUN (1861) AND STONEWALL JACKSON

OBJECTIVES

- State, using the secession declarations, why the Southern states left the Union, and describe how the war began.
- Trace McDowell's flank march and Jackson's stand on Henry House Hill on a map.
- Describe Thomas J. "Stonewall" Jackson's courage and faith, and explain what both sides learned from the battle.

Warm-up. Many people in 1861 thought the war would be over in one battle. Write down your guess: how long did the American Civil War last? Check your guess at the end of the story.

Video slot. Video coming. The First Battle of Bull Run (First Manassas), July 21, 1861: animated map, Henry House Hill and Stonewall Jackson. Search approved channels (American Battlefield Trust, National Park Service: Manassas National Battlefield Park, Simple History, The History Guy); preview first.

KEY TERMS

secession

A state's act of leaving the Union. Eleven Southern states seceded in 1860–1861 and formed the Confederate States of America.

Confederacy

The Confederate States of America, the government formed by the seceded states (1861–1865).

flank march

A march around the side of an enemy line in order to attack it from the side, where it is weakest.

brigade

A body of soldiers, usually four or five regiments (about 2,000 to 3,000 men in 1861), under a general.

ford

A shallow place where soldiers, horses and wagons can wade across a stream.

CORE IDEAS

Why the war came. After Abraham Lincoln, who opposed the spread of slavery into the western territories, was elected president in 1860, seven Southern states seceded. Their own declarations gave the reason. South Carolina, the first, complained of "an increasing hostility on the part of the non-slaveholding States to the institution of slavery." **Slavery was the central cause of secession.** On April 12, 1861, Confederate guns fired on Fort Sumter in

Charleston harbor. Lincoln called for 75,000 volunteers to restore the Union, and four more states, Virginia among them, joined the **Confederacy**. Soldiers on both sides believed they were defending their homes and their country, and many on both sides fought with great courage.

The map. The Confederate army gathered at Manassas Junction, a railroad crossing about 25 miles southwest of Washington. In front of it ran a creek called Bull Run, with a Stone Bridge on the Warrenton Turnpike and several **fords**. Behind the creek rose Henry House Hill. To the west, a second Confederate army under Joseph E. Johnston was in the Shenandoah Valley, connected to Manassas by railroad.

The plan. Union General Irvin McDowell had about 35,000 men, most of them volunteers with only weeks of training. Lincoln told him, "You are green, it is true; but they are green also." On July 21 McDowell made a show of attacking the Stone Bridge while two divisions made a long **flank march** north to Sudley Springs Ford, crossed Bull Run and struck the Confederate left. The plan worked in the morning. The Confederates, under P. G. T. Beauregard, were driven back toward Henry House Hill. But Johnston's men had been arriving by train, the first time a railroad carried an army to a battle, and the two Confederate armies together had about 32,000 men.

The people. On Henry House Hill a former professor at the Virginia Military Institute, Brigadier General Thomas J. Jackson, formed his Virginia **brigade** just behind the crest, with cannon in front and his men lying down. General Barnard Bee, trying to rally his own men, is reported to have pointed and shouted, "There is Jackson standing like a stone wall!" Bee was mortally wounded soon after. Through the afternoon the two armies fought back and forth over the hill. Late in the day fresh Confederate brigades struck the Union right. The Union retreat turned into a crowded rush back toward Washington, tangled with the carriages of congressmen and other spectators who had come out to watch.

Why it mattered. The Union lost about 2,900 killed, wounded and captured, and the Confederates about 2,000. Both sides now knew the war would be long; Congress soon called for 500,000 volunteers. The war lasted four years. Jackson became the most famous soldier in the South. He was a devout Presbyterian deacon who prayed often, refused to fight on Sundays when he could avoid it, and had taught a Sunday school in Lexington for enslaved and free Black people, though he also owned slaves himself. "My religious belief teaches me to feel as safe in battle as in bed," he told a fellow officer. He was mortally wounded by his own men's fire in the dark at Chancellorsville in May 1863. His last words were, "Let us cross over the river, and rest under the shade of the trees."

PICTURE STUDY



The Stone Bridge over Bull Run, George N. Barnard (Barnard & Gibson), March 1862 · Photograph (albumen print from a glass negative) · Library of Congress, Prints and Photographs Division
Wikimedia Commons · Public domain

George N. Barnard was one of the photographers who followed the armies with heavy cameras and glass plates. He photographed this bridge eight months after the battle, when the Confederates had left the area. Cameras then needed long exposures, so photographers could not take pictures of moving armies; they recorded the places instead.

Look closely

- Find the arches of the bridge. How many can you see? What is the bridge made of?
- Look at the creek. Does it look deep or shallow? Why would armies look for fords?
- Look at the trees and the road. What season is it? How quiet does the place look?

Talk about it

1. McDowell made a show of attacking this bridge while his main force went around. Why would a bridge be a hard place to attack straight across?
2. Why might a quiet photograph of a battlefield make people think more deeply than a painting of the fighting?

HANDS-ON: TABLETOP BULL RUN: THE LONG WAY AROUND

Lay out Bull Run and test McDowell's flank march and Jackson's stand behind the crest.

You will need

- Blue yarn (Bull Run) and a strip of paper (the Warrenton Turnpike)

- A small block or craft-stick arch (the Stone Bridge) and two paper markers (Sudley Springs Ford and Manassas Junction)
- A towel over a book (Henry House Hill)
- About 25 blocks or soldiers in blue or one color (Union), 25 in gray or another color (Confederate), and a toy train or block (Johnston's railroad)

Steps

1. Lay Bull Run across the table, winding from upper left to lower right. Cross it with the turnpike at the Stone Bridge. Put Sudley Springs Ford upstream (north) and Henry House Hill on the Confederate side, south of the bridge.
2. Place the Confederates along the creek and the Union army on the far side. Put a few Union pieces at the bridge (the feint) and march the rest the long way north to Sudley Springs and back down the Confederate side.
3. Push the Confederate left back to Henry House Hill. Now place Jackson's brigade behind the crest of the hill, lying down. Look from the Union side: can you see them?
4. Bring Johnston's men in by "train" from the west and strike the Union right. Move the Union army back across the creek and up the turnpike.

Check your work

- I placed Bull Run, the Stone Bridge, Sudley Springs Ford and Henry House Hill correctly.
- I showed McDowell's flank march and the feint at the bridge.
- I can explain how the railroad helped the Confederates.

FIELD NOTEBOOK

1. **Terrain map.** Draw the battlefield with north at the top. Draw Bull Run winding from northwest to southeast, the Warrenton Turnpike crossing it at the Stone Bridge, Sudley Springs Ford to the north, Henry House Hill south of the turnpike, and Manassas Junction to the southeast with the railroad running west toward the Shenandoah Valley. Draw a long dotted arrow for McDowell's flank march, a box for Jackson's brigade on Henry House Hill, and an arrow for Johnston's arriving troops. Add a key, a compass rose and a title.
2. **Notebook entry.** Write a paragraph about Thomas J. Jackson: what he did on Henry House Hill, how he got his nickname, and what his faith meant to him. Include one quotation from the story.

Did you know? The Union usually named battles after nearby streams (Bull Run), and the Confederacy after nearby towns or railroad junctions (Manassas). A farmer named Wilmer McLean owned a house used as a Confederate headquarters near Bull Run. He later moved away to escape the war, to a village called Appomattox Court House, where the war would end in his parlor (Stop D8).

Goes deeper in. History, the Civil War and Reconstruction units (coming soon); and Geography, Virginia and the Chesapeake region (coming soon).

For families. South Carolina's "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union" (December 24, 1860) is quoted; Mississippi, Georgia and Texas issued similar declarations naming slavery. Losses: Union about 2,900 (about 460 killed); Confederate about 2,000 (about 390 killed). Bee's exact words are uncertain, since he died the next day; whether he meant praise is debated, and the stop says "is reported." Lincoln's "you are green" was recorded by McDowell in testimony. Jackson's "safe in battle as in bed" comes from John D. Imboden's recollection; his Lexington Sunday school began in 1855. Jackson was a slaveholder; the stop states this plainly alongside his faith. Mrs. Judith Henry, an elderly widow, was killed in her house on the hill; that fact is left for parents to share if they wish. Barnard's photograph is in the Library of Congress.

PRACTICE

1. **EASY** Who commanded the Union army at First Bull Run, and who were the two Confederate commanders?
2. **EASY** How did Thomas J. Jackson get the nickname "Stonewall"?
3. **MEDIUM** According to South Carolina's own declaration, why did it secede?
4. **MEDIUM** What was McDowell's plan, and why did it work at first?
5. **CHALLENGE** Name two things about this battle that were new or surprising in 1861, and two lessons both sides learned from it.

Make it a game · Choose Your Move: Jackson on the Hill. You are Thomas J. Jackson around noon on July 21, 1861. Beaten Confederate soldiers are streaming back past you toward Henry House Hill, and the Union army is coming on behind them. Will you (a) charge down the slope at once to help the men in front; (b) form your brigade just behind the crest of the hill, with cannon in front and your men lying down, and wait; or (c) fall back toward Manassas Junction to protect the railroad? Decide and write why before you read on. *What happened:* Jackson chose (b). Behind the crest his men were sheltered from Union cannon, and the retreating Confederates had a firm line to rally on. Like Wellington at Waterloo (Stop D1), he used the reverse slope.

Scripture. "Thou therefore endure hardness, as a good soldier of Jesus Christ." (2 Timothy 2:3, KJV)

Paul used the soldier as a picture of the Christian life: steady, disciplined and loyal through hardship. Jackson was known for this kind of endurance. Every Christian, soldier or not, is called to stand firm for Christ.

Practice: answers

1. Irvin McDowell (Union); P. G. T. Beauregard and Joseph E. Johnston (Confederate).

2. General Barnard Bee pointed to him and his brigade standing firm on Henry House Hill and is reported to have said, "There is Jackson standing like a stone wall!"
3. Because of "an increasing hostility on the part of the non-slaveholding States to the institution of slavery." Slavery was the central cause of secession.
4. He made a show of attacking the Stone Bridge while two divisions marched around to Sudley Springs Ford and struck the Confederate left flank. It worked at first because the Confederate left was weak and surprised.
5. New things: an army (Johnston's) was carried to the battle by railroad; spectators and reporters rode out from Washington to watch. Lessons: the war would be long and costly; armies needed much more training and many more soldiers (Congress called for 500,000 volunteers).

4.5 MONITOR AND MERRIMACK (1862): IRON AGAINST IRON

OBJECTIVES

- Compare the design of USS Monitor and CSS Virginia (the rebuilt Merrimack): armor, guns, speed and draft.
- Describe the two days of fighting at Hampton Roads on March 8 and 9, 1862.
- Explain why this battle changed navies all over the world.

Warm-up. Fill a sink or tub with a little water. Float a piece of aluminum foil folded into a flat raft, then place a bottle cap on top. Does it still float? The Monitor was mostly a flat iron raft with one round tower on top.

Video slot. Video coming. USS Monitor and CSS Virginia at Hampton Roads, March 1862: the first battle of ironclads and the recovered Monitor turret. Search approved channels (The Mariners' Museum: USS Monitor Center, NOAA Monitor National Marine Sanctuary, American Battlefield Trust, The History Guy); preview first.

KEY TERMS

ironclad

A warship protected by iron armor plates.

turret

A round, armored gun tower that turns so its guns can aim in any direction without turning the ship.

casemate

An armored box or sloping house on a ship's deck, with gun ports cut in its sides.

draft

How deep a ship sits in the water. A ship with a deep draft cannot enter shallow water.

blockade

Using warships to close an enemy's ports so that ships cannot go in or out.

CORE IDEAS

The background. When the Civil War began, the Union set out to **blockade** every Southern port. The Confederacy, which was fighting to make good the secession of states such as Texas, whose declaration said it had joined the Union "holding, maintaining and protecting the institution known as negro slavery," had almost no navy. Its Secretary of the Navy, Stephen Mallory, decided to answer many wooden ships with a few iron ones. At the Norfolk navy yard in Virginia, Union sailors had burned and sunk the steam frigate USS Merrimack in April 1861. Confederate workers raised the hull and rebuilt it as the **ironclad** CSS Virginia: a sloping **casemate** covered with about four inches of iron over thick wood, ten

guns, and an iron ram on the bow. She was powerful but slow, hard to turn, and had a deep **draft** of about 22 feet.

The Monitor. The Union answered with a ship unlike any before it. The Swedish-born inventor John Ericsson designed USS Monitor: a flat iron deck barely above the water, and on it a round **turret** about 20 feet across, armored with eight inches of iron, holding two large guns. The turret turned, so the guns could aim without the ship turning. Monitor was built in about 100 days. Sailors called her “a cheesebox on a raft.” She drew only about 11 feet of water.

The map and the first day. Hampton Roads, Virginia, is a wide harbor where several rivers meet Chesapeake Bay, with shallow shoals on every side and the Union’s Fort Monroe at its mouth. On March 8, 1862, Virginia, under Captain Franklin Buchanan, steamed out against the wooden Union fleet. She rammed and sank USS Cumberland, whose crew kept firing until the ship went down with her flag still flying. She set USS Congress on fire, and the frigate Minnesota ran aground. More than 200 Union sailors were killed. Buchanan’s own brother was aboard the Congress and survived. That night, by the light of the burning Congress, Monitor arrived from New York.

The second day. On March 9 the two ironclads fought for about four hours, often only yards apart. Neither could pierce the other’s armor. Monitor’s crew, sealed inside the hot turret, could barely see where they were aiming. Virginia, now commanded by Lieutenant Catesby ap Roger Jones, briefly ran aground and tried to ram. Then a shell burst against Monitor’s small pilot house, blinding her captain, Lieutenant John L. Worden, for a time, and Monitor drew off into shallow water where Virginia could not follow. Virginia, leaking, returned to Norfolk. Both sides claimed victory. It was a draw in the fight, but the Union blockade held and the Minnesota was saved.

Why it mattered. This was the first battle ever fought between ironclad warships. Overnight, the wooden warships of every navy looked out of date, and nations began building iron ships with turrets. Neither ship lasted the year: Virginia’s crew destroyed her in May 1862 when Norfolk was abandoned, and Monitor sank in a storm off Cape Hatteras on December 31, 1862, with 16 of her crew lost. Her wreck was found in 1973, and her turret was raised in 2002.

PICTURE STUDY



Battle between the Monitor and Merrimac, Kurz & Allison (Louis Kurz and Alexander Allison), 1889 ·
Chromolithograph (color print) · Library of Congress, Prints and Photographs Division
Wikimedia Commons · Public domain

Kurz & Allison was a Chicago company that sold colorful prints of Civil War battles more than twenty years after the war, for families to hang on their walls. This print shows the second day at Hampton Roads. The printers used the old name “Merrimac” (a common spelling of Merrimack), which many Northerners still used for CSS Virginia.

Look closely

- Find the Monitor. Find her turret and the gun ports in it.
- Find the Virginia. What shape is her armored casemate? Why might sloped sides help against cannonballs?
- Look at the ships in the background. How are they different from the two ironclads?

Talk about it

1. The artist was not there. What details do you think he got right, and which ones might he have imagined?
2. Why would people in 1889 want this picture in their homes?

HANDS-ON: TABLETOP HAMPTON ROADS: TURRET VERSUS CASEMATE

Build simple models of both ironclads and test why a turning turret was such a good idea.

You will need

- Cardboard, scissors and tape (with a grown-up)

- A bottle cap or a short piece of cardboard tube (the turret)
- A brad fastener or pushpin (so the turret can turn)
- A large sheet of blue paper, a pencil and a stopwatch or phone timer

Steps

1. Draw Hampton Roads on the blue paper: Chesapeake Bay, Fort Monroe at the mouth, the rivers coming in, and shade the shallow shoals near the shores.
2. Monitor: cut a long flat oval of cardboard about 7 inches long. Fasten the bottle-cap turret in the middle with the brad so it spins. Draw two gun ports on it.
3. Virginia: cut a longer, wider hull (about 10 inches) and tape a folded cardboard “roof” on it. Draw five gun ports on each side, and add a pointed ram at the bow.
4. Turning test: place each ship facing north. Time how long it takes to aim a gun at a target to the east. For the Monitor you only spin the turret; for the Virginia you must turn the whole ship in a wide circle without touching the shaded shoals.
5. Move the Monitor into a shaded shallow area. Can the Virginia follow? Remember their drafts: about 11 feet and about 22 feet.

Check your work

- My map shows the bay, Fort Monroe and the shallows.
- My Monitor’s turret turns, and my Virginia has a sloped casemate and a ram.
- I timed the turning test and can explain the result.

FIELD NOTEBOOK

1. **Terrain map.** Draw Hampton Roads with north at the top: Chesapeake Bay opening to the east, Fort Monroe on the point at the mouth, the James River coming in from the west, and Norfolk to the south on the Elizabeth River. Shade the shallow shoals. Mark where Cumberland sank and Congress burned near Newport News, where Minnesota ran aground, and the area where Monitor and Virginia fought on March 9. Add a key, a compass rose and a title.
2. **Notebook entry.** Draw both ships side by side, seen from the side, and label turret, casemate, ram, gun ports and waterline. Then write a paragraph: Who won at Hampton Roads? Explain why the answer depends on whether you mean the fight between the two ships or the purpose of each navy.

Did you know? Monitor’s turret, guns, engine and many small objects from the crew are now preserved at The Mariners’ Museum in Newport News, Virginia, very near where the battle was fought. The turret was found lying upside down on the sea floor. So many “monitors” were built after 1862 that the word became the name of a whole type of warship.

Map or diagram. Draw a cross-section (a slice from side to side) of each ship. Monitor: a flat deck just above the waterline and a round turret on top, with most of the ship below

the water. Virginia: a deep hull with a sloping iron roof above the water. Draw a dotted waterline on each and label “draft about 11 feet” and “draft about 22 feet.”

Goes deeper in. History, the Civil War units (coming soon); and Earth Science or Life Science, why ships float (buoyancy) (coming soon).

For families. Texas’s “Declaration of the Causes which impel the State of Texas to Secede from the Federal Union” (February 2, 1861) is quoted; it names slavery repeatedly. The ship’s name is spelled Merrimack in Navy records and often “Merrimac” in older writing. Union deaths on March 8 are usually given as about 240–260; the stop says “more than 200.” Franklin Buchanan’s brother McKean Buchanan was paymaster on USS Congress. Monitor’s keel was laid in late October 1861 and she was launched on January 30, 1862, about 100 days. Remains of two sailors found in the turret were buried at Arlington National Cemetery in 2013; the stop does not mention this, and families may share it if they wish.

PRACTICE

1. **EASY** What was CSS Virginia built from?
2. **EASY** Who designed the Monitor, and what was the most important new thing about it?
3. **MEDIUM** Why could Monitor escape into places where Virginia could not follow?
4. **MEDIUM** What happened on March 8, before Monitor arrived?
5. **CHALLENGE** Monitor was built in about 100 days. If her keel was laid on October 25, 1861, about what date would 100 days later be? Then explain why speed of building mattered so much.

Make it a game · Choose Your Move: The Cheesebox and the Giant. You are Lieutenant John Worden on the morning of March 9, 1862. You command the small Monitor, with only two guns. Virginia has ten guns, a ram and a crew three times as large, and she is steaming toward the grounded Minnesota. Will you (a) stay far off and fire from long range; (b) steam in close, keep moving around her, use your turning turret, and stay near shallow water where she cannot follow; or (c) try to ram her? Decide and write why before you read on. *What happened:* Worden chose (b). Up close, Monitor’s turret could fire from any angle while the slow Virginia struggled to turn, and the shallows were Monitor’s safe harbor. Long-range fire (a) would have done nothing against iron armor, and ramming (c) with a small, low ship risked sinking her own vessel.

Scripture. “They that go down to the sea in ships, that do business in great waters; These see the works of the LORD, and his wonders in the deep.” (Psalm 107:23–24, KJV)

The sailors of Hampton Roads worked in great danger on great waters, and Monitor was later lost to a storm. This psalm goes on to tell how God hears sailors who cry to Him in trouble and brings them to their desired haven.

1. The burned and sunken hull of the Union steam frigate USS Merrimack, raised by the Confederates at the Norfolk navy yard.
2. John Ericsson. Its revolving turret let the guns aim in any direction without turning the ship.
3. Monitor had a shallow draft (about 11 feet), while Virginia drew about 22 feet, so Virginia would run aground in the shallow water.
4. Virginia rammed and sank USS Cumberland, set USS Congress on fire, and the Minnesota ran aground. More than 200 Union sailors were killed.
5. February 2, 1862 (6 days left in October after the 25th + 30 in November + 31 in December + 31 in January = 98 days by January 31, so 100 days is February 2). She was launched January 30 and finished soon after. Speed mattered because Virginia was nearly ready; if Monitor had come one day later, the rest of the Union fleet at Hampton Roads might have been destroyed.

4.6 VICKSBURG (1863): THE RIVER WAR

OBJECTIVES

- Explain why control of the Mississippi River mattered to both sides, and why Vicksburg's bluffs made it so hard to take.
- Trace Grant's spring 1863 campaign on a map: the run past the batteries, the crossing at Bruinsburg, Jackson, Champion Hill and the siege.
- Describe the courage of soldiers and civilians on both sides during the 47-day siege, and explain what the surrender on July 4, 1863, meant.

Warm-up. Take a piece of string and lay it on the table in a tight S-shape. Put a cup on the inside of one bend. Anything moving along the string has to pass right under the cup. That cup is Vicksburg, high on its bluff over a bend in the Mississippi.

Video slot. Video coming. The Vicksburg Campaign and Siege, 1863: Grant's march, Porter's gunboats running the batteries, and the surrender on July 4. Search approved channels (American Battlefield Trust, National Park Service: Vicksburg National Military Park, Simple History, The History Guy); preview first.

KEY TERMS

bluff

A high, steep bank or cliff beside a river.

battery

A group of cannon set up together, or the place where they are dug in.

gunboat

A small armed warship, often armored, built for rivers and shallow waters.

siege

Surrounding a fortified place and cutting off its supplies until it surrenders.

parole

A prisoner's promise not to fight again until properly exchanged, in return for being released.

CORE IDEAS

The map. The Mississippi River was the great highway of the middle of the continent. Vicksburg, Mississippi, stood on **bluffs** about 200 feet above a hairpin bend in the river, with heavy **batteries** covering the water. North of the town lay swamps and tangled bayous; across the river lay low, wet Louisiana land. As long as the Confederates held Vicksburg (and Port Hudson farther south), Union boats could not use the river, and a railroad ferry still joined Texas, Louisiana and Arkansas to the rest of the Confederacy. Mississippi had

seceded, its declaration said, because “our position is thoroughly identified with the institution of slavery.” Abraham Lincoln is reported to have said, “Vicksburg is the key.”

The failures. Through the winter of 1862–1863, Major General Ulysses S. Grant tried again and again to get at Vicksburg. An attack at Chickasaw Bayou failed. His men dug a canal across the neck of the bend; the river would not flow into it. Gunboat expeditions through the bayous were blocked by narrow channels, fallen trees and Confederate guns. Newspapers called Grant a failure. He kept trying.

The plan. In spring Grant chose a bold plan. His army marched south down the Louisiana side of the river. On the night of April 16, 1863, Rear Admiral David Dixon Porter’s **gunboats** and transports, protected by bales of cotton and hay, ran past the Vicksburg batteries in the dark; the Confederates lit bonfires to see them, and all but one transport got through. On April 30 the boats ferried Grant’s army across the river at Bruinsburg, below the city. Cavalry under Colonel Benjamin Grierson raided through Mississippi to draw Confederate attention away. Then Grant cut loose from his supply line and lived off the land. He struck east to the state capital, Jackson, on May 14, turned west, and beat Lieutenant General John C. Pemberton’s army at Champion Hill on May 16 and at the Big Black River the next day.

The people. Pemberton, born in Pennsylvania, had chosen the South after marrying a Virginian. His army fell back into the Vicksburg trenches and beat off Grant’s assaults on May 19 and 22. Grant began a **siege**. For 47 days, Union lines crept closer while Union guns fired into the town. Families dug caves into the hillsides to shelter in; food ran so short that people ate mule meat. Confederate soldiers held their trenches on small rations. On June 7, at Milliken’s Bend upriver, newly raised regiments of Black soldiers, most of them formerly enslaved, held a river landing in hard fighting, and their courage helped convince many doubters in the North.

Why it mattered. On July 4, 1863, Pemberton surrendered about 29,500 soldiers, who were **paroled** and allowed to go home. Port Hudson surrendered five days later. The Union now held the whole river, and the Confederacy was cut in two. That same week Lee’s army was turned back at Gettysburg (Stop D7). Lincoln wrote, “The Father of Waters again goes unvexed to the sea.” Grant soon took command of the Union armies in the West, and in 1864 of all of them.

PICTURE STUDY



*Admiral Porter's Fleet Running the Rebel Blockade of the Mississippi at Vicksburg, April 16th 1863, Currier & Ives, 1863 · Hand-colored lithograph · Library of Congress, Prints and Photographs Division
Wikimedia Commons · Public domain*

Currier & Ives, a New York firm, sold inexpensive prints of the news of the day. This one was made in 1863, soon after Porter's boats ran past the Vicksburg batteries in the dark. The artists were not there; they worked from reports, so the details are imagined, but the plan of the night is shown clearly.

Look closely

- Find the town on the bluffs. Where are the cannon firing from?
- Find the line of boats. Are they in a single file or spread out? Why might that be?
- Find the light in the picture. Where does it come from, and why was it dangerous for the boats?

Talk about it

1. Why did Porter run past the batteries at night, and why did the Confederates light bonfires?
2. Why would people in the North want to buy a print like this in 1863?

HANDS-ON: TABLETOP VICKSBURG: DOWN THE RIVER AND AROUND

Lay out the Vicksburg campaign and follow Grant's long march around the city's strong front.

You will need

- Blue yarn about 4 feet long (the Mississippi) and a shorter piece (the Big Black River)
- A thick book (the Vicksburg bluffs) and paper markers for Milliken's Bend, Bruinsburg, Port Gibson, Jackson and Champion Hill
- About 20 blocks or soldiers in one color (Union), 15 in another (Confederate), and 6 small blocks or paper boats (Porter's fleet)
- A flashlight

Steps

1. Lay the Mississippi down the table in big S-curves, with a tight hairpin bend in the middle. Put the book on the east bank at the bend: that is Vicksburg. Lay the Big Black River east of it.
2. Set the Union army on the west (Louisiana) bank north of the city. Turn off the lights. While someone shines the flashlight from the bluff, move Porter's boats past Vicksburg in single file.
3. March the Union army south down the west bank and ferry it across at Bruinsburg with the boats.
4. Move the army east to Jackson, then west through Champion Hill and across the Big Black to Vicksburg. Put a ring of Union pieces around the city for the siege.
5. Count the moves. Why didn't Grant just attack the bluffs from the river?

Check your work

- My river, bluffs and five places are laid out in the right order.
- I showed Porter's run past the batteries and the crossing at Bruinsburg.
- I can explain why Grant went to Jackson before turning toward Vicksburg.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Vicksburg campaign with north at the top. Draw the Mississippi with its hairpin bend; put Vicksburg on the bluffs on the east bank and shade the bluffs. Mark Milliken's Bend (north, west bank), the Louisiana marching route (dotted line south on the west bank), Bruinsburg (crossing point), Port Gibson, Jackson (east), Champion Hill and the Big Black River between Jackson and Vicksburg. Draw arrows for Grant's route and a ring around Vicksburg for the siege. Add a scale bar (Vicksburg to Jackson is about 40 miles), a key and a title.
2. **Notebook entry.** Write a paragraph about persistence: list Grant's failed attempts in the winter of 1862-1863, then explain what he did differently in the spring. What can you learn from how he handled failure?

Did you know? Vicksburg National Military Park holds the USS Cairo, a Union ironclad gunboat sunk by a Confederate mine (then called a "torpedo") on the Yazoo River in December 1862 and raised a century later. The Mississippi has since changed course, and it no longer flows past the Vicksburg bluffs as it did in 1863; today the Yazoo River

diversion canal runs there. It is often said that Vicksburg did not celebrate the Fourth of July for many years after the surrender.

Goes deeper in. History, the Civil War units (coming soon); and Geography and Earth Science, rivers, bluffs and how rivers change course (coming soon).

For families. Mississippi's "A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union" (January 1861) is quoted; it continues that slavery is "the greatest material interest of the world." Lincoln's "Vicksburg is the key" comes from Admiral Porter's later recollection, so the stop says "is reported." "The Father of Waters again goes unvexed to the sea" is from Lincoln's letter to James C. Conkling, August 26, 1863. The siege lasted 47 days (May 18–July 4). About 29,500 Confederates were paroled. Accounts of eating mule meat and living in caves come from civilian diaries of the siege. How long Vicksburg skipped Independence Day celebrations is disputed, so the stop says "often said."

PRACTICE

1. **EASY** Who commanded the Union and Confederate armies at Vicksburg?
2. **EASY** On what date did Vicksburg surrender, and how many Confederate soldiers were paroled?
3. **MEDIUM** Why was Vicksburg so hard to attack from the river or from the north?
4. **MEDIUM** Why did Grant march to Jackson before turning west to Vicksburg?
5. **CHALLENGE** Explain what Lincoln meant by "The Father of Waters again goes unvexed to the sea," and give two ways the fall of Vicksburg hurt the Confederacy.

Make it a game · Choose Your Move: Grant's Spring Gamble. You are Ulysses S. Grant in March 1863. Your canal has failed, your bayou expeditions have been stopped, and newspapers are calling for your removal. Will you (a) keep digging canals and searching the bayous north of the city; (b) march your army down the Louisiana side, have Porter's gunboats run past the batteries at night, cross the river below Vicksburg, and cut loose from your supply line; or (c) go back up the river to Memphis and start over with a long overland march? Decide and write why before you read on. *What happened:* Grant chose (b). Even his trusted general William T. Sherman thought it too risky. But it put the Union army on dry ground east of the river, behind Vicksburg's strong river front, and in less than three weeks it won five battles and shut Pemberton inside the city.

Scripture. "Have not I commanded thee? Be strong and of a good courage; be not afraid, neither be thou dismayed: for the LORD thy God is with thee whithersoever thou goest." (Joshua 1:9, KJV)

God spoke these words to Joshua before Israel crossed the Jordan River into a hard land. Courage is not only bravery for one moment; it is also refusing to be dismayed after many failures.

Practice: answers

1. Ulysses S. Grant (Union) and John C. Pemberton (Confederate).
2. July 4, 1863; about 29,500.
3. It stood on high bluffs about 200 feet above the river with batteries covering the water, and the land to the north was swamp and bayou where an army could not easily march.
4. To drive off or scatter the Confederate forces gathering at Jackson, so they could not attack him from behind while he fought Pemberton, and to break the railroad that supplied Vicksburg.
5. The Mississippi (the “Father of Waters”) could again carry Union boats freely to the Gulf of Mexico without being troubled by Confederate guns. It cut the Confederacy in two, separating Texas, Louisiana and Arkansas (with their men, cattle and supplies) from the East; and it cost the Confederacy an army of about 29,500 men.

4.7 GETTYSBURG (1863): THE HIGH GROUND AND THE ADDRESS

OBJECTIVES

- Draw the Union “fishhook” line at Gettysburg and explain why the high ground mattered on each of the three days.
- Describe the defense of Little Round Top and Pickett’s Charge, honoring the courage of soldiers on both sides.
- Explain why Gettysburg was a turning point and what Lincoln said the dead had given their lives for in the Gettysburg Address.

Warm-up. Stand at the top of a staircase and have someone stand at the bottom. Toss a soft ball to each other ten times. Who has the easier job, the thrower above or the one below? Who can see more? At Gettysburg, the high ground was the prize.

Video slot. Video coming. The Battle of Gettysburg, July 1–3, 1863: animated maps of the fishhook, Little Round Top and Pickett’s Charge; the Gettysburg Address read aloud. Search approved channels (American Battlefield Trust, National Park Service: Gettysburg National Military Park, Simple History, The History Guy); preview first.

KEY TERMS

high ground

Hills and ridges that let defenders see far, fire downhill and make attackers climb.

fishhook line

The curved Union line at Gettysburg, from Culp’s Hill around Cemetery Hill and down Cemetery Ridge to the Round Tops, shaped like a fishhook.

interior lines

A position where a commander can move troops across the inside of a curve faster than the enemy can move around the outside.

cannonade

A long, heavy firing of many cannon at once.

dedicate

To set apart a place for a solemn purpose, such as a cemetery for those who died.

CORE IDEAS

The background and the map. In June 1863, after his victory at Chancellorsville, Robert E. Lee led about 75,000 men of the Army of Northern Virginia into Pennsylvania, hoping a win on Northern soil would weaken the North’s will to fight for the Union. The Confederacy he served had been founded by states like Georgia, which declared it had left the Union over

“the subject of African slavery.” General George G. Meade, in command of the Union Army of the Potomac for only three days, followed with about 94,000. Ten roads met at the town of Gettysburg. South of it, a line of high ground curved like a **fishhook**: Culp’s Hill, Cemetery Hill, Cemetery Ridge, and two rocky hills, Little Round Top and Big Round Top. A mile west ran Seminary Ridge.

July 1: the race for the hills. Union cavalry under John Buford held the ridges west of town until infantry came. More Confederates arrived from the north and west and drove the Union soldiers back through the streets, but they rallied on Cemetery Hill. Lee told General Richard Ewell to take the hill “if practicable”; Ewell judged it was not. By night the Union held the high ground and the **interior lines**.

July 2: Little Round Top. Late in the afternoon General James Longstreet’s men attacked the Union left. General Gouverneur K. Warren, Meade’s engineer, found Little Round Top empty and sent for help; Colonel Strong Vincent’s brigade arrived minutes ahead of the Confederates. At the very end of the line stood the 20th Maine under Colonel Joshua Lawrence Chamberlain, a professor from Bowdoin College, ordered to hold “at all hazards.” Colonel William C. Oates’s Alabamians, who had marched more than 20 miles that day, charged up the slope again and again. When his men were nearly out of ammunition, Chamberlain ordered bayonets fixed, and his line swung down the hill like a gate. The hill held.

July 3: Pickett’s Charge. Lee believed the Union center was weak. After a **cannonade** from about 150 Confederate guns, some 12,500 men under Generals Pickett, Pettigrew and Trimble marched about three-quarters of a mile across open fields toward Cemetery Ridge, climbing fences under fire. A few hundred reached the stone wall at a bend called the Angle, where General Lewis Armistead fell inside the Union line. More than half of the attackers were killed, wounded or captured. Lee rode out to meet the survivors and said, “All this has been my fault.”

Why it mattered. About 51,000 men were killed, wounded, captured or missing, about 23,000 Union and 23,000 to 28,000 Confederate: the largest battle ever fought in North America. Lee retreated on July 4, the day Vicksburg surrendered (Stop D6), and never again invaded the North.

The Address. On November 19, 1863, a cemetery for the Union dead was **dedicated** at Gettysburg. Edward Everett spoke for two hours. Then Lincoln spoke about 272 words in about two minutes, beginning, “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” He closed by resolving “that this nation, under God, shall have a new birth of freedom.”

PICTURE STUDY



The Battle of Gettysburg (the Gettysburg Cyclorama), Paul Philippoteaux, 1883 · Oil on canvas, a round painting about 377 feet long · Gettysburg National Military Park Museum and Visitor Center, Pennsylvania
Wikimedia Commons · Public domain

A cyclorama is a giant painting that goes all the way around a round room, so you stand in the middle and feel as if you are on the battlefield. The French painter Paul Philippoteaux visited Gettysburg, made sketches and photographs, and talked with men who had fought. This painting shows Pickett's Charge, seen from Cemetery Ridge. In front of the painting, real dirt, rocks and fence rails make it look even more real.

Look closely

- Find the small grove of trees and the low stone wall. That is where the charge was aimed.
- Find the puff of white smoke and the zigzag wooden fence.
- Look far across the fields to the hills. How far did the Confederate soldiers have to walk?

Talk about it

1. Why do you think the painter made a picture you could stand inside?
2. Looking at the open fields, why was the charge so hard?

HANDS-ON: GETTYSBURG TERRAIN MODEL WITH THE ROUND TOPS

Build a model of the Gettysburg battlefield and use it to show the three days.

You will need

- A piece of cardboard about 12 by 18 inches
- Salt dough (2 cups flour, 1 cup salt, about $\frac{3}{4}$ cup water) or modeling clay
- Paint or markers, toothpicks with paper flags, and small strips of paper for roads
- About 20 small pieces in blue and 20 in gray (beads, blocks or toy soldiers)

Steps

1. Draw the outline lightly on the cardboard with north at the top: the town near the top, the fishhook below it, Seminary Ridge on the left (west) side, and the open fields between.
2. Shape the hills with dough: Culp's Hill (the barb of the hook, east), Cemetery Hill (the bend), Cemetery Ridge (a long, low shank running south), Little Round Top and the taller Big Round Top (the end of the hook). Make Seminary Ridge a long low ridge a "mile" to the west.
3. Let it dry (or bake salt dough at a low heat with a grown-up), then paint the hills green, the fields yellow and a small stone wall and clump of trees on Cemetery Ridge.
4. Day 1: put blue pieces west and north of town and push them back to Cemetery Hill. Day 2: put blue pieces on Little Round Top just ahead of gray ones. Day 3: march gray pieces from Seminary Ridge across the fields to the stone wall.
5. Measure: if your model is 12 inches wide and the real distance between the two ridges was about a mile, how far is a "mile" on your model?

Check your work

- My model shows the five hills of the fishhook and Seminary Ridge.
- I used the model to show all three days.
- I can explain how the Union used interior lines.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Gettysburg battlefield with north at the top. Draw the town where the roads meet. South of it, draw the Union fishhook in blue: Culp's Hill, Cemetery Hill, Cemetery Ridge and Little Round Top and Big Round Top. Draw Seminary Ridge in red or gray about a mile to the west, with the Confederate line along it and curving around the town. Mark the Peach Orchard, the stone wall and the Angle, and draw a wide arrow for Pickett's Charge. Add short arrows inside the fishhook to show interior lines. Add a scale bar, a key and a title.
2. **Notebook entry.** Copy the first sentence of the Gettysburg Address in your best handwriting. Then write a paragraph explaining what Lincoln meant by "a new birth of freedom" and why he said the living must be dedicated to "the unfinished work."

Did you know? Joshua Chamberlain received the Medal of Honor for Little Round Top, and later served four terms as governor of Maine. William C. Oates, his opponent that day, became governor of Alabama. Only one civilian, a young woman named Jennie Wade, was killed in the town during the battle. Lincoln wrote out five known copies of the Gettysburg Address, each slightly different; the "Bliss copy" is the one usually printed today.

Map or diagram. Draw a diagram of interior lines: a curved fishhook with an arrow running across the inside from one end to the other, and an arrow running the long way around the outside. Label them "Union: short way" and "Confederate: long way." Measure both arrows with a string to compare.

Goes deeper in. History, the Civil War units (coming soon); and Literature, memorizing and reciting the Gettysburg Address (coming soon).

For families. Georgia's secession declaration (January 1861) opens: "For the last ten years we have had numerous and serious causes of complaint against our non-slave-holding confederate States with reference to the subject of African slavery." Strengths and losses are rounded; Confederate losses are uncertain, so a range is given. The number of men in Pickett's Charge is usually given as about 12,500 (estimates range from about 12,000 to 15,000). Lee's "All this has been my fault" was recorded by British observer Arthur Fremantle, who was present. The Address is quoted from the Bliss copy; it is about 272 words, and Everett spoke for about two hours. The cyclorama painted for Boston in 1883 is the one now at Gettysburg. It shows battle but not gore; parents may preview the full image on the park's website. Jennie Wade's death is stated without detail.

PRACTICE

1. **EASY** Who commanded the two armies at Gettysburg, and on what three days was it fought?
2. **EASY** Name the five hills and ridges of the Union fishhook line.
3. **MEDIUM** What did Chamberlain do when the 20th Maine was nearly out of ammunition on Little Round Top, and why did it work?
4. **MEDIUM** Why did Pickett's Charge fail?
5. **CHALLENGE** "Four score and seven years ago" means how many years before 1863? What year and what event was Lincoln pointing to, and why did he choose that event instead of the Constitution?

Make it a game • Choose Your Move: Lee's Third Day. You are Robert E. Lee on the morning of July 3, 1863. You have attacked both ends of the Union line and nearly broken through. General Longstreet urges you to move around the Union left, get between Meade and Washington, find strong ground and make Meade attack you. Will you (a) take Longstreet's advice and move around the Union flank; (b) strike the center of the Union line on Cemetery Ridge after a great cannonade; or (c) retreat to Virginia now while your army is still strong? Decide and write why before you read on. *What happened:* Lee chose (b), believing the Union center had been weakened. Pickett's Charge failed with terrible losses, and Lee retreated the next day anyway. Historians still argue whether (a) could have worked; Lee himself took the blame.

Scripture. "Greater love hath no man than this, that a man lay down his life for his friends." (John 15:13, KJV)

Jesus spoke these words the night before He gave His own life. Lincoln said the men at Gettysburg "gave the last full measure of devotion." Their sacrifice points us to the greatest sacrifice of all.

Practice: answers

1. George G. Meade (Union) and Robert E. Lee (Confederate); July 1, 2 and 3, 1863.
2. Culp's Hill, Cemetery Hill, Cemetery Ridge, Little Round Top and Big Round Top.
3. He ordered bayonets fixed and charged down the hill, his line swinging like a gate. It surprised the tired Alabamians, who had already charged many times after a long march, and many were captured.
4. The attackers had to cross about three-quarters of a mile of open fields and climb fences under fire from Union cannon and infantry on high ground behind a stone wall; the Confederate cannonade had not knocked out the Union defense.
5. A score is 20, so $4 \times 20 + 7 = 87$ years; $1863 - 87 = 1776$, the Declaration of Independence. He chose it because it says "all men are created equal," the idea he believed the war was now testing; he tied the Union's cause to that founding promise of liberty.

4.8 APPOMATTOX (1865): GRANT'S TERMS AND LEE'S SURRENDER

OBJECTIVES

- Trace Lee's retreat from Petersburg to Appomattox Court House and explain how he was trapped.
- Explain Lee's choice to surrender rather than scatter his army, and Grant's generous terms.
- Describe how the surrender at Appomattox began the work of making peace among countrymen.

Warm-up. Think of a time you lost a hard game or a contest. What did the winner do that made it easier or harder to lose well? Keep your answer in mind: at Appomattox, both the winner and the loser had to choose how to act.

Video slot. Video coming. The Appomattox Campaign and Lee's surrender, April 1865: the retreat from Petersburg, the McLean House and the surrender of arms. Search approved channels (American Battlefield Trust, National Park Service: Appomattox Court House National Historical Park, Simple History, The History Guy); preview first.

KEY TERMS

terms of surrender

The conditions under which an army gives up, written and signed by both commanders.

parole

A surrendered soldier's signed promise not to fight again, in return for being allowed to go home.

guerrilla

A fighter in a small band that hides among the people and the land and makes surprise attacks instead of fighting as a regular army.

side arms

Weapons worn at the side, such as an officer's sword or pistol.

ration

A fixed daily share of food for a soldier.

CORE IDEAS

The last campaign. In 1864 Ulysses S. Grant, now commanding all the Union armies, pressed Lee's army back to Petersburg, south of the Confederate capital of Richmond. The siege there lasted more than nine months. On April 2, 1865, Lee's thin lines broke, and Richmond was abandoned that night. Four years earlier, states such as South Carolina,

Mississippi, Georgia and Texas had seceded to protect slavery, as their own declarations said. Now Congress had passed the Thirteenth Amendment to end slavery for good, and the Confederacy was collapsing. Lee's hungry army, about 55,000 men at the start, marched west, hoping to find food waiting on the railroad and then turn south to join General Joseph E. Johnston in North Carolina.

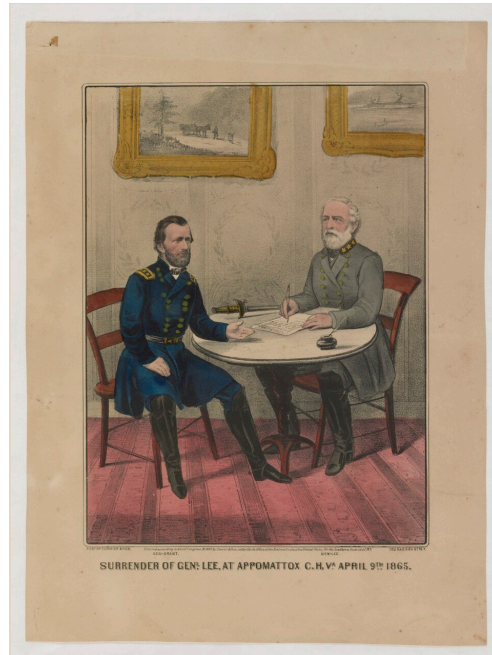
The map. The Union army followed close behind and raced along the south side of Lee's route, blocking every road south. At Sailor's Creek on April 6, about 7,700 Confederates were captured, nearly a fifth of Lee's army. On April 8 General Philip Sheridan's cavalry seized the supply trains waiting for Lee at Appomattox Station. Union infantry marched nearly all night to support him. On the morning of April 9, Palm Sunday, General John B. Gordon's men attacked and drove back the cavalry, then saw long lines of Union infantry coming up behind it. Lee's army was blocked to the west and south, with more Union troops pressing from the east.

Lee's choice. One of Lee's officers, Edward Porter Alexander, proposed that the men scatter into the hills and fight on as **guerrillas**. Lee refused. He said such men would turn into bands of robbers and the country would take years to recover. He is reported to have said, "Then there is nothing left me to do but to go and see General Grant, and I would rather die a thousand deaths."

Grant's terms. That afternoon the two generals met in the parlor of Wilmer McLean's brick house in the village of Appomattox Court House. Lee wore his best uniform and sword; Grant wore a mud-spattered private's coat with his general's shoulder straps. Grant wrote the **terms**: the officers and men would sign **paroles** and give up their weapons, but officers could keep their **side arms**, horses and baggage, and each man would "return to their homes, not to be disturbed by United States authority so long as they observe their paroles and the laws in force where they may reside." When Lee mentioned that many of his soldiers owned their horses, Grant let every man who claimed a horse or mule take it home for the spring planting. He sent **rations** for 25,000 men and stopped his own soldiers from firing victory salutes. "The Confederates were now our prisoners," he later wrote, "and we did not want to exult over their downfall."

Why it mattered. On April 12, as Confederate regiments marched up to lay down their arms and flags, General Joshua Chamberlain, the hero of Little Round Top, had his Union soldiers salute them, and Gordon returned the salute. About 28,000 of Lee's men were paroled. The other Confederate armies surrendered over the next weeks. Lincoln was shot on April 14 and died the next morning, but the spirit of Appomattox helped former enemies live again as countrymen.

PICTURE STUDY



*Surrender of Genl. Lee, at Appomattox C.H. Va. April 9th 1865, Currier & Ives, 1865 · Hand-colored lithograph · Library of Congress, Prints and Photographs Division
Wikimedia Commons · Public domain*

Currier & Ives made this print within weeks of the surrender, to sell to families across the country. The artists were not in the McLean parlor, so the room, the furniture and the poses are imagined. But the message they wanted to show is clear: two old enemies meeting face to face, and the war ending.

Look closely

- Find Lee and Grant. How can you tell which is which?
- Look at the officers standing behind each general. How do they seem to feel?
- Look for anything in the picture that shows the surrender: papers, a sword, a table.

Talk about it

1. The story says Lee wore his best uniform and Grant wore a muddy private's coat. Did the artists show this? Why might they have changed it?
2. Why do you think the artists chose a handshake as the center of the picture?

HANDS-ON: TABLETOP APPOMATTOX: THE TRAP AND THE PARLOR

Set up the last day of the campaign, then set up the McLean parlor and write terms of surrender.

You will need

- A long strip of paper (the road west to Lynchburg) and blue yarn (the Appomattox River)
- Paper markers for Petersburg, Richmond, Sailor's Creek, Appomattox Station and Appomattox Court House
- About 15 blocks or soldiers in gray and 30 in blue, plus 6 small blocks or toy wagons (the supply trains)
- Two chairs and two small tables (or books), paper and a pen

Steps

1. Lay the road west from Petersburg and Richmond across the table. Place Sailor's Creek about halfway and Appomattox Court House and Appomattox Station near the far end, with the station a little south and west of the village.
2. March Lee's gray army west along the road. Move blue pieces faster along a parallel line to the south. At Sailor's Creek, take away a fifth of the gray pieces.
3. Put the supply wagons at Appomattox Station, then have blue cavalry capture them. Bring blue infantry up behind the cavalry and more from the east. Is there any way out?
4. Now set up the parlor: two tables a few feet apart, as in the McLean house. One person plays Grant and one plays Lee. Grant writes the terms in his own words: weapons, paroles, horses, side arms and going home. Lee reads them and asks about the horses.

Check your work

- My map shows the route west and the places in the right order.
- I showed how Lee was blocked on the west, south and east.
- My written terms include paroles, side arms, horses and going home.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Appomattox Campaign with north at the top. Mark Richmond and Petersburg on the right (east). Draw Lee's route west in gray, the parallel Union route to the south in blue, and Sailor's Creek about halfway. Near the left (west) side, draw the Appomattox River, the village of Appomattox Court House, Appomattox Station on the railroad a few miles southwest, and arrows showing Sheridan's cavalry and Union infantry closing in on the west and south and more Union troops from the east. Add a scale bar (Petersburg to Appomattox is roughly 90 miles by road), a key and a title.
2. **Notebook entry.** Write a paragraph comparing how Grant and Lee each acted on April 9. Name one virtue each man showed and give the fact from the story that shows it.

Did you know? Wilmer McLean had lived near Bull Run, where the first great battle was fought in 1861 (Stop D4), and moved his family to Appomattox to get away from the war. It is often said that the war began in his front yard and ended in his front parlor. The final copy of the surrender terms was written out by Grant's military secretary, Lieutenant

Colonel Ely S. Parker, a Seneca. Parker later remembered that Lee said he was glad to see one real American there, and that he answered, “We are all Americans.”

Map or diagram. Draw a simple floor plan of the McLean parlor: a rectangle with a fireplace, Grant’s table near the middle of the room and Lee’s smaller table near a window, and a row of standing officers. Label the door, the two tables and where each general sat.

Goes deeper in. History, the Civil War and Reconstruction units (coming soon); and Literature, reading from Grant’s *Personal Memoirs* (free on Project Gutenberg).

For families. Grant’s terms are quoted from his letter to Lee of April 9, 1865; “we did not want to exult over their downfall” is from his *Personal Memoirs* (1885), where he also wrote that he felt sad at the downfall of a foe who had fought “so long and valiantly,” though for a cause he called “one of the worst for which a people ever fought.” Lee’s “thousand deaths” comes from the recollection of his aide Charles Venable; Alexander’s guerrilla proposal and Lee’s answer are from Alexander’s memoir, so both are given as “reported.” The Thirteenth Amendment passed Congress on January 31, 1865, and was ratified in December 1865. About 28,000 men were paroled. Lincoln’s assassination is stated plainly. The Currier & Ives print imagines the scene.

PRACTICE

1. **EASY** Where and on what date did Lee surrender to Grant?
2. **EASY** Name three things Grant allowed in his terms.
3. **MEDIUM** How was Lee trapped on the morning of April 9?
4. **MEDIUM** Why did Lee refuse to let his army scatter and fight as guerrillas?
5. **CHALLENGE** Lee began the retreat with about 55,000 men, and about 28,000 were paroled at Appomattox. About how many were lost on the retreat (captured, killed, wounded or missing), and about what fraction of the army is that? What do these numbers tell you about the last week of the war?

Make it a game • Choose Your Move: Lee’s Last Decision. You are Robert E. Lee on the morning of April 9, 1865. Your supplies are gone, Union cavalry and infantry block the roads ahead, and more Union troops are close behind. Your men are starving but still loyal. Will you (a) order one last attack to try to break through; (b) tell your men to scatter into the hills and keep fighting as guerrillas; or (c) ask General Grant for terms of surrender? Decide and write why before you read on. *What happened:* Lee chose (c). A last attack (a) had already been tried that morning and failed against the Union infantry. Guerrilla war (b) would have brought years of suffering to farms and towns across the South. Lee’s choice, and Grant’s generous answer, helped bring the long war to an end.

Scripture. “Blessed are the peacemakers: for they shall be called the children of God.” (Matthew 5:9, KJV)

At Appomattox two soldiers who had fought each other for a year chose to make peace well: Lee by refusing to drag out a lost war, and Grant by refusing to humiliate a beaten foe. Jesus blesses those who make peace.

Practice: answers

1. In Wilmer McLean's house at Appomattox Court House, Virginia, on April 9, 1865 (Palm Sunday).
2. Any three: the men were paroled and allowed to go home; officers kept their side arms, horses and baggage; men who owned horses or mules could take them home; they would not be disturbed by U.S. authority if they kept their paroles; Grant sent rations for 25,000 men.
3. Sheridan's cavalry had captured his supply trains at Appomattox Station and blocked the road west; Union infantry came up behind the cavalry after marching through the night, and more Union troops pressed from the east.
4. He believed the men would become bands of robbers, the country would suffer, and it would take years to recover; it would bring more suffering without changing the outcome.
5. About 27,000, roughly half the army. The retreat was a desperate week of hunger, marching and defeats such as Sailor's Creek; many men were captured and others were too weak or lost to keep up.

TRAIL 4 BADGE QUIZZES

The badge quizzes are optional. The student reads each question and writes a short answer of one or two sentences; a parent checks it against the answer given. Four right out of five earns the first badge, and four right out of five earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. Why did Wellington put most of his army on the reverse slope at Waterloo, and whose army arrived to help him win?
2. What protected the two ends of Jackson's line at New Orleans, and why did the battle still matter after the Treaty of Ghent was signed?
3. How did Sam Houston surprise Santa Anna at San Jacinto, and what did the victory lead to?
4. What did South Carolina's secession declaration name as its reason for leaving the Union, and how did Thomas J. Jackson get the name "Stonewall" at First Bull Run?
5. Why was the battle of the Monitor and the Virginia (Merrimack) important to navies around the world?

Badge quiz 2 (Stops 6-8)

6. How did Grant finally get his army to Vicksburg, and why did its surrender on July 4, 1863, matter?
7. Name the hills of the Union "fishhook" at Gettysburg, and tell what Chamberlain's 20th Maine did on Little Round Top.
8. What was Pickett's Charge, and what did Lincoln say in the Gettysburg Address that this nation must have?
9. Name two of Grant's terms at Appomattox.
10. What choice did Lee refuse on April 9, 1865, and why?

TRAIL CERTIFICATE: MY BATTLE MAP BOOK: THE NINETEENTH CENTURY, AND TRAIL D CERTIFICATE

Gather your terrain maps and notebook entries from this trail into one booklet with a cover: "My Battle Map Book: The Nineteenth Century," your name and the dates you started and finished. Add a timeline page with all eight battles in order, from Waterloo (June 18, 1815) to Appomattox (April 9, 1865).

Write a "letter home" of one page in the voice of a soldier or sailor at one of the battles on this trail: a British, German or Prussian soldier at Waterloo, a Tennessee rifleman at New Orleans, a Texian at San Jacinto, a sailor aboard the Monitor, a soldier of either army at Vicksburg or Gettysburg, or a man at Appomattox. Use at least three true facts from the stop, describe the ground and the weather, and tell what gave the writer courage. Keep it free of gory detail.

Copy the Gettysburg Address in your best handwriting on a separate page and recite it for your family.

When the booklet is done, a parent signs the Trail D certificate.

- **Eight maps:** A terrain map for each battle with a title, a key, a compass rose, a scale bar and both sides marked.
- **Timeline and facts:** The battles are in the right order with correct dates, and the notebook entries use facts from the stories.
- **Letter home:** The letter uses at least three true facts, fits the soldier's time and side fairly, and shows courage or faith without gore.
- **Care:** Pages are neat, labeled and complete, and the Gettysburg Address is copied and recited accurately.

Answer key

1. To hide his men from French cannon and observers; Blücher's Prussian army arrived and attacked the French right.
2. The Mississippi River and the cypress swamp. The war did not officially end until both governments ratified the treaty (the U.S. Senate did so on February 16, 1815).
3. He attacked in the late afternoon while the Mexican army rested, advancing behind a low rise. Texas became an independent republic and later (1845) joined the United States.
4. "An increasing hostility on the part of the non-slaveholding States to the institution of slavery": slavery. General Bee pointed to Jackson's brigade standing firm on Henry House Hill and is reported to have said, "There is Jackson standing like a stone wall!"
5. It was the first battle between ironclad warships; it showed wooden warships were out of date, and navies began building iron ships with turrets.
6. He marched down the Louisiana side, had Porter's boats run past the batteries at night, crossed at Bruinsburg and attacked from the east. Its fall gave the Union the whole Mississippi and cut the Confederacy in two.
7. Culp's Hill, Cemetery Hill, Cemetery Ridge, Little Round Top and Big Round Top. Nearly out of ammunition, they fixed bayonets and charged down the hill, holding the end of the Union line.
8. The great Confederate attack of about 12,500 men across open fields against the Union center on July 3, which failed. Lincoln said "that this nation, under God, shall have a new birth of freedom."
9. Any two: the men were paroled and could go home undisturbed if they kept their paroles; officers kept side arms, horses and baggage; men could take home their own horses and mules; Grant sent rations for 25,000 men.
10. He refused to let his army scatter and fight on as guerrillas, because the men would become bands of robbers and the country would take years to recover.

GREAT BATTLES ✕ TRAIL E: THE WORLD WARS

The fifth trail of the Great Battles track visits eight battles of the two World Wars: the Marne (1914) and the taxis of Paris, Sergeant York in the Argonne (1918), Dunkirk and the little ships (1940), the Battle of Britain (1940), Midway (1942), El Alamein (1942), D-Day (June 6, 1944) and the Battle of the Bulge (1944–1945). Each battle is taught through **the map, the plan, the people** (their courage and faith) and **why it mattered**. Both sides are described fairly, and the crimes of the Nazi government, including the Holocaust and the murder of prisoners, are named plainly without images.

This is the  **Ranger** level, for ages 10 to 13. The student reads each stop alone in about 25 to 35 minutes: a longer story with dates, numbers and named leaders, five key terms, a historic photograph or painting to study, a terrain map to draw, a tabletop activity, a written notebook paragraph, five practice questions and a “Choose your move” puzzle in which the student makes a commander’s real decision before learning what happened. Casualties are given as numbers; deaths are stated plainly but never described. Parents may wish to preview the videos and read the “For families” notes.

Five stops earn the **World Wars Ranger badge, part 1**, and all eight earn part 2 and the **Trail E certificate**. The badge quizzes at the end of the trail are optional; badges are earned by doing the stops, not by scores.

BEFORE YOU BEGIN

- Read a page of history on your own and tell back the main events in order.
- Find Europe, North Africa, the Pacific Ocean, Britain, France, Belgium, Germany, Egypt and Hawaii on a globe or map.

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail in order on a timeline from 1914 to 1945 and find each one on a map.
- ☐ I can explain how geography (a river, a channel, a desert gap, an ocean, a forest or a beach) shaped at least four of these battles.
- ☐ I can explain how deception, code-breaking or weather changed the outcome of at least two battles.
- ☐ I can tell the story of one soldier or leader from this trail and the courage or faith he showed.
- ☐ I can draw a labeled terrain map with a title, a compass rose, a scale and a key.

OPTIONAL BOOKS AND RESOURCES

- **The National WWII Museum (New Orleans)**
(<https://www.nationalww2museum.org>): Free articles, maps, oral histories and

classroom pages on D-Day, Midway and the Battle of the Bulge.

- **National WWI Museum and Memorial (Kansas City)** (<https://www.theworldwar.org>): Free online collections and articles on the Marne and the Meuse-Argonne; useful for Stops E1 and E2.
- **Imperial War Museums (London)** (<https://www.iwm.org.uk>): Free history articles and searchable photographs and paintings for Dunkirk, the Battle of Britain and El Alamein (including Paul Nash's *Battle of Britain*).
- **American Battle Monuments Commission** (<https://www.abmc.gov>): Free maps, battle summaries and virtual tours of the American cemeteries at Normandy and the Meuse-Argonne.

5.1 THE MARNE (1914): THE TAXIS OF PARIS

OBJECTIVES

- Trace the German plan of 1914 on a map and show where von Kluck's turn left his flank open.
- Explain how Joffre and Gallieni used that opening, including the taxis of Paris.
- Tell why the Marne saved Paris but led to four years of trench warfare.

Warm-up. Open a door slowly and watch it. The hinge side barely moves, but the far edge swings a long way. In 1914 the German army planned to swing through Belgium and France like that door, with its far edge passing around Paris. Watch for the moment the door swung the wrong way.

Video slot. Video coming. The First Battle of the Marne, 1914: the Schlieffen Plan, von Kluck's turn and the taxis of Paris. Search approved channels (The Great War, Imperial War Museums, National WWI Museum and Memorial, Simple History); preview first.

KEY TERMS

Schlieffen Plan

Germany's plan, first drawn up by Count Alfred von Schlieffen, to defeat France quickly by marching through Belgium before turning to fight Russia.

flank

The side of an army. An open flank has no protection and can be attacked from the side.

counterattack

An attack made by an army that has been defending or falling back.

British Expeditionary Force (BEF)

The small professional British army sent to France at the start of the war.

Western Front

The long line of trenches in Belgium and France where the Allies and Germany faced each other from late 1914 to 1918.

CORE IDEAS

The map. When the Great War began in August 1914, Germany had enemies on two sides: France to the west and Russia to the east. Its plan was to beat France in about six weeks and then turn east. Instead of attacking France's strong forts along their shared border, more than a million German soldiers swung through neutral Belgium and down into northern France. Belgium's stubborn defense slowed them, and Britain entered the war to defend Belgium. Still the Germans came on. By early September the German First Army, under General Alexander von Kluck, was about 30 miles from Paris, and the French government had moved to Bordeaux.

The plan. The French commander, General Joseph Joffre, stayed calm. He let his armies fall back while he moved soldiers by railroad from the east and formed a new Sixth Army near Paris. Then von Kluck made a fateful choice. To stay close to the German army beside him, he marched southeast, passing *east* of Paris instead of around it. That left his right flank open to the soldiers gathering in the city. On September 4 Joffre ordered a counterattack along the whole line for September 6. His order to the troops that morning said that soldiers who could no longer advance must hold their ground at any cost rather than retreat.

The people. The military governor of Paris, General Joseph Gallieni, was 65 years old and had been called back from retirement. He was the first to see von Kluck's mistake, and he needed to rush more men to the Sixth Army. Trains and trucks were too few, so on the nights of September 6 and 7 the army gathered the city's taxicabs. About 600 red Renault taxis, five soldiers to a cab, drove in long lines with dimmed lights and carried roughly 4,000 to 6,000 men of the French 7th Division toward the front near Nanteuil-le-Haudouin. The meters ran the whole way, and the army paid the fares afterward.

What happened. From September 6 to 12, battle raged along about 100 miles of the Marne River and its branches. When von Kluck turned west to fight the Sixth Army, a gap of about 30 miles opened between his army and the German Second Army. The British Expeditionary Force and the French Fifth Army pushed slowly into it. On September 9 the German high command, afraid its armies would be cut apart, ordered a retreat. The Germans fell back about 40 miles to the Aisne River and dug in. About half a million men on both sides were killed, wounded, captured or missing.

Why it mattered. Paris was saved, and Germany's hope for a quick victory was gone. The French called it the "Miracle of the Marne." But neither side could break the other, so both dug trenches. By the end of 1914 a line of trenches ran about 450 miles from the North Sea to Switzerland, and the Western Front barely moved for more than three years. The taxis carried only a small part of the army, but they became a picture of a whole nation pulling together in danger.

PICTURE STUDY



Paris taxicabs gathered to carry soldiers to the Marne, Unknown French photographer, 1914 · Photograph · French archives; copies in many collections · Wikimedia Commons · Public domain

Photographs of the “taxis of the Marne” were taken during and after the battle, and some were posed later for newspapers. Even so, they show what the cabs looked like: small, boxy Renault cars with a seat for the driver up front and room for a few passengers behind.

Look closely

- Count how many taxis you can see in the line. How long might the whole line have been with 600 cars?
- Look at the soldiers’ clothes and packs. How much room would five of them need in one cab?
- Look at the road. Is it a highway, a city street or a country lane?

Talk about it

1. Why might a photograph of taxis encourage people in Paris more than a photograph of cannons?
2. If the taxis carried only a few thousand of the hundreds of thousands of soldiers at the Marne, why do people still remember them?

HANDS-ON: TABLETOP MARNE: THE DOOR SWINGS THE WRONG WAY

Set up the armies on a tabletop map and see how von Kluck’s turn opened a gap that the Allies could push into.

You will need

- About 30 blocks or toy soldiers of one color (German armies)
- About 30 of another color (French and British)
- Blue yarn or ribbon (the Marne and Aisne Rivers)
- A small box or bowl (Paris)
- Five or six toy cars (the taxis)
- A ruler

Steps

1. Lay the Marne yarn across the table from left to right. Put Paris just to the left of the west end, a little above the river. Lay the Aisne yarn about a hand's width farther north.
2. Line up the German armies in a curve north of the Marne, with von Kluck's First Army on the right end (the west end, nearest Paris).
3. Put the French and British armies in a line south of the Marne and the new French Sixth Army right beside Paris.
4. Move von Kluck's First Army southeast so it passes east of Paris. Measure the gap that opens between it and the next German army.
5. Drive the taxis from Paris to the Sixth Army, carrying one block each. Then push the British into the gap.
6. Pull all the German blocks back to the Aisne. Line both sides up facing each other: this is the start of the trenches.

Check your work

- My map shows Paris, the Marne, the Aisne and both armies.
- I measured the gap that opened when von Kluck turned.
- I can explain in two sentences why the turn was a mistake.

FIELD NOTEBOOK

1. **Terrain map.** Draw northern France and Belgium. Label Belgium, Paris, the Marne River, the Aisne River and the English Channel. Draw a long curved arrow for the German advance through Belgium, then a short arrow showing von Kluck turning southeast, east of Paris. Shade the gap between the German First and Second Armies and label it "the gap." Add a dotted line from Paris for the taxi route, a compass rose and a scale (about 30 miles from the front to Paris).
2. Notebook entry: write a paragraph as if you were a Paris taxi driver on the night of September 6, 1914. Where were you sent, who rode in your cab, and what did you think as you drove toward the guns?

Did you know? The Marne taxis were Renault cabs nicknamed for their red paint. Some drivers made two trips in one night. One of the taxis is kept today at the Musée de l'Armée in Paris. The British soldiers at the Marne were few, about 70,000 at first, and the

German Kaiser was said to have mocked them as a “contemptible little army.” They proudly called themselves the “Old Contemptibles” ever after.

Map or diagram. Draw a door seen from above: a hinge on the right and the door swinging around in a wide circle. Label the hinge “German armies near the border,” the far edge “von Kluck’s First Army” and a spot outside the circle “Paris.” Then draw the edge cutting in early, inside Paris, and mark the open side with an arrow labeled “Sixth Army attacks here.”

Goes deeper in. History, the modern-world unit on World War I (coming soon); and Geography, France and the rivers of the Paris Basin.

For families. The battle is usually dated September 5 or 6 to 12, 1914. Counts of the taxis (about 600, sometimes given higher) and of the soldiers carried (about 4,000 to 6,000) vary between sources, as do casualty figures; the stop gives rounded numbers. Joffre’s order of September 6 is paraphrased. A famous line in which General von Moltke tells the Kaiser “we have lost the war” is not well sourced, so it is left out. The Schlieffen Plan is described simply; historians still argue about how much it was changed before 1914.

PRACTICE

1. **EASY** Who commanded the French armies, and who was the military governor of Paris?
2. **EASY** Why did the German army march through Belgium?
3. **MEDIUM** What did von Kluck do that gave the French their chance?
4. **MEDIUM** The Marne was a victory for France. Why did it lead to four years of trench warfare instead of a quick end to the war?
5. **CHALLENGE** Suppose 600 taxis each carried 5 soldiers and each made 2 trips. How many soldiers is that? If about 1,000,000 French and British soldiers fought at the Marne, about what fraction of them came by taxi?

Make it a game • Choose Your Move: Joffre on September 4. Read this aloud, and each player writes a letter secretly before anyone reveals. *You are General Joffre. Your armies have retreated for two weeks. The German First Army has turned southeast and is passing east of Paris, with its flank open. Will you* (a) keep retreating south of the Seine River to save your armies for later, (b) pull every soldier into Paris and defend the city alone, or (c) stop the retreat and counterattack along the whole line, striking von Kluck’s open flank from Paris? Reveal your answers and give one reason each. **What happened:** Joffre chose (c). On September 6 the whole Allied line turned and attacked, Gallieni sent the Sixth Army (and its taxis) against von Kluck’s flank, and by September 9 the Germans were retreating.

Scripture. “God is our refuge and strength, a very present help in trouble.” (Psalm 46:1, KJV)

In September 1914 Paris was in great danger and many people in France prayed. Martin Luther based his hymn “A Mighty Fortress Is Our God” on this psalm. Our true safety is in God, a very present help in trouble.

Practice: answers

1. General Joseph Joffre commanded the French armies; General Joseph Gallieni was governor of Paris.
2. To go around France’s strong border forts and defeat France quickly before turning to fight Russia.
3. He turned southeast and passed east of Paris instead of around it, leaving his right flank open to the new French Sixth Army near Paris, and later a gap opened between his army and the German Second Army.
4. The Germans retreated only about 40 miles and dug in along the Aisne. Neither side could break the other, so both built trenches that soon stretched from the North Sea to Switzerland.
5. $600 \times 5 \times 2 = 6,000$ soldiers. 6,000 out of 1,000,000 is 6 in 1,000, or a little more than half of one percent. The taxis mattered more as a sign of courage than as a big share of the army.

5.2 SERGEANT YORK IN THE ARGONNE (1918)

OBJECTIVES

- Describe the ground of the Argonne Forest and the place of the Meuse-Argonne Offensive in the war.
- Tell the story of October 8, 1918, using a map of the flanking march behind the German machine guns.
- Explain how Alvin York's faith shaped both his choice to serve and the way he lived afterward.

Warm-up. Hide behind a couch and have someone stand on the far side of the room facing you. Now try to reach them without being seen by going straight at them, then by going the long way around behind the furniture. Which way worked? That is what seventeen American soldiers tried on October 8, 1918.

Video slot. Video coming. Alvin York and the Meuse-Argonne Offensive, October 8, 1918; the York site at Châtel-Chéhéry. Search approved channels (National WWI Museum and Memorial, American Battle Monuments Commission, The Great War, Simple History); preview first.

KEY TERMS

American Expeditionary Forces (AEF)

The United States Army sent to Europe in World War I, commanded by General John J. Pershing.

Meuse-Argonne Offensive

The great American attack in northeastern France from September 26 to November 11, 1918, between the Meuse River and the Argonne Forest.

conscientious objector

A person who asks to be excused from fighting in a war because of his religious beliefs or conscience.

machine-gun nest

A dug-in position where a machine gun and its crew are protected and can fire across open ground.

Medal of Honor

The highest award for courage in battle given by the United States.

CORE IDEAS

The map. The Argonne Forest in northeastern France is a land of steep ridges, deep ravines and thick woods. The Germans had held it for four years and filled it with trenches, barbed wire and machine guns placed on the hills. On September 26, 1918, the American

Expeditionary Forces under General John J. Pershing attacked between the Meuse River and the Argonne. More than a million American soldiers took part before the war ended, making the Meuse-Argonne the largest battle the U.S. Army had ever fought.

The people. Alvin Cullum York was born in 1887 in a log cabin near Pall Mall, Tennessee, in the Cumberland Mountains. He grew up hunting and became a famous shot at turkey shoots. As a young man he drank and fought, but on New Year's Day, 1915, at a revival meeting, he gave his life to Christ and joined a small church that taught Christians should not go to war. When he was drafted in 1917 he asked to be excused as a conscientious objector, but his request was turned down. At Camp Gordon in Georgia, his battalion commander, Major George Edward Buxton, and his captain, Edward Danforth, spent hours with him reading the Bible. York went home on leave, prayed on a mountainside through a day and a night, and came back sure that God wanted him to serve and would keep him.

The plan. On the morning of October 8, 1918, York's battalion of the 328th Infantry, 82nd Division, attacked across an open valley near the village of Châtel-Chéhéry to cut a German railroad. German machine guns on a wooded hill to the left pinned them down. Sergeant Bernard Early took seventeen men, Corporal York among them, to slip around through the woods and come at the guns from behind.

What happened. The patrol got behind the German line and surprised a group of German soldiers at their headquarters, who surrendered. Then German machine gunners on the slope above turned their guns around. Six Americans were killed and three, including Sergeant Early, were wounded. York, now in charge, lay in the open and fired his rifle, then his pistol, at the gunners. A German officer, Lieutenant Paul Vollmer, who spoke English, offered to surrender the whole group. York and the seven other Americans still standing marched 132 prisoners back to the American lines: 4 officers and 128 men. Later reports said that about 25 German soldiers had been killed and about 35 machine guns silenced.

Why it mattered. The attack helped open the railroad and push the Germans out of the Argonne. York was made a sergeant and received the Medal of Honor and the French Croix de Guerre. The fighting ended with the Armistice on November 11, 1918; about 26,000 Americans died in the Meuse-Argonne. York came home a hero, turned down offers worth a fortune and went back to his mountains. He raised money to build a school so mountain children could learn, and he said that "a higher power than man power" had guided him that day.

PICTURE STUDY



Sergeant Alvin C. York shows the hill on which the raid took place, Pfc. F. C. Phillips, U.S. Army Signal Corps, February 7, 1919 · Photograph · National Archives, College Park, Maryland
Wikimedia Commons · Public domain

A few months after the war ended, the Army brought Sergeant York back to the hillside near Châtel-Chéhéry to be photographed where the fight happened. Army photographers took pictures like this to record the war for history, and as works of the U.S. government they belong to everyone.

Look closely

- Look at the slope of the hill. Would it be easy or hard to run up?
- Look at the trees. How could they hide a patrol, and how could they hide a machine gun?
- Look at York's face and stance. Does he look proud, serious or something else?

Talk about it

1. Why do you think the Army wanted a photograph of York at the real place, not in a studio?
2. What does the ground in this picture tell you about why going around was safer than going straight at the guns?

HANDS-ON: TABLETOP ARGONNE: AROUND THE HILL

Build the valley and the wooded hill and move Sergeant Early's patrol around behind the guns.

You will need

- A pillow or rolled towel under a cloth (the hill)
- Green paper scraps, broccoli or toy trees (the woods)
- 17 small figures or beans of one color (the patrol) and about 20 of another (the American battalion)
- About 15 figures of a third color (German soldiers) and 3 or 4 bottle caps (machine guns)
- A string or ruler to show lines of fire

Steps

1. Make an open valley across the middle of the table. Put the hill on the left side, covered with woods.
2. Place the American battalion at the near edge of the valley and the German machine guns on the hill, facing the valley. Use the string to show their lines of fire across the open ground.
3. Move the patrol of 17 around the back of the hill through the woods, staying out of every line of fire.
4. Place a small German headquarters group behind the hill. Show the patrol surprising them.
5. Turn the machine guns around to face the patrol. Remove 9 American figures (6 killed, 3 wounded). How many are left?
6. Show York's group marching the prisoners back across the valley.

Check your work

- My table shows the valley, the hill, the woods and the lines of fire.
- I moved the patrol around the hill without crossing a line of fire.
- I can explain why the German guns had to turn around.

FIELD NOTEBOOK

1. **Terrain map.** Draw the valley near Châtel-Chéhéry from above. Label the American start line, the open valley, the wooded hill with German machine guns, the German headquarters behind the hill and the railroad beyond. Draw the patrol's route as a dotted arrow curving around the hill. Mark where the guns turned around with a star. Add a compass rose and a title: "October 8, 1918."
2. Notebook entry: write a paragraph explaining what made Alvin York change his mind about serving, and what he did with his fame afterward. Use at least two facts from the story.

Did you know? In 1919 New York City gave York a ticker-tape parade, and businesses offered him large sums to sell their products or make a film. He turned them down. Years later, in 1941, he agreed to a movie, *Sergeant York*, and used his share to help build a Bible school. The school he founded, now York Institute in Jamestown, Tennessee, still

teaches students today. In the 2000s researchers used old maps, records and buried cartridges to locate the place where the fight happened.

Goes deeper in. History, the modern-world unit on World War I and America's entry into the war (coming soon); and Geography, the Appalachian Mountains and northeastern France.

For families. The events of October 8, 1918, come from York's own diary, sworn statements by the surviving men, and Army records. The 132 prisoners (4 officers and 128 men) is the standard figure; the counts of 25 killed and 35 machine guns come from later reports and are given as "about." Some of the other patrol survivors felt their part was later overlooked; the stop names the patrol as a group. York's church was the Church of Christ in Christian Union. Questions about when war is just (Augustine, Aquinas) are taken up at the ● Expert level.

PRACTICE

1. **EASY** Where was Alvin York from, and what skill did he learn as a boy?
2. **EASY** How many prisoners did York and his men bring back?
3. **MEDIUM** Why did Sergeant Early's patrol go around the hill instead of straight at the machine guns?
4. **MEDIUM** Why did York at first ask not to fight, and what changed his mind?
5. **CHALLENGE** The patrol began with 17 men. Six were killed and three were wounded. How many could still fight? If those men brought back 132 prisoners, about how many prisoners was that for each American?

Make it a game · Choose Your Move: Sergeant Early's Patrol. Read this aloud, and each player decides before anyone reveals. *You are Sergeant Bernard Early. Your battalion is pinned down in an open valley by German machine guns on a wooded hill to your left. You have seventeen men, including a corporal who is the best shot in the company. Will you (a) charge straight up the hill at the guns, (b) stay down and wait for the artillery to hit the hill, or (c) lead your men around through the woods to come at the guns from behind?* Reveal and give one reason each. **What happened:** Early chose (c). The patrol got behind the German line and surprised their headquarters. When the guns turned on them, Early was wounded and Corporal York took charge, and the eight Americans still standing brought back 132 prisoners.

Scripture. "Blessed are the peacemakers: for they shall be called the children of God." (Matthew 5:9, KJV)

Alvin York did not love war. He wrestled hard with God's Word before he went, and after the war he spent his life building a school and serving his neighbors. A peacemaker works to end quarrels and wars and to build up what war tears down.

1. Pall Mall, in the mountains of Tennessee. He learned to shoot very well, hunting and at turkey shoots.
2. 132: 4 officers and 128 men.
3. The guns covered the open valley, so going straight at them would have been deadly. Going around through the woods let them come at the Germans from behind, where the guns were not pointed.
4. His church taught that Christians should not go to war. His officers studied the Bible with him, and after praying alone on a mountainside he became sure God wanted him to serve.
5. $17 - 6 - 3 = 8$ men (York and seven others). $132 \div 8 = 16.5$, so about 16 or 17 prisoners for each American.

5.3 DUNKIRK (1940): THE LITTLE SHIPS

OBJECTIVES

- Show on a map how the German drive through the Ardennes to the Channel trapped the Allied armies at Dunkirk.
- Explain how Operation Dynamo used the harbor mole, the destroyers and the little ships together.
- Tell why Churchill called Dunkirk a “deliverance” but not a victory.

Warm-up. Fill a sink or tub with a little water and set a cup at the far end. Try to fill the cup by carrying water one big bowlful at a time, then with many small spoons passed by several people. The big bowl spills on the way; the spoons are slow but steady. At Dunkirk the rescuers needed both big ships and little boats.

Video slot. Video coming. The Dunkirk evacuation, May–June 1940: Operation Dynamo, the East Mole and the little ships. Search approved channels (Imperial War Museums, Simple History, The History Guy, Association of Dunkirk Little Ships); preview first.

KEY TERMS

evacuation

Moving people out of a dangerous place to safety.

Operation Dynamo

The code name for the rescue of Allied soldiers from Dunkirk, May 26 to June 4, 1940.

panzer

The German word for an armored vehicle; a panzer division was a fast-moving force built around tanks.

mole

A long wall or pier built out into the sea to protect a harbor. Dunkirk’s East Mole was about a mile long.

perimeter

A defended line drawn all the way around a position.

CORE IDEAS

The map. On May 10, 1940, Germany attacked the Netherlands, Belgium and France. The Allies expected the main blow to come through Belgium, as in 1914, and rushed their best armies there. Instead, German panzer divisions drove through the hills and forests of the Ardennes, crossed the Meuse River at Sedan on May 13 and raced west. On May 20 they reached the English Channel near Abbeville. The Allied armies were cut in two. The British Expeditionary Force, a large French army and the Belgians were trapped in a pocket with

their backs to the sea. Dunkirk, a French port near the Belgian border, was the last harbor left, and its long, flat, shallow beaches kept large ships far from shore.

The plan. In rooms dug into the cliffs below Dover Castle, Vice Admiral Bertram Ramsay planned Operation Dynamo. On May 24 the German tanks near Dunkirk halted for about two days; Hitler approved the halt, and Hermann Göring promised that his air force could finish the job. The Allies used the time to build a defensive perimeter around Dunkirk. The rescue began on the evening of May 26. The leaders hoped to bring home perhaps 45,000 men.

The people. Captain William Tennant, sent to command at Dunkirk, saw that destroyers could tie up beside the East Mole, a narrow breakwater never meant for ships, and most of the soldiers were taken off there. To lift men from the beaches, the Navy called for small boats: fishing boats, ferries, lifeboats, barges and private motor yachts. Some were crewed by Navy sailors, others by their owners. Charles Lightoller, 66 years old and once the senior surviving officer of the *Titanic*, sailed his yacht *Sundowner* with his son and a teenage Sea Scout and brought home about 130 soldiers. On Sunday, May 26, King George VI had called a National Day of Prayer, and the churches were full. In the days that followed, the Channel stayed unusually calm.

What happened. For nine days German planes bombed the harbor, the beaches and the ships, while the Royal Air Force fought them overhead and smoke from burning oil tanks drifted over the town. French soldiers held the perimeter to the end, and about 35,000 of them were captured when Dunkirk fell on June 4. In all, about 338,000 soldiers were rescued: about 198,000 British and 140,000 French and other Allies. About 240,000 left from the harbor and about 100,000 from the beaches. More than 200 vessels were lost, including six British and three French destroyers, and the army left behind nearly all its tanks, trucks and big guns. Near Dunkirk, SS troops murdered British soldiers who had already surrendered, at Le Paradis and Wormhoudt.

Why it mattered. Britain had saved its trained soldiers, the men who would one day return to France. On June 4 Winston Churchill warned Parliament, "Wars are not won by evacuations," but he called the rescue a "miracle of deliverance" and promised, "We shall fight on the beaches ... we shall never surrender."

PICTURE STUDY



British troops wading out to a ship off the beaches of Dunkirk, Unknown official British photographer, 1940 ·
 Photograph · Imperial War Museums, London
 Wikimedia Commons · CC BY-SA 4.0

Official photographers recorded the evacuation from the beaches and from the ships. British government photographs taken before 1957 are now in the public domain. Pictures like this show the problem Ramsay faced: the beach sloped so gently that the soldiers had to wade a long way out to reach even a small boat.

Look closely

- Follow the line of soldiers from the beach out into the water. How deep does the water get?
- Look at the ship. Is it close enough to walk to? What would help the men reach it?
- Look at the sky and the sea. What kind of weather do you see?

Talk about it

1. Why do you think the soldiers waited in long, orderly lines instead of rushing to the water?
2. How does this picture help you understand why the little ships were needed?

HANDS-ON: TABLETOP DUNKIRK: THE MOLE AND THE LITTLE SHIPS

Build the harbor and beaches and see which way of rescue moves the most soldiers in two minutes.

You will need

- A blue towel or sheet (the sea) and a tan towel (the beach)
- A ruler or long block (the East Mole)

- Two large toy boats or shoeboxes (destroyers) and five or six small cups or bottle caps (little ships)
- About 100 dried beans or beads (soldiers)
- A timer

Steps

1. Lay the beach along one edge of the table and the sea beyond it. Put the mole at one end, sticking straight out into the sea.
2. Put 50 beans on the beach and 50 at the base of the mole.
3. Rule: destroyers cannot touch the beach; they must stay one hand-width offshore. Little ships may touch the beach but carry only 3 beans each trip.
4. Round 1: time two minutes. Load beans from the beach onto little ships and ferry them to the waiting destroyers. Count how many you rescue.
5. Round 2: time two minutes. Bring a destroyer alongside the mole and load it directly, 10 beans per trip. Count again.
6. Talk about it: which was faster? Why did the Navy still need the little ships?

Check your work

- My table shows the beach, the shallow water, the mole and the ships.
- I counted and compared the two rounds.
- I can explain why most soldiers left from the mole but the little ships still mattered.

FIELD NOTEBOOK

1. **Terrain map.** Draw the English Channel with England at the top and France and Belgium at the bottom. Label Dover, Dunkirk, Calais, Abbeville, the Ardennes and Sedan. Draw a thick arrow for the German drive from the Ardennes to the sea at Abbeville. Shade the Allied pocket around Dunkirk and draw its perimeter as a dashed line. Draw three routes across the Channel from Dunkirk to Dover, and label the East Mole and the beaches. Add a scale: Dover to Dunkirk is about 40 miles by the shortest route.
2. Notebook entry: write a paragraph as the owner of a small boat who sailed to Dunkirk. What did you see when you reached the beaches, whom did you carry, and how did the crossing home feel?

Did you know? The smallest known little ship at Dunkirk was the *Tamzine*, an open fishing boat less than 15 feet long. More than a hundred of the little ships survive today, and the Association of Dunkirk Little Ships sails some of them back to Dunkirk every five years. Because the Germans had blocked the shortest sea route with guns at Calais, many ships had to take longer routes of 55 to 87 miles.

Map or diagram. Draw a side view of the beach: the sand sloping very gently into the sea, a soldier standing in shoulder-deep water far from shore, a little ship floating nearby,

and a destroyer much farther out. Label the depth each one needs: a person, a little ship (a few feet) and a destroyer (more than 10 feet).

Goes deeper in. History, the modern-world unit on World War II (coming soon); and Geography, the English Channel and the coasts of France and Britain.

For families. Figures follow the standard British accounts: 338,226 men evacuated (about 198,000 British, about 140,000 French and other Allies), with about two-thirds lifted from the harbor and East Mole. The number of vessels taking part (often given as 800 to 900) and the numbers lost vary by source. The SS murders of prisoners at Le Paradis (May 27) and Wormhoudt (May 28) are stated plainly; one SS officer was tried and hanged for Le Paradis in 1949. Churchill's words are from his House of Commons speech of June 4, 1940. Lightoller's numbers come from his own account.

PRACTICE

1. **EASY** What was the code name for the Dunkirk rescue, and who planned it?
2. **EASY** Name three kinds of "little ships" that sailed to Dunkirk.
3. **MEDIUM** How did the German drive through the Ardennes trap the Allied armies?
4. **MEDIUM** Why did Churchill say "Wars are not won by evacuations" even while calling Dunkirk a deliverance?
5. **CHALLENGE** The leaders hoped to rescue about 45,000 men, and about 338,000 were rescued. About how many times more was that? About what fraction of the rescued left from the harbor (about 240,000)?

Make it a game • Choose Your Move: The Beaches Are Too Shallow. Read this aloud; each player decides before anyone reveals. You may choose more than one. *You are Captain William Tennant, just arrived at Dunkirk on May 27. The harbor docks are wrecked by bombs. The beaches are so shallow that destroyers must anchor far out, and their own small boats can carry only a few men at a time. Will you* (a) keep loading only from the beaches with the ships' boats, (b) try to bring destroyers alongside the long, narrow East Mole, though it was built to break waves, not to dock ships, or (c) ask England to send every small boat it can find? Reveal and explain. **What happened:** Tennant chose (b), and the Admiralty did (c). The East Mole became the main loading place, and hundreds of little ships ferried men from the beaches out to the larger ships. Together they brought home about 338,000 soldiers.

Scripture. "Then they cry unto the LORD in their trouble, and he bringeth them out of their distresses. He maketh the storm a calm, so that the waves thereof are still." (Psalm 107:28-29, KJV)

This psalm describes sailors in danger who cry to God. In May 1940 a whole nation was called to prayer, and the sea stayed calm for the little ships. Many people then and since have thanked God for the deliverance of Dunkirk.

Practice: answers

1. Operation Dynamo, planned by Vice Admiral Bertram Ramsay at Dover.
2. Any three: fishing boats, ferries, lifeboats, barges, motor yachts, pleasure boats, tugs.
3. The panzers came through the Ardennes instead of central Belgium, crossed the Meuse at Sedan and raced to the Channel at Abbeville, cutting the Allied armies in Belgium off from the rest of France.
4. The army was saved, but it had been driven out of France and had lost almost all its equipment. A rescue is not a victory; Britain still had to fight on.
5. $338,000 \div 45,000 \approx 7.5$, so about seven and a half times as many. $240,000 \div 338,000 \approx 0.71$, or about 7 out of every 10.

5.4 THE BATTLE OF BRITAIN (1940)

OBJECTIVES

- Explain why Germany needed to control the air before it could invade Britain.
- Describe how the Dowding system of radar, observers, plotters and controllers worked together.
- Tell who “the Few” were and why Churchill said so much was owed to them.

Warm-up. Close your eyes while someone tiptoes toward you from across the room. Can you tell where they are? Now open your eyes and let a helper call out, “Coming from the door, halfway across!” How much easier is it to meet them? In 1940 radar and watchers on the ground were Britain’s “open eyes.”

Video slot. Video coming. The Battle of Britain, 1940: radar, the Dowding system, Spitfires and Hurricanes, September 15. Search approved channels (Imperial War Museums, Royal Air Force Museum, Simple History, The History Guy); preview first.

KEY TERMS

Luftwaffe

The German air force (the word means “air weapon”).

RAF Fighter Command

The part of Britain’s Royal Air Force that flew fighter planes to defend the country.

radar

A way of finding faraway aircraft or ships by sending out radio waves and catching the echoes that bounce back.

Operation Sea Lion

Germany’s plan to invade Britain across the English Channel in 1940.

the Blitz

The German bombing of London and other British cities from September 1940 to May 1941.

CORE IDEAS

The map. France surrendered in June 1940, and Britain and its Commonwealth stood alone against Hitler. Only the English Channel, about 21 miles wide at the Strait of Dover, lay between the German army and England. Hitler planned an invasion called Operation Sea Lion, but the Royal Navy was far stronger than the German navy, so the Germans first needed to rule the skies. The Luftwaffe, led by Hermann Göring, had far more planes than the RAF, flying from airfields in France, Belgium, the Netherlands and Norway, only minutes from England.

The plan. Air Chief Marshal Sir Hugh Dowding of Fighter Command had built a defense like no other. A chain of radar towers along the coast could spot aircraft gathering over France, often 80 miles or more away. Once raiders crossed the coast, volunteers of the Observer Corps tracked them by eye and ear from hilltops. Every report went by telephone to an operations room, where members of the Women's Auxiliary Air Force moved markers across a great map table. Controllers then sent squadrons by radio to meet each raid. Dowding's rule was never to risk all his fighters at once. Hurricanes, the most numerous British fighter, attacked the bombers, while faster Spitfires took on German fighters when they could. Air Vice-Marshal Keith Park, a New Zealander, commanded the fighters defending London and the southeast.

The people. About 3,000 aircrew flew with Fighter Command, many of them only 19 or 20 years old. Most were British, but they also came from Poland, Czechoslovakia, Canada, New Zealand, Australia, South Africa, Ireland, Belgium, France and even America. The Polish pilots of No. 303 Squadron were among the best of all. Their homeland had been conquered in 1939, and the Nazis were imprisoning and murdering Polish leaders, priests and Jews. On August 20 Winston Churchill told Parliament, "Never in the field of human conflict was so much owed by so many to so few."

What happened. The battle began in July with attacks on ships in the Channel. In mid-August the Luftwaffe struck at radar stations and airfields, and by early September Fighter Command was badly worn down. Then the Germans changed course. After the RAF bombed Berlin, Hitler ordered his bombers to strike London, and on September 7 the Blitz began. It was terrible for Londoners, but it gave the airfields time to recover. On September 15 two huge raids were met and broken up. Churchill, watching in Park's operations room, asked what reserves were left. "There are none," Park answered. Two days later Hitler postponed Sea Lion.

Why it mattered. By the end of October the RAF had lost about 1,000 aircraft and about 540 Fighter Command aircrew; the Luftwaffe had lost about 1,900 aircraft and about 2,500 aircrew. It was Hitler's first great defeat. The Blitz went on until May 1941 and killed about 43,000 British civilians, but Britain stayed free. It became the base from which the Allies would one day cross back to France.

PICTURE STUDY



Battle of Britain, Paul Nash, 1941 · Oil on canvas · Imperial War Museums, London
Wikimedia Commons · Public domain

Paul Nash was an official war artist in both World Wars. He did not paint a single moment but the whole battle as if seen from very high above, with the river and the coast below and the trails of fighting planes drawn across the sky like writing. Nash died in 1946, and his war paintings are in the Imperial War Museums.

Look closely

- Find the river winding toward the sea. Which way is the coast?
- Follow the white trails with your finger. How many separate trails can you count?
- Look for the planes. Are they large and detailed, or small shapes in a big space?

Talk about it

1. Why do you think Nash painted the battle from so high up instead of close to one airplane?
2. How is this painting like a map, and how is it different?

HANDS-ON: TABLETOP OPERATIONS ROOM

Turn your table into one of Fighter Command's plotting tables and see how fast a raid can be tracked and met.

You will need

- A large sheet of paper or poster board
- A ruler and markers

- Small markers for raids (bottle caps or coins with numbers on tape) and for squadrons (a different color)
- Two or three people and a timer
- A long stick or wooden spoon (the plotter's rake)

Steps

1. Draw southeast England and the Channel coast of France on the sheet. Draw a grid of squares and number them along the edges. Mark London, Dover, three airfields and three radar stations on the English coast.
2. One player is the radar station. Secretly decide where a raid will start in France and how many planes it has. Call out: "Raid 12, thirty-plus, square C7, heading north-west."
3. The plotter places the raid marker with the rake and moves it one square every 15 seconds.
4. The controller decides which squadron to send from which airfield and moves it toward the raid one square every 15 seconds.
5. Can the squadron meet the raid before it reaches London? Play three raids. Keep at least one squadron in reserve each time, as Dowding did.

Check your work

- My map has a grid, London, airfields and radar stations.
- I tracked at least three raids and met at least one in time.
- I can explain why Dowding kept fighters in reserve.

FIELD NOTEBOOK

1. **Terrain map.** Draw southern England, the English Channel and northern France. Label London, Dover, the Strait of Dover (about 21 miles), the Thames, Calais and two German airfields in France. Draw radar towers as small triangles along the English coast with curved lines showing how far they could see out to sea. Draw the outline of 11 Group's area around London and the southeast. Add arrows for German raids and a key.
2. Notebook entry: write a paragraph explaining how a German raid was found, tracked and met, from the radar tower to the pilot. Use the words radar, Observer Corps, plotter and controller.

Did you know? Hurricanes shot down more German aircraft in the battle than Spitfires did, but the Spitfire became the more famous plane. The Women's Auxiliary Air Force plotters worked under bombing at the airfields, and several received the Military Medal for courage. Britain held a National Day of Prayer on September 8, 1940. September 15 is still kept in Britain as Battle of Britain Day, and a window in the RAF Chapel of Westminster Abbey honors the airmen who died.

Map or diagram. Draw a flow chart of the Dowding system: radar station → filter room → operations room (map table) → sector controller → squadron in the air. Add the Observer

Corps as a second arrow feeding in from inland.

Goes deeper in. History, the modern-world unit on World War II (coming soon); and Earth Science, waves, including radio waves.

For families. British historians date the battle July 10 to October 31, 1940. Aircraft and aircrew losses differ between British and German records; the stop uses rounded figures (Fighter Command about 1,000 aircraft and about 544 aircrew killed; Luftwaffe about 1,900 aircraft and about 2,500 aircrew). The Blitz death toll of about 43,000 is the usual figure. Park's "There are none" comes from Churchill's own account of September 15. The Nazi persecution of Poles and Jews is stated plainly, without images.

PRACTICE

1. **EASY** Why did Germany need to win in the air before invading Britain?
2. **EASY** Name the two main British fighter planes.
3. **MEDIUM** List the steps from spotting a raid to meeting it with fighters.
4. **MEDIUM** Why did the German switch to bombing London help Fighter Command, even though it was terrible for Londoners?
5. **CHALLENGE** The RAF lost about 1,000 aircraft and the Luftwaffe about 1,900. About how many German aircraft were lost for every British one? Give one reason the defenders might lose fewer.

Make it a game • Choose Your Move: Dowding in May 1940. Read this aloud; each player decides before anyone reveals. *You are Air Chief Marshal Dowding on May 16, 1940. The Germans are breaking through in France, and France asks Britain to send more fighter squadrons to help. You already have fighters there and are losing many. If France falls, your fighters will be all that stands between Hitler and Britain. Will you (a) send every fighter squadron to France to try to stop the Germans there, (b) send a few more squadrons but keep the rest at home, or (c) refuse to send more fighters to France and keep them to defend Britain? Reveal and explain. What happened:* Dowding wrote a famous letter warning that if fighters kept going to France, Britain itself would be left defenseless. He was allowed to keep most of his home squadrons (closest to (c)), and those fighters fought the Battle of Britain that summer.

Scripture. "Thou shalt not be afraid for the terror by night; nor for the arrow that flieth by day;" (Psalm 91:5, KJV)

In 1940 Londoners faced bombs by night and pilots faced danger by day. Psalm 91 was read in many British homes and churches in the war. God does not promise His people an easy life, but He does promise that they need not live in fear.

Practice: answers

1. The Royal Navy was much stronger than the German navy. Only by controlling the air could Germany protect its invasion barges from British ships and planes.
2. The Hurricane and the Spitfire.
3. Radar spotted the raid over the sea; the Observer Corps tracked it over land; reports went to the operations rooms, where plotters moved markers on a map table; controllers radioed squadrons to meet it.
4. The airfields and radar stations were no longer the main targets, so they could be repaired and the tired squadrons could recover.
5. $1,900 \div 1,000 \approx 1.9$, so nearly two German aircraft for every British one. Reasons: radar let the RAF meet raids without wasting fuel; bombers were slow and easier to hit; British pilots who bailed out landed at home and could fly again, while Germans were captured.

5.5 MIDWAY (1942): CODE-BREAKING AND FOUR CARRIERS

OBJECTIVES

- Find Midway on a map of the Pacific and explain why aircraft carriers mattered more than battleships in 1942.
- Explain how American code-breakers learned that “AF” meant Midway.
- Tell how six minutes on the morning of June 4, 1942, turned the war in the Pacific.

Warm-up. Write a short message using a secret code: replace each letter with the next one in the alphabet (A becomes B, B becomes C). Give it to someone without telling the rule. How long does it take them to crack it? In 1942 American code-breakers cracked something far harder, and it changed a battle.

Video slot. Video coming. The Battle of Midway, June 4–7, 1942: Station HYPO code-breakers, Nagumo’s carriers and the dive-bomber attack. Search approved channels (National WWII Museum, Naval History and Heritage Command, Simple History, The History Guy); preview first.

KEY TERMS

aircraft carrier

A warship with a flat deck where airplanes take off and land; a floating airfield.

atoll

A ring of coral reef and small islands around a lagoon.

cryptanalyst

A code-breaker: a person who works out the meaning of secret messages without the key.

dive bomber

A plane that dives steeply at its target and drops a bomb at the bottom of the dive.

torpedo bomber

A plane that flies low over the water and drops a torpedo that swims to hit a ship below the waterline.

CORE IDEAS

The map. Midway Atoll is a ring of coral with two small islands about 1,300 miles northwest of Pearl Harbor, Hawaii. It had an American airfield and stood like a sentry guarding Hawaii. Six months after the attack on Pearl Harbor on December 7, 1941, the Pacific was a vast ocean where fleets fought from hundreds of miles apart. The aircraft carrier, not the battleship, was now the most powerful ship, because its planes could strike far beyond the range of any gun.

The plan. Admiral Isoroku Yamamoto, commander of Japan's fleet, planned to capture Midway and draw the American carriers out to be destroyed. His striking force, under Vice Admiral Chuichi Nagumo, had four of the carriers that had attacked Pearl Harbor: *Akagi*, *Kaga*, *Soryu* and *Hiryu*, with battleships following far behind. But in a windowless basement at Pearl Harbor, Commander Joseph Rochefort and his team at Station HYPO were reading parts of the Japanese navy's code. Japanese messages named the target "AF." To test whether AF meant Midway, the Americans had Midway send a plain-language message that its water-purifying plant had broken. Soon the code-breakers read a Japanese report: AF was short of water.

The people. Admiral Chester Nimitz trusted his code-breakers and sent all three of his carriers: *Enterprise* and *Hornet* under Rear Admiral Raymond Spruance, and *Yorktown* under Rear Admiral Frank Jack Fletcher. *Yorktown* had been damaged a month before in the Coral Sea; about 1,400 workers repaired her in roughly three days. Nimitz told his admirals to take only "calculated risks," attacking when they could do more harm than they would suffer.

What happened. At dawn on June 4 Japanese planes bombed Midway. While Nagumo's crews were rearming his reserve planes, a scout plane reported American ships. American planes attacked in waves, and the slow torpedo bombers flew in low; nearly all were shot down. Torpedo Squadron 8 from *Hornet* lost all 15 planes, and Ensign George Gay was the only one of its 30 men to survive. But their attacks pulled the Japanese fighters down near the water. At about 10:20 a.m. dive bombers from *Enterprise*, led by Lieutenant Commander Wade McClusky, and from *Yorktown*, led by Lieutenant Commander Max Leslie, arrived high above. In about six minutes *Akagi*, *Kaga* and *Soryu*, their decks crowded with fueled planes and bombs, were burning. *Hiryu*'s planes struck back and crippled *Yorktown*, but that afternoon American dive bombers set *Hiryu* on fire too.

Why it mattered. Japan lost four carriers, a heavy cruiser, about 250 planes and about 3,000 men, including many skilled pilots and mechanics. The United States lost *Yorktown* (sunk by a submarine on June 7), a destroyer, about 150 planes and about 300 men. Japan never again advanced in the central Pacific, and in August 1942 the Americans began their own attack at Guadalcanal.

PICTURE STUDY



Dauntless dive bombers over the burning Japanese cruiser Mikuma, June 6, 1942, U.S. Navy photographer, June 6, 1942 · Photograph · Naval History and Heritage Command, Washington, D.C.
Wikimedia Commons · Public domain

Two days after the carrier battle, American dive bombers caught the retreating Japanese cruiser *Mikuma*. A Navy photographer in one of the planes took pictures like this. U.S. Navy photographs are works of the government and belong to the public. Notice how small the ship looks from the air: this is the view a dive-bomber pilot had before he began his dive.

Look closely

- Find the planes. How are they flying in relation to each other?
- Find the ship far below. How big does it look compared with the ocean around it?
- Look at the smoke. Which way is the wind blowing?

Talk about it

1. Why was it so hard for ships in the open ocean to find each other, and so easy for them to be seen once found?
2. What does this photograph tell you about why airplanes, not guns, decided the battle?

HANDS-ON: TABLETOP MIDWAY: HIDE-AND-SEEK CARRIERS

Play the search that decided Midway. Carriers had to find each other before they could strike, and timing was everything.

You will need

- A large sheet of paper with a grid of 8 × 8 squares (letters A–H across, numbers 1–8 down)
- A book or cereal box standing up as a screen between two players
- Four paper carriers for Japan and three for America (or coins of two kinds)
- A small island marker (Midway)
- A pencil and paper for each side

Steps

1. Each player draws the same grid. Mark Midway at E4 on both. The Japanese player places four carriers secretly in the top-left area; the American player places three carriers secretly in the right side of the board.
2. Before the game starts, the American player gets one “code-breaker clue”: the Japanese player must say which quarter of the board the carriers are in. (This is what Station HYPO gave Nimitz.)
3. Take turns. On each turn, send one scout by naming a square; the other player says “ships,” “empty” or “near” (next to a ship).
4. When you find a carrier, you may strike it on your next turn. But a player who strikes must skip the following turn to rearm.
5. Play until one side has lost all its carriers. Then talk about it: how much did the code-breaker clue help?

Check your work

- My grid has Midway and the hidden carriers.
- I played at least one full game.
- I can explain why finding the enemy first mattered so much.

FIELD NOTEBOOK

1. **Terrain map.** Draw the north Pacific Ocean. Label Japan, the Aleutian Islands, Hawaii (Pearl Harbor) and Midway, and write “about 1,300 miles” between Pearl Harbor and Midway. Then draw a close-up box of the battle area: mark Midway, the Japanese carrier force northwest of it, and the American carriers northeast of it at “Point Luck.” Draw arrows for the Japanese strike on Midway and the American dive bombers’ path. Add a compass rose and a key with symbols for carriers and planes.
2. Notebook entry: write a paragraph explaining the “AF is short of water” trick in your own words, and why it gave Nimitz the courage to send all three carriers.

Did you know? Lieutenant Commander McClusky’s dive bombers were running low on fuel and had not found the enemy. Then he saw a lone Japanese destroyer racing north, leaving a white wake. He guessed it was hurrying back to the carriers and followed it, and it led him right to them. Joseph Rochefort was not given his medal for Midway until 1986, years after he died, because the code-breakers’ work was kept secret for decades.

Map or diagram. Draw a side view of two attacks: a torpedo bomber flying low and level just above the waves toward a ship, and a dive bomber high above diving almost straight down. Label the height of each (low: about 100 feet; high: about 15,000 to 20,000 feet) and show the fighters drawn down low by the torpedo attack.

Goes deeper in. History, the modern-world unit on World War II in the Pacific (coming soon); Geography, the islands of the Pacific; and Arithmetic, codes and patterns.

For families. The battle was fought June 4–7, 1942. Losses are rounded from Naval History and Heritage Command figures (Japan about 3,000 men; U.S. about 300). The famous claim by a Japanese officer that the Japanese were only “five minutes” from launching a full strike when the dive bombers hit is now doubted by historians and is left out. The water-shortage trick is usually credited to Rochefort’s team, with Lieutenant Commander Jasper Holmes often named. Japanese courage is honored too: Rear Admiral Tamon Yamaguchi chose to stay aboard *Hiryu* as she sank.

PRACTICE

1. **EASY** Name the four Japanese carriers sunk at Midway.
2. **EASY** Who led the American code-breakers at Station HYPO, and which admiral trusted them?
3. **MEDIUM** How did the Americans prove that “AF” meant Midway?
4. **MEDIUM** Torpedo Squadron 8 hit no ships and lost almost every man. How did its attack still help win the battle?
5. **CHALLENGE** Japan lost about 3,000 men and the United States about 300. What is the ratio? Why might losing skilled pilots and mechanics hurt Japan even more than losing the ships?

Make it a game • Choose Your Move: Nagumo’s Dilemma. Read this aloud; each player decides before anyone reveals. *You are Vice Admiral Nagumo at about 8:30 on the morning of June 4. Your planes are coming back from bombing Midway and need to land soon, low on fuel. A scout has just reported American ships, and probably a carrier, about 200 miles away. Your reserve planes are half-changed from land bombs to torpedoes. Will you (a) launch whatever planes are ready right now, without fighter escort and with mixed bombs, while your returning planes circle, or (b) first land the returning planes, then rearm everyone and launch one big, proper attack? Reveal and explain. What happened:* Rear Admiral Yamaguchi urged (a), but Nagumo chose (b). While his crews worked, his decks and hangars filled with fueled planes, bombs and torpedoes. At about 10:20 the American dive bombers arrived, and three carriers were wrecked in minutes.

Scripture. “The horse is prepared against the day of battle: but safety is of the LORD.” (Proverbs 21:31, KJV)

Both navies at Midway were prepared, brave and skilled. Yet the outcome turned on a guess about a destroyer's wake and a few minutes of timing. Solomon teaches that we must prepare well, but we trust God, not our preparations.

Practice: answers

1. *Akagi, Kaga, Soryu* and *Hiryu*.
2. Commander Joseph Rochefort; Admiral Chester Nimitz.
3. Midway sent a plain-language message that its water plant had broken. The Japanese then reported in code that AF was short of water, so AF had to be Midway.
4. The low torpedo attacks pulled the Japanese fighters down near the water, so when the dive bombers arrived high above, few fighters were up there to stop them.
5. $3,000 : 300 = 10 : 1$, about ten Japanese for each American. Ships could be built in a few years, but trained pilots and mechanics took years to train and Japan could not replace them quickly.

5.6 EL ALAMEIN (1942): THE DESERT BOTTLENECK

OBJECTIVES

- Explain why the gap between the sea and the Qattara Depression made El Alamein a battle that could not be won by going around.
- Describe Montgomery’s plan: the barrage, the minefield lanes and the deception of Operation Bertram.
- Tell why Churchill called the victory “the end of the beginning.”

Warm-up. Stand in a doorway and stretch your arms to touch both sides. Someone who wants to get past must go through you, because there is no way around. At El Alamein in 1942, the desert had a “doorway” about 40 miles wide.

Video slot. Video coming. The Second Battle of El Alamein, October–November 1942: the Qattara Depression, the minefields, Operation Bertram and Montgomery versus Rommel. Search approved channels (Imperial War Museums, National Army Museum, Simple History, The History Guy); preview first.

KEY TERMS

Qattara Depression

A huge low basin of salt marsh and soft sand in the Egyptian desert that tanks and trucks could not cross.

minefield

An area of ground with hidden explosive mines buried in it to stop or slow an enemy.

barrage

A heavy, steady bombardment by many big guns at once, often moving forward ahead of attacking soldiers.

Eighth Army

The British and Commonwealth army that fought in the North African desert.

deception

Tricking an enemy into believing something false, such as where and when an attack will come.

CORE IDEAS

The map. Egypt held the Suez Canal, Britain’s short sea road to India, Australia and the oil of the Middle East. In the summer of 1942 Field Marshal Erwin Rommel’s German and Italian army drove deep into Egypt and was stopped in July at El Alamein, a railway stop about 60 miles west of Alexandria. There the desert narrowed. To the north was the Mediterranean Sea. To the south was the Qattara Depression, a vast basin of salt marsh and

soft sand that tanks could not cross. Between them lay a gap of about 40 miles. There was no open flank to swing around; the battle would have to go straight through.

The people. In August Churchill gave command of the Eighth Army to General Bernard Montgomery, a careful, strict, bishop's son who told his men there would be no more retreats. His army included British, Australians, New Zealanders, South Africans, Indians, Greeks and Free French. Rommel, called "the Desert Fox," was respected even by his enemies for his bold, fast attacks. His army was short of fuel, because British submarines and planes from the island of Malta were sinking his tankers. Rommel was sick and in Germany when the battle began.

The plan. The Germans and Italians had laid about half a million mines in deep belts that Rommel called the "Devil's Gardens." Montgomery planned to break through in the north at night. Big guns would fire a huge barrage; then infantry and engineers would clear lanes through the mines, marking them with tape and lamps, and the tanks would pass through. To keep the enemy guessing, Operation Bertram built dummy tanks and guns of wood and canvas in the south and a fake water pipeline, built slowly so it would seem the attack was weeks away. In the north, real tanks were hidden under frames that made them look like trucks.

What happened. At 9:40 p.m. on October 23 nearly 900 guns opened fire. Infantry walked forward behind the barrage, some to the sound of bagpipes. Clearing the mines went slower than planned, and tanks jammed in the narrow lanes. Rommel's stand-in, General Georg Stumme, died of a heart attack on the first day, and Rommel flew back. For more than a week the armies wore each other down, the Australians fighting fiercely along the coast. On November 2 Operation Supercharge broke through. Hitler ordered Rommel to stand and fight to "victory or death," but on November 4 he retreated. The Italian Ariete Division fought nearly to its last tank. Montgomery had about 195,000 men and over 1,000 tanks against about 116,000 men and about 550 tanks. The Eighth Army lost about 13,500 men killed, wounded or missing; about 30,000 Germans and Italians were taken prisoner.

Why it mattered. Egypt and the Suez Canal were safe. Days later, on November 8, American and British troops landed in Morocco and Algeria, and by May 1943 the Axis armies in Africa had surrendered. Historians have found that an SS unit had been made ready to follow Rommel into Egypt and Palestine to murder the Jews living there; the victory ended that threat. Churchill said, "This is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning."

PICTURE STUDY



General Montgomery watching the battle from the turret of his Grant tank, British Army Film and Photographic Unit, November 1942 · Photograph · Imperial War Museums, London
Wikimedia Commons · Public domain

Army photographers followed the Eighth Army through the desert. This picture of Montgomery standing in his tank became one of the most famous of the war. Notice his black beret with two badges, which he wore so that his soldiers would recognize him wherever he went.

Look closely

- Look at the ground around the tank. What is the desert like here: hills, sand dunes, or flat and stony?
- What is Montgomery holding? What does it tell you he is doing?
- Look at the sky and the horizon. How far could you see in a place like this?

Talk about it

1. Why might soldiers fight more bravely when they can see their commander near the front?
2. In such flat, open land, why was hiding tanks and fooling the enemy so important?

HANDS-ON: SAND TABLE EL ALAMEIN: THROUGH THE DEVIL'S GARDENS

Build the 40-mile bottleneck in a tray of sand and clear a lane through the minefield.

You will need

- A shallow box or baking tray of sand, salt or cornmeal

- A strip of blue paper (the Mediterranean) and a patch of gray or brown felt (the Qattara Depression)
- About 40 dried beans (mines) and a toothpick or pencil (the mine detector)
- White yarn or string (the taped lane)
- Toy tanks or blocks in two colors, plus a few paper “dummy” tanks

Steps

1. Lay the sea along the top edge and the Depression along the bottom. Leave a gap between them, the El Alamein line.
2. Bury the beans in two belts across the gap. Place the German and Italian blocks behind the minefields.
3. Set your paper dummy tanks in the south and your real tanks in the north, covered by small paper “truck” covers.
4. Use the toothpick to probe gently along a path in the north. Each bean you find is lifted out. Mark the cleared path on both sides with yarn.
5. Move your tanks through the lane one at a time. Count how many can fit through at once. Why did the tanks jam?
6. Talk about it: which way would you have watched if you were Rommel and saw the dummy pipeline in the south?

Check your work

- My table shows the sea, the Depression and the gap between.
- I cleared and marked a lane through the minefield.
- I can explain how the dummy tanks and pipeline fooled the enemy.

FIELD NOTEBOOK

1. **Terrain map.** Draw northern Egypt from Alexandria west to El Alamein. Label the Mediterranean Sea, Alexandria, the Nile Delta, the Suez Canal, El Alamein, the coastal railway and the Qattara Depression. Shade the 40-mile gap and draw the minefield belts as dotted bands across it. Draw the Allied main attack in the north as a thick arrow and the dummy attack in the south as a dashed arrow labeled “Operation Bertram.” Add a scale and a compass rose.
2. Notebook entry: write a paragraph explaining why El Alamein had to be a “straight through” battle and how Montgomery tried to make the enemy look the wrong way.

Did you know? The engineers clearing the minefields used a new electric mine detector invented by a Polish officer, Józef Kosacki, who gave the design freely to the British Army. In Britain, church bells had been silent since 1940, saved to warn of invasion. On Sunday, November 15, 1942, Churchill had them rung across the country to celebrate El Alamein. Before the battle, Montgomery ended his message to his troops by asking them to pray that “the Lord mighty in battle” would give them the victory (Psalm 24:8).

Map or diagram. Draw a diagram of a cleared minefield lane from above: the dotted mine belt, a lane about as wide as two tanks, white tape on both sides, small lamps along the edges for night, and a line of tanks waiting to pass through. Label the engineers, the tape and the lamps.

Goes deeper in. History, the modern-world unit on World War II (coming soon); and Geography, Egypt, the Nile and the Suez Canal.

For families. This is the Second Battle of El Alamein, October 23 to November 11, 1942 (the main breakthrough came November 4); the First Battle, under General Auchinleck in July, halted Rommel. Troop, tank and casualty figures vary between sources and are rounded. The number of guns in the opening barrage is often given as 882. The SS unit prepared to follow Rommel into Egypt and Palestine is documented by historians Klaus-Michael Mallmann and Martin Cüppers; it is stated plainly here. Montgomery's message to the troops of October 23, 1942, quotes Psalm 24:8. Churchill's words are from his Mansion House speech of November 10, 1942.

PRACTICE

1. **EASY** What lay at the north end and the south end of the El Alamein line?
2. **EASY** Who commanded each army at the Second Battle of El Alamein?
3. **MEDIUM** Name two tricks used in Operation Bertram.
4. **MEDIUM** Why was Rommel's army short of fuel, and why did that matter?
5. **CHALLENGE** Montgomery had about 195,000 men and the Axis about 116,000. About how many times larger was his army? If the minefield belts were 5 miles deep and the engineers cleared about one mile every 2 hours, how long would a lane take?

Make it a game · Choose Your Move: Montgomery's Breakthrough. Read this aloud; each player decides before anyone reveals. *You are General Montgomery in October 1942. The enemy line runs 40 miles from the sea to the Qattara Depression, guarded by about half a million mines. You have more men and tanks, but the enemy has strong guns behind the mines. Will you* (a) try to send your tanks around the south end, through the edge of the Depression, (b) attack in the south, where the ground is more open, (c) break straight through in the north at night behind a great barrage, while fooling the enemy into watching the south, or (d) wait for Rommel to attack you? Reveal and explain. **What happened:** Montgomery chose (c). Tanks could not cross the Depression, and Rommel had tried attacking at Alam Halfa in late August and been beaten. The northern attack was slow and costly, but with Operation Bertram hiding his plan, Montgomery broke through on November 2-4.

Scripture. "Some trust in chariots, and some in horses: but we will remember the name of the LORD our God." (Psalm 20:7, KJV)

The tank is the chariot of modern war, and El Alamein was fought with more than 1,500 of them. David reminds us that machines and numbers are not our true strength. Montgomery himself asked his soldiers to pray before the battle.

Practice: answers

1. The Mediterranean Sea in the north and the Qattara Depression in the south.
2. General Bernard Montgomery commanded the British Eighth Army; Field Marshal Erwin Rommel commanded the German and Italian army.
3. Any two: dummy tanks and guns in the south; a fake water pipeline built slowly to suggest a late attack; real tanks in the north disguised as trucks.
4. British submarines and planes from Malta sank many of his supply ships and tankers. Without fuel his tanks could not move quickly to meet attacks or counterattack, which had been his great strength.
5. $195,000 \div 116,000 \approx 1.7$, so a bit less than twice as large. 5 miles $\times$ 2 hours = 10 hours, longer than one night, which is why the lanes were not finished as fast as planned.

5.7 D-DAY (JUNE 6, 1944)

OBJECTIVES

- Name the five Normandy beaches in order from west to east and the nations that landed on each.
- Explain how deception, the moon, the tides and the weather shaped the plan and the date.
- Tell the stories of the Rangers at Pointe du Hoc and General Theodore Roosevelt Jr. at Utah Beach.

Warm-up. Look at a calendar with the phases of the moon, or look one up together. Find a night with a full moon. Now imagine you need a bright moon for paratroopers, a low tide just after dawn, and calm weather, all on the same day. How many days in a month would work? In June 1944 the answer was about three.

Video slot. Video coming. D-Day, June 6, 1944: planning, Operation Fortitude, the weather decision, the five beaches, Pointe du Hoc and Utah Beach. Search approved channels (National WWII Museum, American Battle Monuments Commission, Imperial War Museums, Simple History); preview first.

KEY TERMS

Operation Overlord

The code name for the Allied invasion of northern France in 1944; the landings themselves were called Operation Neptune.

amphibious assault

An attack launched from the sea onto a shore, with soldiers landing from boats.

Atlantic Wall

Germany's long chain of bunkers, guns, mines and beach obstacles along the coast of western Europe.

Operation Fortitude

The Allied deception plan that made the Germans believe the main invasion would come at the Pas-de-Calais.

Ranger

A soldier of a specially trained U.S. Army battalion for raids and difficult attacks.

CORE IDEAS

The map and the plan. By 1944 Nazi Germany held almost all of western Europe behind the Atlantic Wall, and Field Marshal Erwin Rommel was strengthening its beaches with mines and steel obstacles. The shortest crossing from England was to the Pas-de-Calais, so the Allies chose Normandy instead. General Dwight D. Eisenhower, the Supreme Allied

Commander, led the plan, Operation Overlord. Five beaches ran about 50 miles from west to east: Utah and Omaha (American), Gold (British), Juno (Canadian) and Sword (British). Paratroopers and glider troops would land in the night to hold bridges and roads at both ends.

Deception and weather. Operation Fortitude invented a whole army across from Calais, with rubber tanks, fake radio messages and General George Patton as its commander. Double agents such as Juan Pujol García, called “Garbo,” fed the Germans false reports. The landing needed a late-rising moon for the paratroopers and a low tide soon after dawn so the obstacles would show. Only a few days in early June would do. A storm forced Eisenhower to postpone from June 5. His chief weather officer, Group Captain James Stagg, predicted a short break, and Eisenhower decided: go on June 6. Rommel, sure no one would land in such weather, had gone home to Germany for his wife’s birthday.

The beaches. About 7,000 ships and landing craft and more than 11,000 aircraft took part, and about 156,000 Allied soldiers came ashore by sea and air that day. At Omaha the bombing had missed, many tanks sank in rough water, and men were pinned on the sand below the bluffs; small groups led by sergeants and lieutenants climbed the bluffs and broke through by afternoon. The British and Canadians at Gold, Juno and Sword pushed several miles inland. About 10,000 Allied soldiers were killed, wounded or missing; about 4,400 were killed.

Pointe du Hoc. Between Utah and Omaha stood cliffs about 100 feet high where big German guns could fire on both beaches. About 225 men of the 2nd Ranger Battalion under Lieutenant Colonel James Earl Rudder landed under fire, shot rope ladders and grappling hooks up the cliffs with rockets, used ladders borrowed from the London Fire Brigade, and climbed. At the top the guns were gone. Sergeants Leonard Lomell and Jack Kuhn followed a sunken lane inland and found them hidden among the hedgerows, aimed at Utah Beach, and wrecked them with thermite grenades. The Rangers held for two days; when relief came, only about 90 could still fight.

General Roosevelt at Utah. Brigadier General Theodore Roosevelt Jr., son of President Theodore Roosevelt, was 56, had a weak heart and walked with a cane. He asked again and again to go in with the first wave, and he was the only general to land by sea in it. The current had carried the boats about a mile south of their target. Roosevelt walked the beach, studied the landmarks and decided: “We’ll start the war from right here!” The new spot had fewer defenses, and Utah had the fewest losses of any beach. He received the Medal of Honor, but he died of a heart attack on July 12.

Why it mattered. Eisenhower’s order to his troops asked them to “beseech the blessing of Almighty God upon this great and noble undertaking.” Paris was freed in August. The Nazi government was murdering millions of Jews and others in camps such as Auschwitz; every mile the Allies advanced brought that evil closer to its end. Germany surrendered eleven months later, on May 8, 1945.

PICTURE STUDY



Into the Jaws of Death, Robert F. Sargent, U.S. Coast Guard, June 6, 1944 · Photograph · National Archives, College Park, Maryland
Wikimedia Commons · Public domain

Chief Photographer's Mate Robert F. Sargent took this picture from a landing craft from the ship USS *Samuel Chase* as soldiers of the 1st Infantry Division went ashore at Omaha Beach on the morning of June 6. It is one of the most famous photographs of the war. As the work of a government photographer, it belongs to the public.

Look closely

- Find the edge of the landing craft ramp. Where was the photographer standing?
- Look at how deep the water is and how far the men must walk. What are they carrying?
- Look at the cliffs (the bluffs) behind the beach. Why would those heights be hard to attack?

Talk about it

1. The title comes from a line in Tennyson's poem "The Charge of the Light Brigade." Why do you think it was chosen?
2. Why might a photograph taken from behind the soldiers be more powerful than one showing their faces?

HANDS-ON: D-DAY PLANNING BOARD: TIDES, MOON AND BEACHES

Make Eisenhower's planning board on your table: the beaches, the airborne drops, and a chart of the moon and tides that decided the date.

You will need

- A large piece of poster board or cardboard
- Blue, green and tan paper (sea, fields and beaches)
- Markers, a ruler and glue
- Small blocks or toy soldiers in four colors (Americans, British, Canadians and Germans)
- Cotton balls (parachutes) and toothpicks with paper flags
- A June 1944 calendar you draw yourself

Steps

1. Draw the Normandy coast from the Cotentin Peninsula in the west to the Orne River in the east. Glue tan strips for the five beaches and label them Utah, Omaha, Gold, Juno and Sword.
2. Mark Pointe du Hoc between Utah and Omaha with a small cliff of folded cardboard, and the town of Sainte-Mère-Église behind Utah and Pegasus Bridge near the Orne.
3. Place cotton-ball parachutes behind Utah (American 82nd and 101st Airborne) and near the Orne (British 6th Airborne).
4. Set the landing forces in the sea opposite their beaches, each in its own color. Put German blocks along the shore.
5. Draw a June 1944 calendar beside the map. Shade June 5, 6 and 7 as the days with the right moon and tides; put a storm cloud on June 5 and a sun on June 6. Mark June 19 with a big storm too: the worst Channel storm in decades came then, the next possible date.
6. Add a small arrow and a flag near the Pas-de-Calais labeled “Fake army (Fortitude).”

Check your work

- My board shows all five beaches in the right order, with flags for each nation.
- My calendar shows why only a few days in June would work.
- I can explain why Eisenhower chose June 6 and what might have happened if he had waited.

FIELD NOTEBOOK

1. **Terrain map.** Draw the English Channel with southern England at the top and Normandy at the bottom. Label Portsmouth, the Isle of Wight, Cherbourg, the Cotentin Peninsula, Caen, the Orne River and the Pas-de-Calais. Mark the five beaches from west to east: Utah, Omaha, Gold, Juno, Sword. Draw the convoy routes from England meeting at a point south of the Isle of Wight, then running to the beaches. Mark Pointe du Hoc with a star, the airborne drop zones with parachute symbols, and the fake army at Calais with a dashed outline. Add a compass rose, a key and a scale.
2. Notebook entry: write a short “letter home” as a Ranger at Pointe du Hoc or a soldier at Utah Beach, dated June 8, 1944. Tell what you saw, what your leaders did and what you are thankful for. (Keep it true to the facts and do not describe wounds.)

Did you know? Eisenhower wrote a short note before the landings, in case they failed, taking all the blame himself: “If any blame or fault attaches to the attempt it is mine alone.” He kept it in his wallet and never needed it. On the evening of June 6, President Franklin Roosevelt read a prayer to the nation on the radio, and millions of Americans prayed with him. General Roosevelt’s son, Captain Quentin Roosevelt II, landed at Omaha Beach the same day.

Map or diagram. Draw a tide diagram: a side view of the beach with three water lines labeled high tide, low tide and H-Hour. Draw the steel and wooden obstacles between high and low tide. Show why landing soon after low tide let engineers see and clear the obstacles before the rising water covered them.

Goes deeper in. History, the modern-world unit on World War II (coming soon); Earth Science, tides and the moon; and Geography, the coast of Normandy.

For families. Figures are rounded from the U.S. Army, the National WWII Museum and the D-Day Story (Portsmouth): about 156,000 troops landed; about 10,000 Allied casualties with about 4,400 killed (U.S. about 2,500). Accounts of Roosevelt’s words at Utah differ slightly. Rudder’s Rangers numbered about 225 at the start, and about 90 were still able to fight on June 8. The Holocaust is named plainly without images. Eisenhower’s words are from his Order of the Day of June 6, 1944. The question of when war is just is taken up at the ● Expert level. Robert Capa’s Omaha photographs are not used because some show the wounded.

PRACTICE

1. **EASY** Name the five D-Day beaches from west to east and who landed on each.
2. **EASY** What did the Rangers find when they reached the top of Pointe du Hoc, and what did they do next?
3. **MEDIUM** Why did the Allies need a low tide soon after dawn and a bright, late-rising moon?
4. **MEDIUM** How did Operation Fortitude help the landings succeed even after June 6?
5. **CHALLENGE** About 225 Rangers climbed Pointe du Hoc and about 90 could still fight two days later. What percent were still able to fight? Why do you think the Rangers still call the mission a success?

Make it a game · Choose Your Move: Eisenhower’s Decision. Read this aloud; each player decides before anyone reveals. *You are General Eisenhower at Southwick House near Portsmouth, before dawn on June 5, 1944. Wind and rain beat on the windows. More than 150,000 men are already loaded or ready. Your weather officer, Group Captain Stagg, says a short break in the storm should come on June 6, but it may not last. The next dates with the right moon and tides are about two weeks away, and keeping the plan secret that long will be very hard. Will you (a) go on June 6, trusting the forecast, (b) wait about two weeks for the next good tides, or (c) cancel until July? Reveal and explain.*

What happened: Eisenhower chose (a). He is reported to have said, “OK, let’s go.” The break came, and the landings succeeded. Two weeks later, on June 19, the worst Channel storm in decades blew for three days. A landing then would likely have failed. *Bonus round:* You are General Roosevelt on Utah Beach, a mile south of where you were meant to land. Do you move everyone north to the planned beach, or start from here? (He started from right there.)

Scripture. “Greater love hath no man than this, that a man lay down his life for his friends.” (John 15:13, KJV)

Jesus spoke these words the night before He laid down His own life. Thousands of young men gave their lives on June 6, 1944, so that others, including people they had never met, could be free. Today white crosses and Stars of David fill the American Cemetery above Omaha Beach.

Practice: answers

1. Utah (American), Omaha (American), Gold (British), Juno (Canadian), Sword (British).
2. The guns were gone from their positions. A patrol found them hidden inland, aimed at Utah Beach, and wrecked them with thermite grenades.
3. Low tide uncovered the beach obstacles so engineers could see and clear them before the tide rose; the moon gave paratroopers light to find their drop zones at night, and dawn gave the ships and planes light to aim at the defenses.
4. The Germans believed the real invasion would still come at the Pas-de-Calais, so they kept strong forces there for weeks instead of sending them to Normandy.
5. $90 \div 225 = 0.4$, or 40 percent. The mission succeeded because the Rangers found and destroyed the guns that could have fired on Utah and Omaha Beaches, and they held the point against counterattacks.

5.8 THE BATTLE OF THE BULGE (1944–1945): BASTOGNE AND “NUTS!”

OBJECTIVES

- Explain Hitler’s plan to split the Allies in the Ardennes and why the weather and the roads mattered.
- Tell how the defenders of Bastogne held a crossroads town while surrounded, and what “Nuts!” meant.
- Describe how Patton’s turn north and the clearing skies ended the siege, and why the battle mattered.

Warm-up. Draw a star on paper with seven lines meeting in the middle, like roads coming into a town. Put your thumb on the center. Now try to draw a path from one edge to the other without crossing your thumb. It is hard! Bastogne was a town where seven roads met, and whoever held it controlled the roads.

Video slot. Video coming. The Battle of the Bulge, December 1944–January 1945: the Ardennes, the 101st Airborne at Bastogne, “Nuts!” and Patton’s Third Army. Search approved channels (National WWII Museum, U.S. Army Center of Military History, Simple History, The History Guy); preview first.

KEY TERMS

Ardennes

A region of steep hills, thick forests and narrow valleys in Belgium, Luxembourg and France.

salient

A part of a battle line that bulges out into enemy territory. The Battle of the Bulge was named for the salient the Germans pushed into the American line.

encircle

To surround an enemy force on all sides.

airborne division

A division of soldiers trained to go into battle by parachute or glider.

prisoner of war

A soldier captured by the enemy. The laws of war require prisoners to be treated humanely and not harmed.

CORE IDEAS

The map. By December 1944 the Allies had freed France and most of Belgium and were pushing toward Germany. In the Ardennes, a region of steep hills, dark forests and narrow

valleys, the Americans held about 80 miles of front with only a few divisions, some resting after hard fighting and some newly arrived. The few good roads met at small towns. Two mattered most: St. Vith and Bastogne, where seven roads came together. Winter brought deep snow, fog and freezing cold.

The plan. Hitler planned one last great attack in the west, code-named “Watch on the Rhine.” About 200,000 soldiers and hundreds of tanks would strike through the Ardennes under thick clouds that kept Allied planes on the ground, cross the Meuse River and drive about 100 miles to the port of Antwerp. That would cut the British and Americans apart, and Hitler hoped it would force them to make peace. The German tanks would need to capture American fuel to get there.

What happened. On December 16 at 5:30 a.m. German guns opened fire and their soldiers broke through. But small groups of Americans held crossroads, villages and bridges for hours and days, and engineers blew bridges just ahead of the German tanks. St. Vith held until December 21. On maps the German advance pushed out a great “bulge” in the line. On December 17, near Malmedy, SS soldiers of Kampfgruppe Peiper murdered about 84 American prisoners of war; the same unit killed Belgian civilians in nearby villages. When the news spread, American soldiers resolved never to give up.

The people. The 101st Airborne Division rode about 100 miles in open trucks and reached Bastogne on December 18 and 19, joining tank and artillery units already there. By December 21 the town was encircled, short of ammunition, food, medicine and winter clothing. On December 22 German officers came under a white flag with a demand to surrender. The acting commander, Brigadier General Anthony McAuliffe, wrote back: “To the German Commander. NUTS! The American Commander.” Colonel Joseph Harper delivered it and explained that it meant, rudely, “No.” Meanwhile General George Patton turned his Third Army north, about 100 miles through snow. He had his chaplain, James O’Neill, write a prayer for good weather and print it on cards for his soldiers. On December 23 the skies cleared. Transport planes dropped supplies into Bastogne, and on December 26 tanks of the 4th Armored Division broke through to the town.

Why it mattered. The German tanks ran low on fuel and were stopped a few miles short of the Meuse. By January 25, 1945, the bulge was gone. More than 600,000 Americans fought in the battle, the largest the U.S. Army fought in the war. About 75,000 to 90,000 were killed, wounded, captured or missing, about 19,000 of them killed; German losses were similar or higher. Germany had used up its last reserves. In the spring, Allied soldiers crossed the Rhine and found the Nazi concentration camps, proof of the murder of millions. Germany surrendered on May 8, 1945.

PICTURE STUDY



American soldiers of the 289th Infantry Regiment march through the snow in the Ardennes, U.S. Army Signal Corps photographer, January 24, 1945 · Photograph · National Archives, College Park, Maryland
Wikimedia Commons · Public domain

An Army photographer took this picture near the end of the battle as American soldiers marched to cut a road between St. Vith and Houffalize in Belgium. It shows what the Ardennes was like that winter: snow, cold and quiet forests. As the work of a government photographer, it belongs to the public.

Look closely

- Count the soldiers you can see. Why are they spaced far apart instead of bunched together?
- Look at the trees and the snow. How deep does the snow look?
- Look at the road. Would trucks and tanks find it easy or hard?

Talk about it

1. What would make a winter battle harder than a summer one, for both sides?
2. Why might the photographer have chosen to show the long line of men instead of one soldier up close?

HANDS-ON: SNOW TABLE BASTOGNE: THE CROSSROADS HOLDS

Build the Ardennes in “snow” and see why holding a crossroads town could slow a whole army.

You will need

- A tray or table covered with a white sheet, flour, salt or cotton (snow)
- Seven pieces of string or strips of brown paper (roads)
- A small box or a few blocks (Bastogne) and a second box (St. Vith)
- Broccoli, small pine twigs or green paper (forests)
- Toy soldiers or blocks in two colors, and toy cars or blocks for tanks
- Blue yarn (the Meuse River)

Steps

1. Lay the Meuse River along the left side (the west). Put the German blocks along the right side (the east).
2. Place Bastogne in the middle and lay seven roads out from it like spokes. Place St. Vith to the north-east with its own roads. Fill the spaces between roads with forest.
3. Rule: tanks may move only along roads. Infantry may move through forest but only one hand-width per turn.
4. Put American blocks in Bastogne and St. Vith. Move the German tanks west along the roads. Each time they reach a town held by Americans, they must stop for one turn or go around through the forest at infantry speed.
5. Surround Bastogne with German blocks. Then bring Patton's blocks up from the south (the bottom edge) to break through.
6. Talk about it: how did holding Bastogne slow the German tanks heading for the Meuse?

Check your work

- My table shows Bastogne with seven roads, St. Vith, the forests and the Meuse.
- I moved the German tanks only on roads and saw them slow at the towns.
- I can explain why Bastogne was worth holding even while surrounded.

FIELD NOTEBOOK

1. **Terrain map.** Draw Belgium and Luxembourg with the German border on the right. Label Antwerp, the Meuse River, Dinant, St. Vith, Bastogne, Malmedy and Luxembourg City. Draw the American front line on December 16 as a straight line, then draw the "bulge" the Germans pushed into it, reaching nearly to the Meuse near Dinant. Mark Bastogne as a circle with seven roads and shade the ring around it to show it was surrounded. Draw a thick arrow from the south for Patton's Third Army. Add a compass rose, a key and a scale.
2. Notebook entry: write a paragraph explaining what McAuliffe meant by "Nuts!" and why the defenders of Bastogne refused to surrender. Include at least two things that helped them hold on.

Did you know? During the battle, a few German soldiers who spoke English wore American uniforms to cause confusion. American guards began testing strangers with questions only Americans would know, like who played in the World Series or the capital of a state. General Omar Bradley himself was stopped and questioned, and he later said a

guard doubted his correct answer that Springfield is the capital of Illinois! On Christmas Eve McAuliffe sent his surrounded soldiers a message that included the German demand and his reply, and wished them a “Merry Christmas” anyway.

Map or diagram. Draw a diagram of a road hub: a town circle with seven roads leaving it. On each road, draw an arrow showing where it leads (Liège, Marche, Neufchâteau, Arlon, Wiltz, Houffalize, Clervaux, or simply “north,” “west,” and so on). Explain in one sentence why an army moving by road needs the hub.

Goes deeper in. History, the modern-world unit on World War II (coming soon); Geography, Belgium, Luxembourg and the Meuse; and Earth Science, winter weather and why clouds stay low.

For families. Casualty totals vary between sources; the U.S. Army Center of Military History and the National WWII Museum give American casualties of about 75,000 to 90,000 with about 19,000 killed; the stop uses ranges. The Malmedy massacre (December 17, 1944; about 84 American prisoners murdered at the Baugnez crossroads) and the killing of Belgian civilians by the same unit are named plainly; several of those responsible were tried after the war. Colonel Harper’s explanation to the German officers was, in his words, that “Nuts” meant “Go to hell”; the stop softens this to “a rude No.” Patton’s weather prayer was printed on about 250,000 cards. Most of the American soldiers in Bastogne were from the 101st Airborne, with Combat Command B of the 10th Armored Division and other units.

PRACTICE

1. **EASY** Why is it called the Battle of the Bulge?
2. **EASY** Who answered “Nuts!” to the German demand to surrender, and where?
3. **MEDIUM** Why did the Germans attack in bad weather, and why did clearing skies on December 23 matter so much?
4. **MEDIUM** Name two reasons the German attack failed to reach Antwerp.
5. **CHALLENGE** Patton’s army turned north and attacked in about 3 days, covering about 100 miles. About how many miles a day is that? Why was turning a whole army so fast surprising?

Make it a game • Choose Your Move: McAuliffe at Bastogne. Read this aloud; each player decides before anyone reveals. *You are Brigadier General McAuliffe on December 22, 1944. Bastogne is surrounded. Your soldiers are short of ammunition, food and medicine, and the sky is too cloudy for supply planes. German officers have brought a written demand: surrender within two hours or the town will be destroyed. Will you (a) surrender to save your men, (b) try to break out of the ring and escape west, or (c) refuse and hold the crossroads, trusting that help is coming? Reveal and explain. What happened:* McAuliffe chose (c) and wrote, “NUTS!” His men held. The next day the skies cleared and supplies fell by parachute, and on December 26 Patton’s tanks broke through. *Bonus round:* You are General Eisenhower meeting his generals at Verdun on

December 19. Patton says he can turn his army north and attack in about 48 hours. Do you believe him? (Eisenhower did, and Patton's attack began on December 22.)

Scripture. "Thou therefore endure hardness, as a good soldier of Jesus Christ." (2 Timothy 2:3, KJV)

The defenders of Bastogne endured cold, hunger and danger without giving up. Paul used the picture of a faithful soldier to teach Christians to endure hard things and stay loyal to Christ, our true Commander.

Practice: answers

1. Because on maps the German attack pushed a big bulge (a salient) into the American line.
2. Brigadier General Anthony McAuliffe, acting commander of the 101st Airborne at Bastogne, on December 22, 1944.
3. Low clouds and fog kept Allied planes on the ground, so the Germans could not be attacked from the air. When the skies cleared, transport planes dropped supplies to Bastogne and Allied fighter-bombers attacked the German columns.
4. Any two: American soldiers held crossroads and bridges and slowed them; Bastogne and St. Vith blocked the roads; the Germans ran short of fuel; the weather cleared and Allied planes attacked; Patton's Third Army struck from the south.
5. $100 \div 3 \approx 33$ miles a day. An army has tens of thousands of men, tanks, guns, trucks and supplies all facing one way; turning them in winter on icy roads usually took weeks of planning, but Patton's staff had prepared plans in advance.

TRAIL 5 BADGE QUIZZES

The badge quizzes are optional. The student reads each question alone and answers in a complete sentence, out loud or in writing. Four right out of five earns each badge. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. At the Marne in 1914, what mistake by General von Kluck gave the French their chance, and what did General Gallieni use to rush soldiers to the front?
2. What did Alvin York and the seven other men of his patrol do on October 8, 1918?
3. About how many Allied soldiers were rescued from Dunkirk, and what were the “little ships”?
4. How did radar help Britain win the Battle of Britain?
5. How did American code-breakers prove that the Japanese target “AF” was Midway?

Badge quiz 2 (Stops 6-8)

6. Why could no army go around the El Alamein line, and how did Montgomery fool Rommel about his attack?
7. Name the five D-Day beaches from west to east.
8. Why did Eisenhower decide to go on June 6, 1944, even though the weather was stormy?
9. What did the Rangers do at Pointe du Hoc, or what did General Theodore Roosevelt Jr. do at Utah Beach? Answer one.
10. Why was Bastogne so important in the Battle of the Bulge, and what did McAuliffe reply to the demand to surrender?

TRAIL CERTIFICATE: MY WORLD WARS MAP BOOK AND TRAIL E CERTIFICATE

Gather the eight terrain maps from this trail into one booklet: “My Battle Map Book: The World Wars,” with your name and the dates you started and finished. Add a timeline page with all eight battles in order, from the Marne (1914) to the Battle of the Bulge (1944-1945), and a world map page with each battle marked.

Add a “letter home” in a soldier’s voice from one battle on this trail (you may use your D-Day notebook entry). Keep it true to the facts, and do not describe wounds.

Choose one person from the trail (Joseph Gallieni, Alvin York, Charles Lightoller, Keith Park, Joseph Rochefort, Bernard Montgomery, James Earl Rudder, Theodore Roosevelt Jr. or Anthony McAuliffe) and write a paragraph about one virtue he showed: courage, faith, wisdom, perseverance, humility or self-sacrifice.

When the booklet is done, a parent signs the Trail E certificate.

- **Eight maps:** A terrain map for each battle, each with a title, a compass rose, a key and correct labels.

- **Timeline and world map:** The eight battles are in the right order with their dates and are placed correctly on the world map.
- **Letter home:** The letter uses true facts from the stop, is written in a believable voice, and stays free of gore.
- **Virtue paragraph:** The paragraph names one person and one virtue and supports it with at least two facts from the trail.

Answer key

1. Von Kluck turned southeast and passed east of Paris, leaving his flank open (and later a gap in the German line). Gallieni used about 600 Paris taxicabs to carry soldiers to the front.
2. After getting behind the German machine guns in the Argonne, they silenced the guns and brought back 132 prisoners (4 officers and 128 men).
3. About 338,000. The little ships were small civilian boats, such as fishing boats, ferries and yachts, that carried soldiers from the shallow beaches out to the larger ships.
4. Radar spotted German raids while they were still far out over the sea, so controllers could send fighters to meet each raid in time instead of keeping planes in the air all day.
5. Midway sent a plain message that its water plant had broken; the Japanese then reported in code that "AF is short of water."
6. The line ran from the Mediterranean Sea to the Qattara Depression, which tanks could not cross. Operation Bertram used dummy tanks and a fake pipeline in the south and disguised the real tanks in the north as trucks.
7. Utah, Omaha, Gold, Juno and Sword.
8. His weather officer, Group Captain Stagg, forecast a short break in the storm, and the right moon and tides would not return for about two weeks. (When they did, a worse storm struck.)
9. Rangers: they climbed 100-foot cliffs under fire, found the hidden German guns inland and wrecked them. Roosevelt: at 56, he landed with the first wave, found they were a mile off target, and decided to "start the war from right here."
10. Seven roads met at Bastogne, and the German tanks needed the roads. McAuliffe replied, "Nuts!"