

SCHOOL LAUNCH · EXPLORE TRACKS

EXPLORE TRACKS · TRAIL A

Three interest tracks for curious Scouts: Animals (mammals), Dinosaurs and Great Battles of the ancient world. Short, self-paced stops with true stories, great pictures, hands-on projects and games.

First edition

The works of the LORD are great, sought out of all them that have pleasure therein.

Psalm 111:2 (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.

Trail A is the first trail of each track at the  Scout level (ages 7-9). The Animals track meets ten mammals. The Dinosaurs track meets ten famous dinosaurs and learns the museum words Triassic, Jurassic and Cretaceous, with a creation-friendly view of the dates on museum signs. The Great Battles track visits eight battles of the ancient world, from Marathon to Alesia, and ends with two victories God gave His people at Jericho and through Gideon.

WHO IT IS FOR

Written for children about ages 7-9 who are read to by a parent, or who read short passages on their own. Older siblings can join in. Nothing earlier is required.

HOW TO USE THIS COURSE

1. **One stop at a time.** A stop takes 15-25 minutes: read the story aloud, look at the picture, do the hands-on part and play the game. Two or three stops a week works well.
2. **Any order.** The tracks are independent. Do one track at a time, or rotate between them.
3. **Field Notebook.** Every stop ends with a page for the notebook. At the end of the trail the pages become a booklet, and the parent signs the Trail A certificate.
4. **Badge quizzes.** Each track has two short, optional oral quizzes. They are for fun, not grades.

SCOPE AND SEQUENCE

Track 3: Great Battles ✕ Trail A: The Ancient World (Self-paced)

MATERIALS

- **Field Notebook (a sketchbook or composition book)** One for the whole trail.
- **Colored pencils, a ruler, scissors and glue** For drawings and maps.
- **Household things** Each hands-on project lists what it needs: blocks, clay, string, toy figures, cups.
- **A Bible (KJV)** For the verse at each stop and the Jericho and Gideon stop.

GRADING

Explore Tracks are not graded. A stop is done when the child has heard the story, done the hands-on part and made a notebook page.

Badges and the Trail A certificate are earned by finishing the stops.

A NOTE TO PARENTS

You do not need to be an expert. Read the story aloud, look at the picture together and ask, “What do you notice?” Each stop has a short *For families* note with background and any facts that scholars still discuss.

Dinosaur dates: museums give ages in millions of years. This trail teaches the period names as museum vocabulary and explains that the dates are interpretations; many Christian families understand the fossils within a young earth and the Flood.

Battles are told for young children: who, where, the plan, what happened and why it mattered, with honor for courage and wisdom and no gory detail.

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- 3.8 Jericho and Gideon

Each stop takes 15–25 minutes. Tracks may be done in any order, and a child may do just one track.

GREAT BATTLES ✕ TRAIL A: THE ANCIENT WORLD

The first trail of the Great Battles track visits eight battles of the ancient world, from Marathon to Alesia, and ends with two victories God gave His people by unlikely means: Jericho and Gideon. Every battle is taught through four questions: **the map** (where was it, and what was the ground like?), **the plan** (what did the commanders decide?), **the people** (who showed courage and faith?) and **why it mattered**.

This is the ● **Scout** level, for ages 7 to 9. Every stop has a terrain map to draw, a tabletop battle to set up with blocks or toy soldiers, and a “Choose your move” puzzle, where the child decides what the commander should do before learning what really happened. Stories are told with honor and without gore: when men died, the stop says so plainly and does not describe wounds.

Five stops earn the **Ancient Battles badge, part 1**; all eight earn part 2 and the **Trail A certificate**.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Find Greece, Italy, North Africa and the Middle East on a globe or map (a grown-up may help).
- Count and compare numbers into the thousands, with help.

MASTERY CHECKLIST

- ☐ I can tell where each of the eight battles was fought and point to it on a map.
- ☐ I can explain the commander’s plan for each battle in one or two sentences.
- ☐ I can name a person who showed courage at each battle.
- ☐ I can set up a battle on a tabletop and show what happened.
- ☐ I can say why a battle mattered, and what Scripture says about courage and trust in God.

OPTIONAL BOOKS AND RESOURCES

- **Project Gutenberg: Herodotus and Plutarch** (<https://www.gutenberg.org>): For parents: the ancient sources behind Marathon, Thermopylae and Salamis (Herodotus) and the lives of Themistocles and Alexander (Plutarch).
- **United States Military Academy, Department of History: Atlases** (<https://www.westpoint.edu/academics/academic-departments/history/atlasses>): Free battle maps used to teach cadets, including Cannae and other ancient battles.

3.1 MARATHON (490 B.C.)

OBJECTIVES

- Find Marathon and Athens on a map of Greece.
- Explain Miltiades' plan: a thin center and strong wings.
- Tell the true story of the runners of Marathon.

Warm-up. Line up ten toy soldiers or blocks in a row. Now you have only ten, but the enemy has twenty. How could you arrange your ten to win? Keep your idea for the "Choose your move" puzzle.

Video slot. Video coming. The Battle of Marathon for young viewers: the map, the plan and the run. Search approved history channels (e.g., Simple History, Kings and Generals, The History Guy) and preview first.

KEY TERMS

Athens

A famous city in ancient Greece.

Persia

A great empire in the land that is now Iran, ruled by a king.

phalanx

A tight block of Greek foot soldiers with shields and long spears.

wing

The left or right end of an army's battle line.

CORE IDEAS

The map. In the year 490 B.C., a great Persian army sailed across the sea to Greece. Darius, the King of Persia, was angry with the city of Athens and wanted to punish it. His ships landed at a wide, flat bay called Marathon, about 25 miles from Athens. Hills stood around the plain, and marshes lay near the shore.

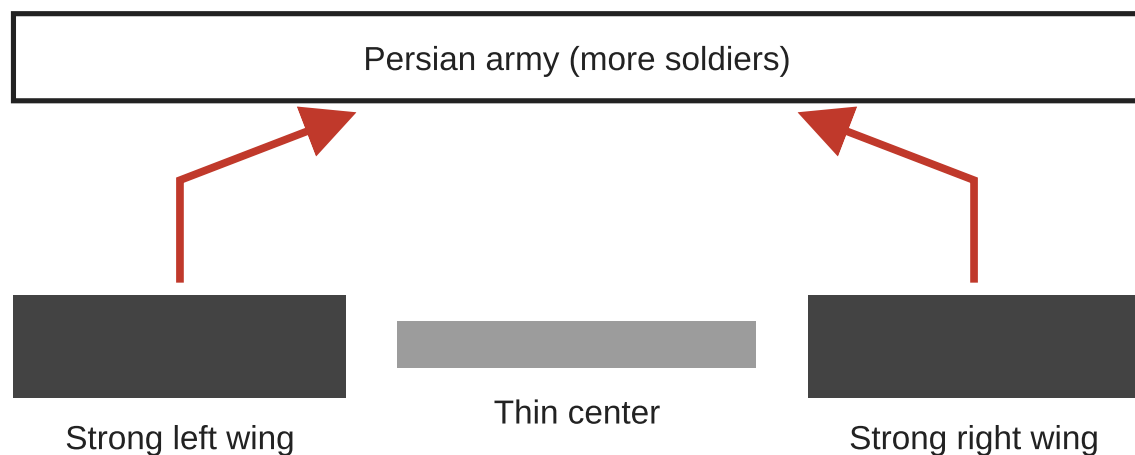
The people. Athens sent out its whole army, about ten thousand men, and the small city of Plataea sent about a thousand more to help. The Persians had many more soldiers. Before the battle, the Athenians sent a runner named Pheidippides to the city of Sparta to ask for help. The ancient historian Herodotus says he ran about 150 miles in two days! But the Spartans said they could not march until their religious festival was over.

The plan. One of the Athenian generals, Miltiades, made a bold plan. His army was smaller, so to make his line as long as the Persian line, he made the center of his line thin, only a few rows deep. But he made the two **wings**, the left and right ends, deep and strong. Then the Greeks charged across the plain at a run, heavy shields and all.

What happened. In the middle, the strong Persian soldiers pushed the thin Greek center back. But on both wings, the strong Greek **phalanxes** broke through. Then the two winning wings turned inward and came at the Persian center from both sides. The Persians fled to their ships. Herodotus says about 6,400 Persians died, and 192 Athenians. The Athenians buried their dead in a great mound that still stands on the plain of Marathon today.

Why it mattered. Little Athens had beaten the mighty Persian army. Later, people told the story of a runner who raced from Marathon to Athens to shout “We have won!” That story was written down long after the battle, but it gave its name to the long race we call a marathon. The real run that Herodotus tells about was the run to Sparta, before the battle.

Marathon: thin center, strong wings



Greek army (Athenians and Plataeans). Red arrows: the wings win and turn inward.

Miltiades' plan at Marathon: a thin center and strong wings.

PICTURE STUDY



The Soldier of Marathon, Luc-Olivier Merson, 1869 · Oil on canvas · École nationale supérieure des Beaux-Arts, Paris
Wikimedia Commons · Public domain

Luc-Olivier Merson was a French painter. He painted this scene of the famous legend: a runner arriving from Marathon with the news of victory. The painting shows the story people loved to tell, even though the oldest history, by Herodotus, tells of a different run.

Look closely

- Find the runner. How does he look after his long run?
- Look at the people around him. What are they feeling?
- Find the buildings. Where is this happening?

Talk about it

1. Why do you think people loved the story of the runner so much?
2. How can we tell the difference between what history records and a story added later?

HANDS-ON: TABLETOP MARATHON

Set up the battle of Marathon on a table or the floor and show how the plan worked.

You will need

- About 30 blocks, toy soldiers or pennies in one color (Greeks)
- About 40 in another color (Persians)
- A strip of blue paper for the sea

Steps

1. Lay the blue paper along one edge for the shore. Set the Persians in a long line in front of it.
2. Set the Greeks facing them in a line just as long: deep (3 or 4 rows) on the two ends, thin (1 row) in the middle.
3. Push the Persians forward in the middle; let the Greek center step back.
4. Push the Greek wings forward on both ends, then turn them inward to squeeze the Persian center from both sides.
5. Move the Persians back to their “ships” at the shore.

Check your work

- My Greek line has strong wings and a thin center.
- I can show how the wings turned inward.

FIELD NOTEBOOK

1. **Terrain map.** Draw the plain of Marathon: the sea on one side, hills on the other, a marsh near the shore, and the road to Athens. Mark the Greek and Persian lines.
2. Draw the runner, and write: “The real run in Herodotus was to Sparta, about 150 miles.”

Did you know? The modern marathon race is 26.2 miles long. That distance was set at the London Olympic Games of 1908. After the battle, the Athenian army marched quickly back to Athens to guard it, in case the Persian ships sailed there. The Spartans arrived after the battle was over. They looked at the battlefield and praised the Athenians.

Goes deeper in. Geography, Grade 5 and the high-school course “Geography and History” (Greece and the Aegean); the Composition series uses Marathon as a model narrative.

For families. Casualty figures are Herodotus’s (6,400 Persians, 192 Athenians). The stop separates Herodotus’s account (the run to Sparta) from the later legend of the run to Athens; the picture study shows the legend and says so.

PRACTICE

1. **MEDIUM Choose your move.** You are Miltiades. Your army is smaller than the Persian army, but your line must be as long as theirs so they cannot get around you. Will you (a) make every part of the line equally thin, (b) make the center thin and the wings strong, or (c) make the center strong and the wings thin?
2. **EASY** Who won the Battle of Marathon?
3. **MEDIUM** Where did Pheidippides run, according to Herodotus?

Make it a game · Strong Wings. Play tug-of-war with three ropes or scarves: left wing, center and right wing. Put more players on the two wings. Which side wins more “wings”?

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)

These words were spoken to Israel, not to Athens. But they remind us that a smaller side need not be afraid when God is with it.

Practice: answers

1. Miltiades chose (b): a thin center and strong wings. The wings won and turned inward to trap the Persian center.
2. The Athenians (with the Plataeans).
3. To Sparta, about 150 miles in two days, to ask for help before the battle.

3.2 THERMOPYLAE (480 B.C.)

OBJECTIVES

- Find the pass of Thermopylae on a map and explain why a narrow place helps a small army.
- Tell the story of Leonidas and the 300 Spartans and their allies.
- Explain how a brave defeat can still help win a war.

Warm-up. Stand in a doorway with your arms out. Could ten people get past you at once? Only one or two at a time can come through a narrow place. That is the secret of Thermopylae.

Video slot. Video coming. Thermopylae for young viewers: the narrow pass, the hidden path, the courage of the defenders (no gore). Search approved history channels (Simple History, Kings and Generals, The History Guy); preview first.

KEY TERMS

pass

A narrow way through mountains.

Sparta

A Greek city famous for its brave, well-trained soldiers.

ally

A friend who fights on your side.

Xerxes

The King of Persia, son of Darius (say “ZERK-seez”).

CORE IDEAS

The map. Ten years after Marathon, in 480 B.C., the new Persian king, Xerxes, came to conquer Greece with one of the biggest armies the world had ever seen. To march south into Greece, his army had to pass through a narrow strip of land between steep mountains and the sea. It was called Thermopylae, “the Hot Gates,” because of the hot springs there. In the narrowest place, there was hardly room for more than a few wagons side by side.

The people. Leonidas, one of the two kings of Sparta, marched north to hold the pass. With him were 300 Spartans and several thousand soldiers from other Greek cities, their **allies**. Xerxes sent a message telling them to give up their weapons. The Greek writer Plutarch says Leonidas sent back two words: “Come and take them.” When a man said the Persian arrows were so many they would hide the sun, a Spartan named Dieneces answered, “Then we shall fight in the shade.”

The plan. In the narrow pass, the huge Persian army could not use its numbers. Only a few men could fight at a time, and the Greeks, with their big shields and long spears, held their wall. For two days the Persians attacked, and for two days the Greeks held the pass.

What happened. Then a Greek man named Ephialtes, hoping for a reward, told Xerxes about a hidden mountain path that led around behind the pass. When Leonidas learned the Persians were coming around behind him, he sent most of the allies away to save them. He stayed with his 300 Spartans, about 700 men of Thespieae, who chose to stay, and some Thebans. They fought to the end. Leonidas and nearly all of the men who stayed with him were killed.

Why it mattered. Thermopylae was a defeat, but it was not wasted. The stand gave the rest of Greece time to get ready, and it showed that the Persians could be resisted. Later the Greeks put up a stone with words by the poet Simonides, often put into English as: “Go tell the Spartans, stranger passing by, that here, obedient to their laws, we lie.”

PICTURE STUDY



Plan of the Pass of Thermopylae, Jean-Denis Barbié du Bocage (engraved for an English edition), 1788 (first French edition) · Engraved map · Made for the book *Travels of Anacharsis the Younger in Greece*
Wikimedia Commons · Public domain

Jean-Denis Barbié du Bocage was a French mapmaker who drew maps of ancient Greece for a famous book. A good map can tell the story of a battle. On this map, find the mountains, the sea and the narrow pass between them. Then find the mountain path that led around behind the Greeks.

Look closely

- Find the sea. Find the mountains.

- Find the narrowest place in the pass. Why was it a good place to defend?
- Find the hidden path. Where does it come out?

Talk about it

1. Why could a few thousand Greeks hold back a huge army in this place?
2. What would you have done if you had been Leonidas when you learned about the path?

HANDS-ON: THE HOT GATES IN A BOX

Build the pass of Thermopylae and see why a narrow place helps a small army.

You will need

- A shoebox lid or a baking pan
- Clay or crumpled paper for mountains
- Blue paper for the sea
- Two colors of blocks or toy soldiers

Steps

1. Put the sea along one side of the pan and the mountains along the other, leaving a narrow pass between them.
2. Set a few Greek blocks across the narrowest part of the pass.
3. Line up many Persian blocks outside the pass. Try to push them through. How many can reach the Greeks at once?
4. Now make a little path over the mountains behind the Greeks. What happens when the Persians use it?

Check your work

- My pass is narrow between mountains and sea.
- I showed why only a few attackers could fight at once.
- I showed the hidden path.

FIELD NOTEBOOK

1. **Terrain map.** Draw the pass: sea, mountains, the narrow way and the hidden path. Mark where Leonidas stood.
2. Write the words of Simonides: “Go tell the Spartans, stranger passing by, that here, obedient to their laws, we lie.”

Did you know? The sea has moved back since 480 B.C., so today the pass of Thermopylae is a wide plain, not a narrow strip. Spartan soldiers carried a heavy round shield called a hoplon; the soldiers were called hoplites. A bronze statue of Leonidas stands at Thermopylae today.

Goes deeper in. Geography, high-school “Geography and History” (Greece and the Aegean) (coming soon).

For families. The outline’s picture for this stop, Jacques-Louis David’s *Leonidas at Thermopylae* (1814), contains classical nudity, so the Scout level uses its listed alternate, a map of the pass. Quotations (“Come and take them,” “fight in the shade,” the Simonides epitaph) are as reported by Plutarch and Herodotus; the epitaph is a common English rendering.

PRACTICE

1. **MEDIUM Choose your move.** You are Leonidas. You learn that the Persians have found a path around behind you, and by morning you will be surrounded. Will you (a) march everyone away, (b) keep everyone and fight, or (c) send most of the army away to fight another day, and stay with a few to hold the pass a little longer?
2. **EASY** Why was the narrow pass a good place for a small army to fight?
3. **MEDIUM** Thermopylae was a defeat. How did it still help Greece?

Make it a game • Hold the Gate. Make a “pass” with two chairs. One or two defenders hold pool noodles across the gap. Attackers try to sneak through without being tagged. Count how long the defenders hold.

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

Leonidas stayed so that his friends could get away. Jesus showed the greatest love of all when He laid down His life for us.

Practice: answers

1. Leonidas chose (c). He sent most of the allies away and stayed with the 300 Spartans, the Thespians and some Thebans to hold the pass and protect the others’ retreat.
2. The huge Persian army could not use its numbers; only a few men could fight at a time.
3. It gave the rest of Greece time to get ready and showed the Persians could be resisted.

3.3 SALAMIS (480 B.C.)

OBJECTIVES

- Find the island of Salamis and the narrow strait beside it on a map.
- Explain how Themistocles tricked the Persian fleet into the strait.
- Describe a trireme and how it fought.

Warm-up. Fill a bathtub or a pan with water and float some bottle caps. Push them all at once into a narrow corner. What happens? They bump and crowd each other. That is what happened to the Persian ships at Salamis.

Video slot. Video coming. The Battle of Salamis: triremes and the narrow strait. Search approved history channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

fleet

A group of warships.

trireme

A Greek warship rowed by about 170 men sitting in three rows on each side, with a bronze ram on its front (say “TRY-reem”).

ram

A heavy, pointed bronze beak on the front of a ship, used to smash holes in enemy ships.

strait

A narrow strip of sea between two pieces of land.

CORE IDEAS

The map. After Thermopylae, the Persian army marched south and captured Athens. The people of Athens had already left their city and crossed the water to the island of Salamis and to other safe places. Between Salamis and the mainland was a narrow **strait**, only about a mile wide in places. The Greek **fleet** waited there.

The people. The leader of the Athenians at sea was Themistocles. Years before, he had persuaded Athens to build a great fleet of warships called **triremes**. Each trireme was rowed by about 170 men in three rows on each side. On its front was a heavy bronze **ram**. A trireme fought by rowing hard and smashing its ram into the side of an enemy ship.

The plan. The Persian fleet was much bigger. In the open sea it could surround the Greeks. But in the narrow strait, its ships would get in each other’s way. So Themistocles played a trick. He sent a trusted servant, Sicinnus, secretly to King Xerxes with a message: the Greeks are about to run away; attack now and you will catch them! Xerxes believed it. That

night he sent his ships to block the ends of the strait, and in the morning they rowed in to attack.

What happened. Xerxes sat on a throne on a hillside above the shore to watch his great victory. But in the narrow water, the Persian ships crowded together and could not turn. The Greek triremes rowed out and rammed them. Ship after ship was sunk or broken, and many Persian sailors drowned. By evening the Persian fleet was beaten.

Why it mattered. Without his fleet, Xerxes could not keep his huge army supplied. He went home to Persia, leaving part of his army behind, and the next year the Greeks defeated that army at Plataea. Salamis saved Greece. Many people say that without it, the ideas and books of ancient Athens might never have reached us.

PICTURE STUDY



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

Wilhelm von Kaulbach was a German painter who made huge history paintings for the King of Bavaria. In this painting he shows the Greeks winning at Salamis, with King Xerxes watching from his throne on the shore.

Look closely

- Find Xerxes on his throne. Where is he?
- Find the ships. Which side seems to be winning?
- Look at the sky. How did Kaulbach make the scene feel exciting?

Talk about it

1. How do you think Xerxes felt as he watched?

2. Kaulbach painted this more than 2,300 years after the battle. How could he know what it looked like?

HANDS-ON: PAPER FLEET AT SALAMIS

Fold a paper fleet and fight the battle in a pan of water or on a blue sheet.

You will need

- Paper (two colors)
- A baking pan of water, or a blue sheet on the floor
- Two books for the island and the mainland

Steps

1. Fold about 8 paper boats of one color (Greeks) and 16 of another (Persians).
2. Make a narrow strait between two books (Salamis and the mainland).
3. Put the Greek fleet inside the strait. Bring the Persian fleet in from the ends.
4. Try to move the Persian boats in the narrow water without bumping. What happens? Let the Greeks “ram” the crowded boats.

Tips

- If you use real water, put towels down first.

Check your work

- I made a narrow strait.
- I showed why the big fleet was crowded.

FIELD NOTEBOOK

1. **Terrain map.** Draw the island of Salamis, the mainland, the narrow strait and the hill where Xerxes watched.
2. Draw a trireme from the side, with three rows of oars and the ram at the front.

Did you know? Before the war, the priestess at Delphi told the Athenians to trust in their “wooden wall.” Themistocles said the wooden wall meant their wooden ships. Athens paid for its fleet with silver from new mines at Laurium. The men who rowed the Athenian triremes were free citizens, many of them poor men, and they were proud of their part in the victory.

Goes deeper in. Geography, Grade 8 (straits and ports) (coming soon).

For families. The trick of Sicinnus is told by Herodotus (Book 8). Herodotus also gives large numbers for the Persian fleet; modern historians think they were smaller, but agree that the Persians had more ships.

PRACTICE

1. **MEDIUM Choose your move.** You are Themistocles. The Persian fleet is much bigger than yours. Will you (a) sail out to fight them in the open sea, (b) wait in the narrow strait and get them to come in to you, or (c) sail far away?
2. **EASY** What was a trireme's main weapon?
3. **MEDIUM** How did Themistocles get the Persians to attack in the strait?

Make it a game • Ramming Speed. Two teams sit in rows like rowers. A caller beats a drum or claps. Rowers “row” with their arms in time. The team that stays together longest without missing a beat wins.

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

Themistocles won by a wise plan, not by having more ships. Wisdom is worth more than numbers.

Practice: answers

1. Themistocles chose (b). He tricked Xerxes into attacking in the narrow strait, where the big Persian fleet was crowded and could not use its numbers.
2. Its bronze ram, used to smash enemy ships.
3. He sent his servant Sicinnus to tell Xerxes the Greeks were about to run away, so Xerxes attacked at once.

3.4 GAUGAMELA (331 B.C.)

OBJECTIVES

- Find Gaugamela on a map, in what is now northern Iraq.
- Explain Alexander's slanting move that opened a gap in the Persian line.
- Tell how Alexander's army handled the scythed chariots.

Warm-up. Have a friend hold a long rope stretched tight between two hands. Walk sideways along it. The friend has to stretch to keep up. What happens to the rope in the middle? It can sag or tear. Alexander used that idea.

Video slot. Video coming. Alexander the Great at Gaugamela: the oblique advance and the Companion cavalry. Search approved history channels (Kings and Generals, Simple History); preview first.

KEY TERMS

Macedonia

A kingdom north of Greece, Alexander's home.

cavalry

Soldiers who fight on horseback.

chariot

A two-wheeled cart pulled by horses, used in battle.

gap

An open space or hole in a line.

CORE IDEAS

The people. About 150 years after Marathon, a young king named Alexander came to the throne of Macedonia, north of Greece. He was only twenty years old. He crossed into Asia to fight the Persian Empire, now ruled by King Darius III. Alexander rode a great black horse named Bucephalus, which he had tamed as a boy when no one else could.

The map. In the year 331 B.C., Darius gathered a huge army on a wide, flat plain near a village called Gaugamela, in what is now northern Iraq. He had his men smooth the ground flat so that his **chariots** could charge. These chariots had long, sharp blades fixed to their wheels. Alexander's army was much smaller.

The plan. Alexander did not charge straight ahead. He led his army forward at a slant, moving to his right, toward the edge of the smoothed ground. Darius sent soldiers sideways to keep up with him. As the Persian line stretched to follow, a **gap** began to open in it. Alexander was watching for exactly that.

What happened. When the scythed chariots charged, Alexander's foot soldiers simply stepped aside and opened lanes, and many of the chariots rolled harmlessly through, while others were stopped by soldiers with javelins. Then Alexander himself, leading his best horsemen, the Companion **cavalry**, formed a wedge and drove straight into the gap, toward King Darius. Darius turned and fled from the battlefield, and his great army broke apart.

Why it mattered. After Gaugamela, the Persian Empire fell to Alexander. He went on to rule lands from Greece to Egypt to India. The Greek language and Greek ideas spread across the whole eastern world. Three hundred years later, the New Testament would be written in Greek, so the good news of Jesus could be read by people in many lands.

PICTURE STUDY



The Alexander Mosaic, Unknown Roman artist, probably copying an earlier Greek painting, c. 100 B.C. · Floor mosaic of small stones · National Archaeological Museum, Naples (found in the House of the Faun, Pompeii)

Wikimedia Commons · CC BY-SA 2.0

This picture is made of more than a million tiny colored stones. It was found in 1831 on the floor of a house in Pompeii, the Roman town buried by a volcano in A.D. 79. It shows Alexander charging toward Darius. It has long been called a picture of the battle of Issus (333 B.C.), and most historians still think so, though some argue it shows Gaugamela. Either way, it shows the moment both battles were famous for: Darius turning to flee.

Look closely

- Find Alexander, without a helmet, on the left. Where is he looking?
- Find Darius in his chariot. What is his face like?
- Look at the long spears in the background. What do they tell you about the battle?

Talk about it

1. How did the artist show that Alexander is brave and Darius is afraid?
2. Why do you think someone wanted this picture on the floor of his house?

HANDS-ON: THE SLANTING LINE

Show Alexander's slanting move on a tabletop and watch a gap open.

You will need

- About 20 blocks or toy soldiers in one color (Persians)
- About 12 in another color (Macedonians)
- One special piece for Alexander, and one for Darius

Steps

1. Set the Persians in a long line, with Darius in the middle. Set the Macedonians in a shorter line facing them, with Alexander on the right end.
2. Move the Macedonian line forward and to the right, a little at a time.
3. Each time, move the Persian left end sideways to follow. Leave the Persian center where it is.
4. When a gap opens between the Persians who moved and the Persian center, drive Alexander's piece through it toward Darius.

Check your work

- I moved my line at a slant.
- I showed how a gap opened in the Persian line.
- I showed Alexander's charge through the gap.

FIELD NOTEBOOK

1. **Terrain map.** Draw the flat plain of Gaugamela with the smoothed ground for chariots. Mark the Persian line, the Macedonian line, the gap and Alexander's charge.
2. Draw Bucephalus, Alexander's horse.

Did you know? Alexander studied as a boy under the great Greek thinker Aristotle. Alexander named a city after his horse Bucephalus, and more than one after himself; the most famous is Alexandria in Egypt. The prophet Daniel foretold a swift king from the west who would defeat the Persians (Daniel 8). Many Christians have read this as a picture of Alexander.

Goes deeper in. Geography, high-school "Geography and History" (the Middle East and the empires) (coming soon).

For families. Exact army sizes at Gaugamela are uncertain; ancient writers give very large Persian numbers. The stop says only that Alexander's army was much smaller. The mosaic is traditionally identified as Issus, and most scholars favor that; a minority argue for Gaugamela. The stop says so.

PRACTICE

1. **MEDIUM Choose your move.** You are Alexander. The enemy has many more men and has smoothed the ground for chariots. Will you (a) charge straight into the middle, (b) move your army at a slant and wait for a gap to open, or (c) stay still and wait for them to attack?
2. **EASY** What did Alexander's soldiers do when the scythed chariots charged?
3. **MEDIUM** Why did Gaugamela matter for the spread of the gospel later?

Make it a game • Find the Gap. Players link arms in a line. A runner calls out moves ("Step left! Step left!"). When a gap opens in the line, the runner dashes through. Then trade places.

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 in his chariots, but they did not save him. Our trust should be in God, not in weapons or numbers.

Practice: answers

1. Alexander chose (b). His slanting advance made the Persian line stretch and open a gap; then he charged through it toward Darius.
2. They stepped aside and opened lanes, so many chariots rolled harmlessly through.
3. Alexander's victory spread the Greek language across the East, and the New Testament was later written in Greek, which many peoples could read.

3.5 CANNAE (216 B.C.)

OBJECTIVES

- Find Cannae in southern Italy on a map.
- Explain Hannibal's double envelopment.
- Tell how Rome kept going after a terrible defeat.

Warm-up. Hold your two hands open in front of you, palms facing each other, and slowly close them around a ball. You have just made a “double envelopment,” the trap Hannibal set at Cannae.

Video slot. Video coming. Hannibal at Cannae: the double envelopment explained with a map. Search approved history channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

Carthage

A great city in North Africa, in what is now Tunisia, and Rome's rival.

legion

A large unit of the Roman army.

double envelopment

A trap in which an army is surrounded on both sides and from behind.

flank

The side of an army.

CORE IDEAS

The people. Hannibal was a general from the city of **Carthage** in North Africa. When he was a boy, his father made him promise to be an enemy of Rome. In 218 B.C., Hannibal did something no one thought possible: he marched an army, with horses and even elephants, over the snowy Alps mountains and down into Italy.

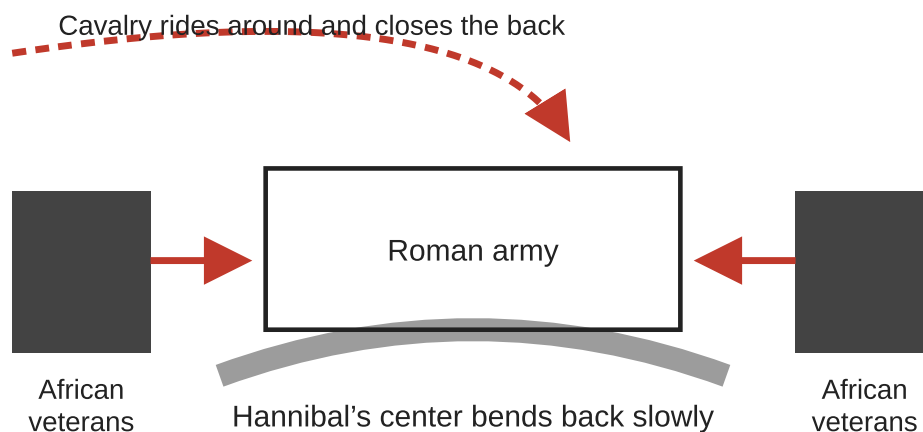
The map. Two years later, in the summer of 216 B.C., near the village of Cannae in southern Italy, Hannibal met the biggest army Rome had ever sent out, about 80,000 men. Hannibal had only about 50,000. The battlefield was a flat plain beside a river.

The plan. Hannibal set a trap. He put his weaker troops in the center of his line, pushed forward in a curve toward the Romans. On the two ends, he put his best soldiers, tough African veterans, and on the far edges, his horsemen. When the Romans attacked, Hannibal's center slowly bent backward, step by step, but did not break. The Romans pushed deeper and deeper into the middle, crowding together.

What happened. Then Hannibal gave the signal. The African veterans on each side turned inward and attacked the Romans' **flanks**. Hannibal's horsemen, who had already driven off the Roman cavalry, rode around and closed in from behind. The Roman army was surrounded on every side, a **double envelopment**. Tens of thousands of Romans died that day, one of the worst defeats in all of Rome's history.

Why it mattered. Many nations would have given up. Rome did not. The Romans refused to make peace. They raised new **legions**, avoided big battles with Hannibal, and kept fighting for years. In the end, as you will see at the next stop, Rome won the war. Cannae is still studied by soldiers today, at West Point and other military academies, as the most famous example of a double envelopment.

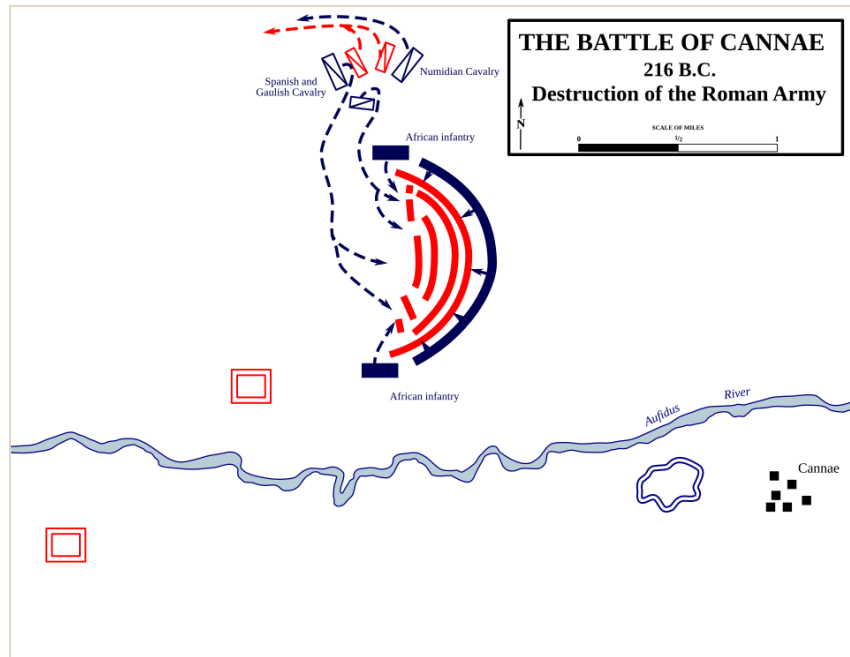
Cannae: the double envelopment



Hannibal's army (filled shapes) surrounds the Romans on every side.

Hannibal's double envelopment at Cannae.

PICTURE STUDY



Battle of Cannae (map), Frank Martini, cartographer, Department of History, United States Military Academy (redrawn for Wikimedia Commons), 20th century · Map · West Point history atlas (public domain)
Wikimedia Commons · Public domain

Soldiers learn battles from maps. This map was made by the history teachers at West Point, the United States Military Academy, to teach young officers about Cannae. Maps made by the United States government are free for everyone to use.

Look closely

- Find the Roman army. What shape is it?
- Find Hannibal's army. Where are his strongest troops?
- Find the river. How did it help Hannibal?

Talk about it

1. Why do you think soldiers still study a battle that happened more than 2,000 years ago?
2. Can you tell the story of the battle just from the map?

HANDS-ON: SAND-TABLE CANNAE

Build Cannae in a sandbox, a pan of sand or rice, or on a blanket, and spring Hannibal's trap.

You will need

- A tray of sand or rice, or a blanket
- A blue ribbon for the river
- About 30 pieces in one color (Romans) and about 20 in another (Hannibal)

Steps

1. Lay the river along one side. Pack the Romans into a deep, crowded block in the middle.
2. Set Hannibal's weaker troops in a curve bulging toward the Romans, with the best troops on both ends and horsemen at the far edges.
3. Push the Romans forward; let Hannibal's curved center bend back without breaking.
4. Turn the best troops inward on both sides, then bring the horsemen around behind the Romans. The trap is closed!

Check your work

- My center bent back but did not break.
- My two ends turned inward.
- My horsemen closed the back.

FIELD NOTEBOOK

1. **Terrain map.** Draw the plain of Cannae and the river. Draw the Roman block, and Hannibal's army curving around it on three sides, with arrows for the horsemen closing the back.
2. Write: "Rome lost at Cannae, but Rome did not give up."

Did you know? Hannibal's elephants crossed the Alps, but most of them died in the cold winter that followed. Few, if any, were left by the time of Cannae. Hannibal lost an eye from an infection while marching through marshes in Italy. Hannibal stayed in Italy for about fifteen years without ever capturing the city of Rome.

Goes deeper in. Geography, high-school "Geography and History," Lesson A3.2 "The Alps" (Hannibal's crossing) (coming soon).

For families. Roman losses at Cannae are given by ancient writers as roughly 50,000 to 70,000; the stop says "tens of thousands" without dwelling on it. Army sizes are approximate.

PRACTICE

1. **MEDIUM Choose your move.** You are Hannibal. The Roman army is bigger and is going to charge straight at your middle. Will you (a) make your middle very strong to stop them, (b) let your middle bend back slowly while your strong ends wait to close in from the sides, or (c) run away?
2. **EASY** What mountains did Hannibal cross to reach Italy?
3. **MEDIUM** What did Rome do after its terrible defeat at Cannae?

Make it a game • Close the Trap. Players make a curved line holding hands. One player walks into the curve. On "Close!", the two ends swing around to surround her. Then trade

places.

Scripture. “The horse is prepared against the day of battle: but safety is of the LORD.”
(Proverbs 21:31, KJV)

Rome had the bigger army but lost at Cannae; armies and plans matter, but in the end safety comes from God.

Practice: answers

1. Hannibal chose (b). His center bent back without breaking; then his best troops closed in from both sides and his cavalry from behind: the double envelopment.
2. The Alps.
3. It refused to make peace, raised new legions and kept fighting, and in the end won the war.

3.6 ZAMA (202 B.C.)

OBJECTIVES

- Find Zama in North Africa, near Carthage, on a map.
- Explain how Scipio opened lanes for Hannibal's elephants.
- Tell how Zama ended the long war between Rome and Carthage.

Warm-up. Stand in two rows with a friend or family, leaving a clear lane between you. Have someone run straight down the lane. Nobody gets knocked over! Scipio used lanes like that against charging elephants.

Video slot. Video coming. The Battle of Zama: Scipio, Hannibal and the elephants. Search approved history channels (Kings and Generals, Simple History); preview first.

KEY TERMS

war elephant

An elephant trained to charge into the enemy in battle.

maniple

A small block of Roman soldiers (say “MAN-ih-pul”).

lane

A clear, narrow path.

Numidia

A kingdom of North Africa famous for its skilled horsemen.

CORE IDEAS

The people. While Hannibal was still in Italy, a young Roman general named Publius Cornelius Scipio had a bold idea. Instead of chasing Hannibal around Italy, he would sail across the sea and attack Carthage itself, in Africa! When he did, Carthage called Hannibal home to defend it. At last, in 202 B.C., near a place called Zama, the two great generals faced each other.

The map. The battle was fought on open ground in North Africa, not far from Carthage, in what is now Tunisia. Scipio had a new friend: Masinissa, a king of **Numidia**, who brought thousands of fast, skilled horsemen to fight on Rome's side.

The plan. Hannibal put about eighty **war elephants** in front of his army. A charge of elephants could smash through a line of soldiers. But Scipio had a clever plan. Instead of making a solid wall, he lined up his small blocks of soldiers, called **maniples**, one behind another, with clear **lanes** running between them from front to back.

What happened. When the elephants charged, the Romans blew their trumpets and shouted. Some elephants were frightened and turned back into Hannibal's own horsemen. Others ran down the open lanes, straight through the Roman army and out the back, without trampling the soldiers. Then the foot soldiers fought a long, hard battle. At the end, the Roman and Numidian horsemen came back and attacked Hannibal's army from behind. Hannibal was defeated at last.

Why it mattered. Zama ended the long war between Rome and Carthage, called the Second Punic War, which had lasted seventeen years. Carthage made peace in 201 B.C. Scipio was given the name "Africanus" for his victory. Rome became the strongest power around the Mediterranean Sea, the same Roman world in which Jesus would be born about two hundred years later.

PICTURE STUDY



The Battle of Zama, Cornelis Cort, after Giulio Romano, 1567 · Engraving · Rijksmuseum, Amsterdam, and other collections
Wikimedia Commons · CC0

Giulio Romano was an Italian painter who worked with the great Raphael. He designed a famous picture of the Battle of Zama for a tapestry, and in 1567 the Dutch engraver Cornelis Cort made this print of it, so that many people could see it.

Look closely

- Find the elephants. What do they carry on their backs?
- Find the soldiers on horseback.
- Is there a calm place anywhere in this picture?

Talk about it

1. The artist lived more than 1,700 years after the battle. Which parts do you think he imagined?
2. How would you show Scipio's lanes in a picture?

HANDS-ON: ELEPHANT LANES

Test Scipio's lanes on a tabletop with a rolling "elephant."

You will need

- A toy car, a ball or a can (the elephant)
- About 20 dominoes or blocks (Roman soldiers)
- A smooth table or floor

Steps

1. First, set the dominoes in a solid wall across the table. Roll the "elephant" into them. How many fall?
2. Now set them up in small blocks of 2 or 3, one behind another, with clear lanes between the columns.
3. Roll the elephant down a lane. How many fall now?
4. Talk about it: why were lanes better than a solid wall against elephants?

Check your work

- I tested a solid wall.
- I tested lanes.
- I can explain why the lanes worked.

FIELD NOTEBOOK

1. **Terrain map.** Draw the open plain of Zama. Draw the Roman blocks with lanes between them, and arrows for the elephants running down the lanes.
2. Write: "Scipio won the name Africanus at Zama."

Did you know? Scipio had studied Hannibal's battles carefully. In a way, Hannibal was his teacher. After the war, Hannibal became a leader in Carthage and worked to help his city recover. The Roman historian Livy tells that Scipio and Hannibal met and talked before the battle, but could not agree on peace.

Goes deeper in. Geography, high-school "Geography and History" (the Mediterranean) (coming soon).

For families. Livy and Polybius describe the elephant lanes and the role of Masinissa's cavalry. The figure of about eighty elephants is from Polybius.

PRACTICE

1. **MEDIUM Choose your move.** You are Scipio. Hannibal has about eighty war elephants ready to charge. Will you (a) make a solid wall of soldiers, (b) leave clear lanes through your army so the elephants run through, or (c) charge the elephants first?
2. **EASY** Which two great generals fought at Zama?
3. **EASY** Which war did Zama end?

Make it a game • Elephant Run. Players stand in columns with lanes between. The “elephant” (on hands and knees, or on a scooter board) charges down a lane. Anyone standing in a lane is out. Practice opening the lanes quickly on the signal!

Scripture. “A time to love, and a time to hate; a time of war, and a time of peace.” (Ecclesiastes 3:8, KJV)

God rules over the times of war and the times of peace. Zama brought a long war to an end.

Practice: answers

1. Scipio chose (b). His soldiers stood in blocks with lanes between them; trumpets and shouting frightened the elephants, and many ran harmlessly down the lanes.
2. Scipio (for Rome) and Hannibal (for Carthage).
3. The Second Punic War between Rome and Carthage.

3.7 ALESIA (52 B.C.)

OBJECTIVES

- Find Alesia in France (ancient Gaul) on a map.
- Explain Julius Caesar's two rings of walls.
- Tell how Vercingetorix surrendered with courage.

Warm-up. Make a circle of blocks around a toy. Now make a second, bigger circle outside the first. Which way does each wall face? You are building like Julius Caesar at Alesia.

Video slot. Video coming. Caesar at Alesia: the two walls (circumvallation and contravallation). Search approved history channels (Kings and Generals, Simple History); preview first.

KEY TERMS

Gaul

The old name for the land that is now France and nearby lands.

siege

Surrounding a town or fort so that no one can get in or out, until it gives up.

fortification

A wall, ditch or tower built to defend a place.

surrender

To give up and stop fighting.

CORE IDEAS

The people. Julius Caesar was a Roman general who spent years conquering the land of **Gaul**, which is now France. In 52 B.C., the tribes of Gaul joined together under a brave young chief named Vercingetorix (say "ver-sin-JET-o-rix") to fight the Romans. Vercingetorix led his army into a hilltop town called Alesia, with steep sides and rivers around its base.

The plan. Caesar decided not to attack the hill. Instead he would starve the Gauls out with a **siege**. His soldiers dug ditches and built a wall with towers all the way around the hill, about eleven Roman miles around (about ten of our miles). Now no one could get out. But Caesar knew the other tribes of Gaul would send a huge army to help. So his soldiers built a second wall, about fourteen Roman miles around, facing outward. Caesar's army now lived in a ring between two walls!

The map. Picture it: the hill of Alesia in the middle, with Vercingetorix's army on top. Around it, Caesar's inner wall facing in. Then Caesar's army. Then the outer wall facing out. And outside, the great relief army of Gaul, which arrived at last.

What happened. The Gauls attacked from both sides at once, inside and outside. The fighting was fierce, and at the most dangerous moment Caesar himself, in his bright red cloak, rode to the place where his walls were close to breaking and led his men. The Roman line held. The relief army broke apart and went home. Vercingetorix knew there was no hope left.

Why it mattered. Vercingetorix rode out of Alesia on his horse, laid down his weapons at Caesar's feet and **surrendered**, giving himself up so that his people might be spared. Gaul became part of the Roman world. Today the French remember Vercingetorix as a hero, and a great statue of him stands near Alesia. Caesar's own book, *The Gallic War*, tells the story.

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

Lionel Royer was a French painter. In this painting he shows the end of the siege of Alesia: Vercingetorix, on horseback, throws his weapons down before Caesar. Royer painted Vercingetorix as a proud and noble figure, as the French have long remembered him.

Look closely

- Find Vercingetorix. How does he look: proud, afraid or sad?
- Find Caesar. Where is he sitting?
- Look at the Roman soldiers. What are they holding?

Talk about it

1. Why do you think the painter made the defeated chief look so noble?
2. What does it take to surrender with courage?

HANDS-ON: TWO RINGS OF WALLS

Build Alesia and Caesar's two walls with blocks or clay.

You will need

- A bowl turned upside down, or a mound of clay or sand (the hill)
- Blocks, LEGO bricks or popsicle sticks (the walls)
- Toy soldiers or buttons in three colors

Steps

1. Set the hill in the middle and put the Gauls (one color) on top.
2. Build an inner ring of wall around the hill, with the wall facing in.
3. Place Caesar's Romans (second color) outside the inner ring.
4. Build a bigger outer ring around the Romans, facing out. Put the relief army (third color) outside it.
5. Attack from both sides at once! Which walls hold?

Check your work

- I built two rings of walls.
- I can explain why Caesar needed both.

FIELD NOTEBOOK

1. **Terrain map.** Draw the hill of Alesia with its two rivers, the inner wall, the outer wall and the relief army.
2. Write: "Caesar built two walls: one to keep the Gauls in, and one to keep the relief army out."

Did you know? In the 1860s, the French emperor Napoleon III had archaeologists dig at Alise-Sainte-Reine, in Burgundy, where they found Caesar's ditches. The statue of Vercingetorix he put up there still stands. Caesar's soldiers dug pits with sharp stakes hidden in them in front of the walls. The soldiers had nicknames for them, like "lilies." Caesar wrote about himself in the third person, calling himself "Caesar" instead of "I."

Goes deeper in. Geography, high-school "Geography and History," Lesson A2.1 "The Rhine" (Rome's frontier) (coming soon).

For families. Distances for the walls are Caesar's own (*Gallic War*, Book 7: eleven and fourteen Roman miles). Caesar also gives a very large number for the Gallic relief army, which many historians think is exaggerated; the stop does not repeat it.

PRACTICE

1. **MEDIUM Choose your move.** You are Caesar. You have trapped the Gauls on a hill, but you hear a great army is coming to help them. Will you (a) leave before it arrives, (b) attack the hill at once, or (c) build a second wall facing outward, so you can defend in both directions?
2. **EASY** Who led the Gauls at Alesia?
3. **MEDIUM** Why did Caesar need two walls?

Make it a game · Inside and Outside. Two circles of players: an inner ring facing in and an outer ring facing out. Runners inside and outside try to slip through. The rings must hold hands and stay strong.

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

Caesar’s soldiers worked and fought for weeks without rest. Paul tells Christians to be faithful and hard-working like good soldiers, serving Christ.

Practice: answers

1. Caesar chose (c). He built a second, outer wall and held both walls when the Gauls attacked from inside and outside.
2. Vercingetorix.
3. The inner wall kept Vercingetorix’s army in; the outer wall kept the relief army out.

3.8 JERICHO AND GIDEON

OBJECTIVES

- Retell how God gave Israel the city of Jericho (Joshua 6).
- Retell how Gideon's 300 men won with trumpets, pitchers and lamps (Judges 7).
- Explain why God chose such unlikely ways to win.

Warm-up. Count out 32,000 in your head: that is about how many people fill a big stadium. Now picture only 300 people, about enough to fill a few classrooms. Which army would you rather have? Today we learn why God chose the smaller one.

Video slot. Video coming. Bible battles for children: Jericho and Gideon. Use a trusted Bible-story source that follows the KJV text; preview first.

KEY TERMS

Canaan

The land God promised to Abraham and his children, later called Israel.

ram's horn

A trumpet made from the horn of a ram. The priests blew them at Jericho.

Midianites

A people who raided Israel in Gideon's day, stealing the crops.

pitcher

A clay jar for carrying water.

CORE IDEAS

Jericho: the people. After forty years in the wilderness, the people of Israel crossed the Jordan River into **Canaan** under their new leader, Joshua. The first city in their way was Jericho, with strong walls. The Bible says Jericho "was straitly shut up," and none went out and none came in (Joshua 6:1).

Jericho: God's plan. God gave Joshua a plan no general would ever invent. The army would march around the city once a day for six days, with seven priests blowing trumpets of **rams' horns** and carrying the ark of the covenant. On the seventh day they would march around seven times. Then the priests would blow a long blast, all the people would shout, and the wall would fall down flat.

Jericho: what happened. Israel obeyed, exactly as God said. On the seventh day, "the people shouted with a great shout, that the wall fell down flat" (Joshua 6:20). Rahab, who had hidden Israel's spies, was saved with her family because she trusted the God of Israel.

Gideon: the people. Years later, the **Midianites** came every harvest like a swarm of grasshoppers and took Israel's food. God called a farmer named Gideon to save Israel. Gideon gathered 32,000 men. But God said the army was too big, so that Israel would not boast, "Mine own hand hath saved me" (Judges 7:2).

Gideon: God's plan. God told Gideon to send home everyone who was afraid, and 22,000 went home, leaving 10,000. Then God tested them at the water, and only 300 men were chosen. Gideon gave each man a trumpet, and an empty **pitcher** with a lamp burning inside it.

Gideon: what happened. In the middle of the night, the 300 surrounded the Midianite camp. At Gideon's signal they blew the trumpets, broke the pitchers so the lamps blazed out, and cried, "The sword of the LORD, and of Gideon" (Judges 7:20). The Midianites woke in a panic and fled.

Why it mattered. In both battles, God won the victory by means that looked foolish to men: marching and shouting, trumpets and clay jars. He did it so that everyone would know the victory was His. The bravest thing Joshua and Gideon did was to trust and obey God.

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 traveled to the Holy Land to study its people and places. He then spent years painting hundreds of pictures of Bible stories, trying to show them as they might really have looked.

Look closely

- Find the priests. What are they carrying?
- Find the walls of Jericho.

- What sounds would you hear if you were there?

Talk about it

1. Why do you think the people obeyed such a strange plan?
2. Would you have marched around the walls?

HANDS-ON: GIDEON'S LAMPS

Make a Gideon pitcher and lamp, and act out the night battle (with no real fire).

You will need

- A paper cup or small paper bag (the pitcher)
- A small flashlight or battery tea light
- A paper-towel tube (the trumpet)

Steps

1. Turn the flashlight on and cover it with the cup so the light is hidden.
2. In a dark room, family members stand in a circle around a pretend camp.
3. On the signal, “blow” the trumpets, lift the cups away and shout, “The sword of the LORD, and of Gideon!”
4. Talk about it: how would the sudden lights and noise seem to the sleeping camp?

Tips

- Use only battery lights, never candles.

Check your work

- I made a pitcher and lamp.
- I can tell how 300 men won.
- I know who won the victory: God.

FIELD NOTEBOOK

1. **Terrain map.** Draw Jericho with its walls and the path Israel marched seven times. On another half-page, draw Gideon’s 300 around the Midianite camp, each with a trumpet and a lamp.
2. Copy Joshua 1:9.

Did you know? Seven appears again and again at Jericho: seven priests, seven trumpets, seven days, and seven times around on the seventh day. Gideon was hiding while threshing wheat in a winepress when the angel of the LORD called him “thou mighty man of valour” (Judges 6:11–12). Gideon asked God for signs with a fleece of wool, once wet and once dry (Judges 6:36–40).

Goes deeper in. Bible reading: Joshua 2 and 6; Judges 6–7.

For families. This stop takes the biblical accounts as true history and quotes the KJV. Read Joshua 6 and Judges 7 aloud together before or after the stop.

PRACTICE

1. **MEDIUM Choose your move.** You are Gideon. God says your army of 32,000 is too big. Will you (a) argue with God, (b) obey and send men home, even if only 300 are left, or (c) quietly keep everyone?
2. **EASY** How many times did Israel march around Jericho on the seventh day?
3. **EASY** What three things did each of Gideon's men carry?

Make it a game · Walls of Jericho. Build a tall wall of cardboard boxes or pillows. March around it seven times, quietly. On the seventh lap, blow pretend trumpets, shout together and gently push the wall down.

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 Jericho. Real courage comes from knowing God is with us.

Practice: answers

1. Gideon chose (b). He obeyed God, and 300 men won so that all would know the victory was God's.
2. Seven times.
3. A trumpet, a pitcher and a lamp inside the pitcher.

TRACK 3 BADGE QUIZZES

The badge quizzes are optional. Read each question aloud; the child may answer by talking, pointing or drawing. Four right out of five earns the first badge; three right out of four earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops A1–A5)

1. Where did the runner Pheidippides run to ask for help before Marathon?
2. How many Spartans stayed with King Leonidas at Thermopylae?
3. Where did the Greeks fight the Persian ships at Salamis?
4. Which king won at Gaugamela?
5. What shape did Hannibal's army make at Cannae?

Badge quiz 2 (Stops A6–A8)

6. How did Scipio deal with the elephants at Zama?
7. Why did Caesar build two walls at Alesia?
8. What did Gideon's men shout?
9. Who won the victories at Jericho and with Gideon?

TRAIL CERTIFICATE: MY BATTLE MAP BOOK AND TRAIL A CERTIFICATE

Gather the terrain maps from this trail into one booklet: "My Battle Map Book," with your name and dates. Add a timeline page with all eight battles in order.

Pick one leader from the trail and write or tell one sentence about a virtue they showed (courage, loyalty, wisdom, faith).

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

- **Eight maps:** A labeled terrain map for each battle, with a title and a date.
- **Timeline:** The battles are placed in the right order.
- **Virtue:** One leader's virtue is named and explained.
- **Care:** Maps are neat and labeled.

Answer key

1. To Sparta (about 150 miles in two days, says Herodotus).
2. Three hundred.
3. In a narrow strait between the island of Salamis and the mainland.
4. Alexander the Great.
5. A curve that closed around the Romans like a trap (pincers).
6. He left lanes so they ran through his army.
7. One kept the Gauls in; one kept the relief army out.
8. "The sword of the LORD, and of Gideon."
9. God.

SCHOOL LAUNCH · EXPLORE TRACKS

EXPLORE TRACKS · TRAIL B

The second trail of three interest tracks for curious Scouts: Animals (birds), Dinosaurs (the dinosaur hunters) and Great Battles of the Middle Ages. Short, self-paced stops with true stories, great pictures, hands-on projects and games.

First edition

The works of the LORD are great, sought out of all them that have pleasure therein.

Psalm 111:2 (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.

Trail B is the second trail of each track at the ● Scout level (ages 7–9). The Animals track meets the birds, from the eagle of Isaiah 40:31 to a real backyard bird count. The Dinosaurs track meets the dinosaur hunters, from Mary Anning in 1811 to Mary Schweitzer's soft tissue in 2005, and practices telling observations from interpretations, with a creation-friendly view of the dates on museum signs. The Great Battles track visits eight battles of the Middle Ages, from Tours (732) to Lepanto (1571). Trail A is not required first.

WHO IT IS FOR

Written for children about ages 7–9 who are read to by a parent, or who read short passages on their own. Older siblings can join in. Nothing earlier is required.

HOW TO USE THIS COURSE

1. **One stop at a time.** A stop takes 15–25 minutes: read the story aloud, look at the picture, do the hands-on part and play the game. Two or three stops a week works well.
2. **Any order.** The tracks are independent. Do one track at a time, or rotate between them.
3. **Field Notebook.** Every stop ends with a page for the notebook. At the end of the trail the pages become a booklet, and the parent signs the Trail B certificate.
4. **Badge quizzes.** Each track has two short, optional oral quizzes. They are for fun, not grades.

SCOPE AND SEQUENCE

Track 3: Great Battles ✕ Trail B: The Middle Ages (Self-paced)

MATERIALS

- **Field Notebook (a sketchbook or composition book)** One for the whole trail.
- **Colored pencils, a ruler, scissors and glue** For drawings and maps.
- **Household things** Each hands-on project lists what it needs: blocks, clay, string, toy figures, cups.
- **A Bible (KJV)** For the verse at each stop.

GRADING

Explore Tracks are not graded. A stop is done when the child has heard the story, done the hands-on part and made a notebook page.

Badges and the Trail B certificate are earned by finishing the stops.

A NOTE TO PARENTS

You do not need to be an expert. Read the story aloud, look at the picture together and ask, “What do you notice?” Each stop has a short *For families* note with background and any facts that scholars still discuss.

Dinosaur dates: museums give ages in millions of years. This trail teaches the period names as museum words and explains that the dates are interpretations; many Christian families understand the fossils within a young earth and the Flood. Stop B10 (soft tissue) presents the young-earth reading and the discoverer’s own old-earth reading fairly.

Battles are told for young children: who, where, the plan, what happened and why it mattered, with honor for courage, faith and wisdom and no gory detail. Both sides are described fairly, in the terms of their own time.

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Track 3: Great Battles ✕ Trail B: The Middle Ages

- 3.1 Tours (732): Charles Martel's Wall
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- 3.4 Bannockburn (1314): Robert the Bruce
- 3.5 Agincourt (1415): Mud and Longbows
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- 3.8 Lepanto (1571): The Galleys

Each stop takes 15–25 minutes. Tracks may be done in any order, and a child may do just one track.

GREAT BATTLES ✕ TRAIL B: THE MIDDLE AGES

The second trail of the Great Battles track visits eight battles of the Middle Ages, from Tours in 732 to the great sea battle of Lepanto in 1571. Each battle is taught through **the map** (the land or sea), **the plan, the people** (their courage and faith) and **why it mattered**.

This is the ● **Scout** level, for ages 7 to 9. Battles are told plainly and gently: who fought, where, the plan, what happened and why it mattered. Numbers of soldiers and losses are given as numbers, deaths are stated plainly but not described, and pictures are chosen for their story, not for violence. Both sides are described fairly and in the terms of their own time.

Every stop has a **terrain map** to draw, a **tabletop** activity, and a “**Choose your move**” puzzle in which the child makes the commander’s choice before learning what happened. Five stops earn the **Battle Scout badge, part 1**; eight earn part 2 and the **Trail B certificate**.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Find Europe, the Middle East and North Africa on a globe (a grown-up may help).
- Trail A is helpful but not required.

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail in order on a timeline.
- ☐ I can find each battle on a map of Europe and the Mediterranean.
- ☐ I can tell how the land, the weather or the water helped one side win at three of the battles.
- ☐ I can name a leader from this trail and one virtue he or she showed.
- ☐ I can draw a simple terrain map with a title, a key and both armies.

OPTIONAL BOOKS AND RESOURCES

- **Bayeux Museum: the Bayeux Tapestry online** (<https://www.bayeuxmuseum.com>): The whole tapestry can be viewed scene by scene; use it for Stop B2.
- **Royal Armouries (Leeds)** (<https://royalarmouries.org>): Pictures of longbows, armor and the great Turkish bombard; good for Stops B5 and B7.
- **Project Gutenberg** (<https://www.gutenberg.org>): Free old read-alouds such as H. E. Marshall’s *Our Island Story* and *Scotland’s Story*, which tell Hastings, Bannockburn and Agincourt for children.

3.1 TOURS (732): CHARLES MARTEL'S WALL

OBJECTIVES

- Find Tours and Poitiers on a map of France.
- Tell how the Franks stood firm like a wall.
- Explain why many people think this battle mattered for Europe.

Warm-up. Stand shoulder to shoulder with your family in a tight line, arms linked. Have someone gently try to push through. Is it easy or hard? A tight, steady line was the Franks' plan at Tours.

Video slot. Video coming. The Battle of Tours (Poitiers), 732, for young viewers: Charles Martel and the Frankish line. Search approved history channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

Franks

A people who lived in what is now France and Germany. France is named after them.

Charles Martel

The leader of the Franks. "Martel" means "the Hammer."

Umayyad

The family of rulers (caliphs) of a great Muslim empire that stretched from Arabia to Spain (say "oo-MY-yad").

cavalry

Soldiers who fight on horseback.

CORE IDEAS

The map. In the year 711, armies of the Umayyad empire crossed from North Africa into Spain and conquered most of it. Twenty years later, a governor of Spain named Abd al-Rahman led a large army north over the Pyrenees Mountains into the land of the Franks. His horsemen rode fast and far, and they were headed for the rich church of Saint Martin at Tours.

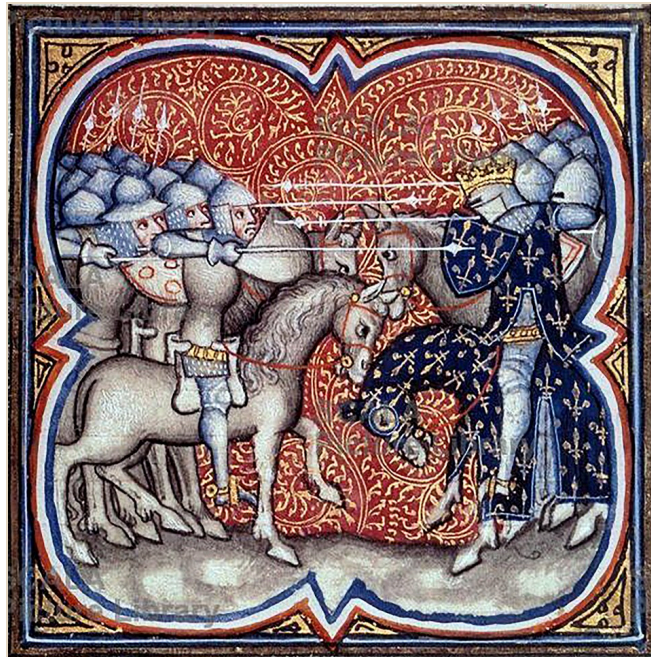
The people. The leader of the Franks was Charles, later called **Martel**, "the Hammer." He gathered his army, mostly foot soldiers, many of them tough men who had fought with him for years. Between the towns of Poitiers and Tours, he found a good place: higher ground with trees on either side, where horsemen could not easily ride around him.

The plan. The Umayyad army's strength was its swift **cavalry**. So Charles did not try to chase them. He formed his men into a great, tight block, shields together, and told them to stand. An old chronicle says the Franks stood "like a wall," as still and firm as ice.

What happened. For a long day the horsemen charged again and again, but the Frankish wall held. Late in the day Abd al-Rahman was killed. That night the Umayyad army quietly left its camp. In the morning the Franks found the tents empty. They had held their ground, and the army from Spain did not come so far north again.

Why it mattered. Many historians have said that Tours helped keep Western Europe Christian. Others think the raid would have turned back anyway. Either way, Charles Martel became the strongest man in the land of the Franks. His grandson was Charlemagne, the great king who later united much of Europe.

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: STAND LIKE A WALL

Set up the battle and test whether a tight block can stop charging horsemen.

You will need

- About 30 blocks or toy soldiers in one color (Franks)
- About 15 in another color (horsemen)
- Two strips of green paper or toy trees (the woods)
- A book under one end of a towel (the higher ground)

Steps

1. Make the higher ground with the towel and book. Put the woods on both sides.
2. Set the Franks on the higher ground in a tight block, five rows deep.
3. Roll a small ball (the horsemen's charge) at the block. Do the Franks fall over?
4. Now set the Franks in one long thin line and roll the ball again. Which held better?

Check your work

- My Franks stood on the higher ground between woods.
- I tested a block and a thin line.
- I can tell why Charles chose a tight block.

FIELD NOTEBOOK

1. **Terrain map.** Draw France with the Pyrenees Mountains at the bottom. Mark Spain, Poitiers and Tours. Draw the Franks' block on higher ground between two woods.
2. Write: "Charles Martel, the Hammer, 732."

Did you know? No one knows exactly how many soldiers fought at Tours. Old writers gave huge numbers that historians do not trust. The battle is also called the Battle of Poitiers, because it was fought between the two towns. The church of Saint Martin at Tours was one of the most famous churches in Europe, named for a kind bishop who once cut his cloak in half to share with a beggar.

Goes deeper in. Geography, Grade 5 and the high-school course "Geography and History" (France and Spain) (coming soon).

For families. The date is traditionally October 732 (some scholars argue for 733). The "wall of ice" image comes from the Mozarabic Chronicle of 754. Numbers are unknown; the stop does not repeat medieval figures. Historians disagree about how much the battle mattered (Gibbon and others called it decisive; many modern historians call it one turning

point among several); the stop says so. Both sides are described in their own terms, and the Umayyad conquest of Spain (711) is stated as fact.

PRACTICE

1. **MEDIUM Choose your move.** You are Charles Martel. Your enemy has fast horsemen; you have mostly foot soldiers. Will you (a) chase the horsemen across the open plain, (b) stand in a tight block on higher ground with woods on your sides, or (c) split your army into small groups?
2. **EASY** What does “Martel” mean?
3. **EASY** Who was Charles Martel’s famous grandson?

Make it a game • The Wall Holds. Players link arms in a tight line (the Franks). One at a time, others walk up and try to gently squeeze through. Then the line spreads out with arms apart. Which way is harder to get through? Play gently: no running or shoving.

Scripture. “Blessed be the LORD my strength, which teacheth my hands to war, and my fingers to fight:” (Psalm 144:1, KJV)

David wrote this. Holding firm when others are frightened takes training and strength, and the Bible says that strength comes from God.

Practice: answers

1. Charles chose (b). His men stood like a wall on higher ground, and the horsemen could not break them.
2. “The Hammer.”
3. Charlemagne.

3.2 HASTINGS (1066) AND THE BAYEUX TAPESTRY

OBJECTIVES

- Tell why Harold and William both wanted to be King of England.
- Explain how the Normans broke the English shield wall.
- Read part of the story in the Bayeux Tapestry.

Warm-up. Make a comic strip of four boxes. In each one, draw one thing you did today. You have made a picture story, like the Bayeux Tapestry, which tells the story of 1066 in pictures more than 200 feet long.

Video slot. Video coming. The Battle of Hastings, 1066, and the Bayeux Tapestry for young viewers. Search approved history channels (Simple History, Kings and Generals, The History Guy), the Bayeux Museum; preview first.

KEY TERMS

Normans

People from Normandy, in the north of France.

shield wall

A line of soldiers standing close together with their shields overlapping.

tapestry

A long cloth with pictures sewn or woven into it. The Bayeux Tapestry is actually embroidered (stitched).

feigned retreat

Pretending to run away to trick the enemy into chasing you.

CORE IDEAS

The map. In January 1066, King Edward of England died without a son. Harold Godwinson, the most powerful English nobleman, was crowned king. But across the sea, Duke William of Normandy said that the throne had been promised to him. William built a great fleet of ships and got ready to cross the English Channel.

Two invasions. At the same time, a Norwegian king, Harald Hardrada, invaded the north of England. King Harold marched his army north as fast as he could and beat the Norwegians at Stamford Bridge. Just a few days later, he heard that William had landed in the south! Harold's tired army marched about 250 miles back south to meet him.

The plan. On October 14, 1066, near the town of Hastings, Harold set his men along the top of a ridge in a **shield wall**. Their shields overlapped like the scales of a fish. William's Normans had archers, foot soldiers and knights on horseback. All morning they charged up the hill, and all morning the shield wall held.

What happened. Then something happened that changed the battle. Some of William’s men ran back down the hill, and some of the English broke out of their wall to chase them. The Normans turned and surrounded them. The old writers say the Normans then tried this more than once on purpose, a **feigned retreat**. As the English line grew thinner, the Normans broke through. By evening, King Harold had been killed, and the English army scattered.

Why it mattered. William became King of England and is called William the Conqueror. The Normans brought new castles, new laws and many French words into English. Words like “castle,” “court” and “judge” came into English after 1066. About ten years later, a great embroidered cloth, the Bayeux Tapestry, was made to tell the whole story in pictures.

PICTURE STUDY



The Bayeux Tapestry, Scene 38: the Norman fleet crosses the Channel, Unknown English embroiderers, 1070s · Wool embroidery on linen · Bayeux Museum, Normandy, France
Wikimedia Commons · Public domain

This part of the Bayeux Tapestry shows William’s ships crossing the English Channel. The ships look like Viking ships, because the Normans were descended from Vikings. The words above, in Latin, tell what is happening, like the captions in a comic book.

Look closely

- Count the horses in the ships.
- Find the striped sails and the carved heads at the front of the ships.
- Look at the border at the top and bottom. What animals do you see?

Talk about it

1. Why do you think the people who made the tapestry told the story in pictures?
2. If you made a tapestry of your family’s story, what would the first picture be?

HANDS-ON: TABLETOP HASTINGS: THE SHIELD WALL

Build Harold’s ridge and test the feigned retreat.

You will need

- A pillow or a folded blanket (the ridge)
- About 20 blocks or toy soldiers in one color (English)
- About 20 in another color (Normans)
- Paper shields: circles of paper taped to the English blocks

Steps

1. Lay the English blocks shoulder to shoulder along the top of the ridge, shields overlapping.
2. Move the Normans up the slope. Can they get through while the wall stays tight?
3. Now have a few Normans “run away” down the hill, and move some English out of the wall to chase them.
4. Close the Normans around the chasers. Is the wall still strong? Where is the gap?

Check your work

- My English shield wall stood on the ridge.
- I showed the feigned retreat.
- I can explain why leaving the wall was dangerous.

FIELD NOTEBOOK

1. **Terrain map.** Draw the ridge with the English shield wall on top and the Normans at the bottom. Mark Hastings and the sea. Draw arrows for the feigned retreat.
2. Draw a comic strip of four pictures, like the Bayeux Tapestry, telling the story of 1066.

Did you know? The Bayeux Tapestry is about 230 feet long and 20 inches high, and it is stitched with colored wool on linen. The tapestry shows Halley’s Comet, which was seen in the sky in the spring of 1066. At one point in the battle, a rumor spread that William had been killed. He pushed up his helmet so his men could see his face. The tapestry shows this.

Goes deeper in. Geography, the British Isles; Composition, “Picture stories” (coming soon).

For families. Dates and sequence (Stamford Bridge, September 25; Hastings, October 14, 1066) follow standard histories (e.g., the Anglo-Saxon Chronicle, William of Poitiers). Whether the first retreat was planned or a real rout that William turned to advantage is debated; the stop says the old writers describe it as a trick. How Harold died is uncertain (the famous “arrow in the eye” is debated); the stop says only that he was killed. The tapestry is about 68–70 m long, probably made in England in the 1070s.

PRACTICE

1. **MEDIUM Choose your move.** You are an English soldier in the shield wall. The Normans in front of you suddenly turn and run down the hill. Will you (a) break out of the wall and chase them, or (b) stay in your place in the wall, even though it is hard to wait?
2. **EASY** Who won the Battle of Hastings?
3. **EASY** What is the Bayeux Tapestry?

Make it a game · Hold the Line. Players stand in a line with pillows for shields. A “Norman” runs toward them and then suddenly runs away. Anyone who steps out of the line is “out.” The last ones still in line win.

Scripture. “A time to love, and a time to hate; a time of war, and a time of peace.” (Ecclesiastes 3:8, KJV)

Solomon wrote that there are seasons for everything, even war and peace. After 1066 came war, and then a long time of rebuilding.

Practice: answers

1. The wise choice is (b). The English who chased the Normans were surrounded, and their leaving made the shield wall weaker.
2. Duke William of Normandy, William the Conqueror.
3. A long embroidered cloth that tells the story of 1066 in pictures.

3.3 HATTIN (1187): WATER AND HEAT

OBJECTIVES

- Find the Sea of Galilee and the Horns of Hattin on a map.
- Explain how water and heat decided the battle.
- Tell why good advice matters to a leader.

Warm-up. Go outside on a warm day, or stand in a warm room, and do twenty jumping jacks. Now wait five minutes before you drink. How do you feel? Imagine marching all day in armor in July with no water.

Video slot. Video coming. The Battle of Hattin, 1187, for young viewers: Saladin, the march across the hills and the Horns of Hattin (no gore). Search approved history channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

Crusaders

Christian soldiers from Europe who went to the Holy Land. Their kingdom there was called the Kingdom of Jerusalem.

Saladin

The Muslim sultan of Egypt and Syria (say “SAL-a-din”).

springs

Places where fresh water flows out of the ground.

counsel

Advice from a wise person.

CORE IDEAS

The map. About a hundred years before this battle, armies of knights from Europe, the **Crusaders**, had captured Jerusalem and set up a Christian kingdom in the Holy Land. Now a great Muslim leader, **Saladin**, had united Egypt and Syria. In the summer of 1187 he led a large army across the Jordan River and attacked the town of Tiberias, on the Sea of Galilee.

The people. King Guy of Jerusalem gathered nearly all the knights and soldiers of his kingdom at the springs of Sephoria, where there was plenty of water and grass. In Tiberias was the wife of Count Raymond of Tripoli, one of Guy’s own lords. Even so, Raymond gave the king **counsel**: “Stay here by the water. It is summer. Let Saladin come to us across the dry land.”

The plan. But other lords told Guy that staying would look cowardly. Guy changed his mind and ordered the army to march east across the dry, rocky hills toward Tiberias, in the heat of July, with almost no water on the way. That was just what Saladin hoped for.

What happened. Saladin's horsemen rode around the marching army, shooting arrows and blocking the way to the water. That night the Crusaders camped on the dry hills without water. Saladin's men set the dry grass on fire, and smoke blew over the thirsty camp. The next day, July 4, 1187, the exhausted Crusaders were trapped near two hilltops called the Horns of Hattin. Most of their army was killed or taken prisoner, and King Guy was captured.

Why it mattered. When King Guy was brought to Saladin's tent, Saladin gave him a cup of cool water, a sign that his life would be spared. A few months later, Jerusalem surrendered to Saladin, and he allowed many of its people to leave in peace by paying a ransom. Hattin shows that even brave soldiers can lose when their leader ignores wise advice and forgets the simple things, like water.

PICTURE STUDY



The Horns of Hattin, Modern photograph, · Photograph · Lower Galilee, Israel
Wikimedia Commons · CC BY-SA 3.0

This photograph shows the Horns of Hattin as they look today. In July, the hills are dry and brown, with few trees and no water. Imagine thousands of knights in heavy armor here on a hot summer day.

Look closely

- Find the two “horns,” the two tops of the hill.
- Look for trees, streams or shade. Do you see many?
- What color is the ground?

Talk about it

1. Why would this be a hard place for a thirsty army?

2. Where would you have camped if you were King Guy?

HANDS-ON: TABLETOP HATTIN: FOLLOW THE WATER

Map the march and see why water mattered most.

You will need

- A large sheet of paper or a sand table
- Blue paper or a bowl of water (the Sea of Galilee and the springs)
- Brown paper or small rocks (the dry hills)
- Toy soldiers or blocks in two colors
- A cup of water for each player

Steps

1. Put the springs of Sephoria at the left edge and the Sea of Galilee at the right. Fill the space between with “dry hills.” Put Tiberias on the shore.
2. Set the Crusaders at the springs and Saladin’s army near the sea.
3. March the Crusaders across the hills one step at a time. With each step, everyone takes one sip of water from their cup. How much is left halfway?
4. Move Saladin’s horsemen around the marching army so they cannot reach the water.

Check your work

- My map shows the springs, the dry hills and the Sea of Galilee.
- I marched the army across the hills.
- I can tell why Raymond’s advice was wise.

FIELD NOTEBOOK

1. **Terrain map.** Draw the springs of Sephoria, the dry hills, the Horns of Hattin and the Sea of Galilee with Tiberias. Draw the Crusaders’ march as a dotted line.
2. Write: “Where no counsel is, the people fall” (Proverbs 11:14).

Did you know? The Horns of Hattin are the two peaks of an old volcano hill near the Sea of Galilee. This land is near where Jesus taught by the Sea of Galilee more than a thousand years earlier. After Hattin, kings from Europe, including Richard the Lionheart of England, came on the Third Crusade to fight Saladin.

Goes deeper in. Geography, “The Holy Land” and Bible maps of Galilee (coming soon).

For families. Sources: the date (July 3–4, 1187), Raymond’s advice, the waterless camp, the brush fires and the cup of water (iced or cooled) for Guy appear in both Christian and Muslim accounts (e.g., Ibn al-Athir, Imad al-Din and the Old French continuations of William of Tyre). Saladin had Reynald of Châtillon, who had broken truces, executed in the same tent; the Scout story does not include this, and the Expert level does. Jerusalem

surrendered on October 2, 1187. Both sides are described fairly; the Crusades' wider history is for the Ranger and Expert levels.

PRACTICE

1. **MEDIUM Choose your move.** You are King Guy. It is July. Your army is at the springs with plenty of water. The enemy is across a day's march of dry hills. Will you (a) stay by the water and let the enemy come to you, as Raymond advises, or (b) march across the dry hills right away?
2. **EASY** Who won the Battle of Hattin?
3. **MEDIUM** What did Saladin give King Guy in his tent?

Make it a game • Water Carriers. Two teams must carry water in spoons across the yard to fill a cup. One team gets to start right next to the bucket (the springs); the other must start far away (the dry hills). Which team fills its cup first? Talk about why.

Scripture. "Where no counsel is, the people fall: but in the multitude of counsellors there is safety." (Proverbs 11:14, KJV)

King Guy did not follow the wise counsel he was given. A wise leader listens to good advice.

Practice: answers

1. Guy chose (b) and lost his army. Raymond's advice, (a), was the wiser plan.
2. Saladin.
3. A cup of cool water, a sign that his life would be spared.

3.4 BANNOCKBURN (1314): ROBERT THE BRUCE

OBJECTIVES

- Find Stirling Castle and the Bannock Burn on a map of Scotland.
- Explain how the Scots used spear rings and soft ground.
- Tell how Robert the Bruce showed courage and patience.

Warm-up. Have you ever tried something over and over until you finally did it? There is an old story that Robert the Bruce, hiding in a cave, watched a spider try again and again to spin its web, and decided not to give up either.

Video slot. Video coming. The Battle of Bannockburn, 1314, for young viewers: Robert the Bruce, the schiltrons and the boggy ground (no gore). Search approved history channels (Simple History, Kings and Generals, The History Guy), the National Trust for Scotland Bannockburn Visitor Centre; preview first.

KEY TERMS

schiltron

A tight ring or block of Scottish spearmen with their long spears pointing out like a hedgehog (say “SHIL-tron”).

burn

A Scottish word for a stream. The Bannock Burn is a stream near Stirling.

bog

Soft, wet, muddy ground where horses sink.

independence

Being free to rule yourselves.

CORE IDEAS

The map. In 1314, the English held Stirling Castle, the key to central Scotland. The castle stood on a high rock above the River Forth. The Scots had surrounded it, and the English commander had agreed to surrender if no English army came to help by midsummer. So King Edward II of England marched north with a huge army, many thousands of knights and foot soldiers, to rescue it.

The people. The King of Scots was Robert the Bruce. For years he had fought to free Scotland from English rule. He had lost battles, hidden in the hills and seen his brothers and friends killed or captured. But he had never given up. His army was much smaller than Edward’s, so he chose his ground with great care.

The plan. Bruce placed his army in a wood beside the road to Stirling, near a stream called the Bannock Burn and wet, boggy ground. His men dug small pits along the road and

covered them to trip horses. Most of his soldiers were spearmen who stood in **schiltrons**, tight blocks with long spears pointing out, like a giant hedgehog that horses would not charge into.

What happened. On the first day, June 23, an English knight named Henry de Bohun saw King Robert riding a small pony in front of his army and charged at him with his lance. Bruce waited, stepped his pony aside at the last moment, and struck the knight down with his axe. The Scots cheered! That night, the English camped on soft ground between the streams. The next morning, before the battle, the Scots knelt to pray. The schiltrons then marched forward and pressed the English knights back into the boggy ground, where they could not move or turn. When Scottish camp-helpers came running down the hill with flags, the English thought another army was coming and fled.

Why it mattered. Bannockburn was Scotland's greatest victory. It did not end the war at once, but it made Robert the Bruce secure as king. Six years later, Scottish leaders wrote a famous letter to the Pope, the Declaration of Arbroath, saying that they fought not for glory or riches but for freedom.

PICTURE STUDY



The Battle of Bannockburn, from the Scotichronicon, Unknown artist (manuscript of Walter Bower's Scotichronicon), 1440s · Pen drawing with a little color on parchment · Corpus Christi College, Cambridge
Wikimedia Commons · Public domain

This drawing is the oldest picture of Bannockburn that we know of. It was drawn in a book of Scottish history about 125 years after the battle. Stirling Castle sits on its hill at the top. Below, Scottish spearmen stand close together, facing English knights on horseback.

Look closely

- Find Stirling Castle at the top.
- Find the long spears. How many can you count?
- Find the knights on horses. Which way are they facing?

Talk about it

1. How is this picture different from a modern painting or photograph?
2. Why do you think the writer put a picture in his book?

HANDS-ON: TABLETOP BANNOCKBURN: HEDGEHOGS AND BOGS

See why a ring of spears and soft ground beat heavy cavalry.

You will need

- A tray of wet sand or a towel soaked in water and laid flat (the bog)
- Toothpicks and small balls of clay (the spearmen)
- Larger toy horses or blocks (the English knights)
- Blue yarn (the Bannock Burn)

Steps

1. Lay the blue yarn across the table for the Bannock Burn. Put the wet “bog” beside it.
2. Make schiltrons: stick toothpicks all the way around a few clay balls so they point out like a hedgehog. Set them in a tight group.
3. Push a “knight” at a schiltron. Would a horse charge into that?
4. Now push the schiltrons forward slowly toward the knights so the knights must back into the bog. What happens to them?

Tips

- Use the blunt ends of the toothpicks outward if younger children are helping.

Check your work

- I made at least three schiltrons.
- I showed the knights being pushed into the bog.
- I can tell how the ground helped the Scots.

FIELD NOTEBOOK

1. **Terrain map.** Draw Stirling Castle on its rock, the road, the wood, the Bannock Burn and the boggy ground. Draw the Scottish schiltrons as circles with spikes and the English army in the boggy ground.
2. Write: “Robert the Bruce, King of Scots, Bannockburn, 1314.”

Did you know? After he struck down de Bohun, Bruce’s captains scolded him for taking such a risk. Bruce only said that he was sorry he had broken his good axe. The spider

story is a legend. It was first written down long after Bruce lived, but it is still a good lesson. A statue of Robert the Bruce on horseback stands on the battlefield today.

Goes deeper in. Geography, the British Isles: Scotland (coming soon).

For families. Sources: John Barbour's *The Brus* (c. 1375) for de Bohun, the broken axe, the Scots kneeling (and King Edward's remark that they knelt for mercy, "but not from us") and the "small folk" coming down the hill; modern histories (e.g., the National Trust for Scotland) for the ground. Numbers are uncertain: English perhaps 15,000–20,000 and Scots perhaps 6,000–9,000. De Bohun's death is told without detail. The spider story first appears much later (Sir Walter Scott popularized it) and is called a legend. The Declaration of Arbroath is 1320.

PRACTICE

1. **MEDIUM Choose your move.** You are Robert the Bruce. The English army is much bigger and has many knights on heavy horses. Will you (a) meet them on a wide, dry, open field, (b) fight near woods, streams and soft, boggy ground, or (c) wait inside Stirling Castle?
2. **EASY** What is a schiltron?
3. **EASY** What did the Scots do just before the battle on the second day?

Make it a game • Hedgehog. A few players stand back to back in a tight circle holding pool noodles pointing out (the schiltron). The other players try to tag someone in the middle without touching a noodle. Then let the circle walk slowly forward. Play gently.

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 English trusted in their great horses. The Scots knelt and prayed before the battle. Our trust belongs to the Lord.

Practice: answers

1. Bruce chose (b). The woods, streams and bog stopped the English knights from using their strength.
2. A tight ring or block of spearmen with spears pointing out, like a hedgehog.
3. They knelt to pray.

3.5 AGINCOURT (1415): MUD AND LONGBOWS

OBJECTIVES

- Find Agincourt on a map of northern France.
- Explain how mud, woods and longbows helped a small, tired army.
- Say the famous lines Shakespeare wrote for King Henry V.

Warm-up. Walk across a muddy yard in rain boots, or try to walk through a pile of pillows. Now imagine doing it in armor weighing as much as a big dog. That was the French knights' problem at Agincourt.

Video slot. Video coming. The Battle of Agincourt, 1415, for young viewers: the longbow, the mud and Henry V (no gore). Search approved history channels (Simple History, Kings and Generals, The History Guy), the Royal Armouries; preview first.

KEY TERMS

longbow

A tall bow, about as tall as a man, made of yew wood. English archers trained with it from boyhood.

men-at-arms

Soldiers in full armor who fought with swords, axes and lances.

stake

A pointed wooden pole pushed into the ground.

Saint Crispin's Day

October 25, the feast day of two early Christian brothers, Crispin and Crispinian.

CORE IDEAS

The map. In 1415, King Henry V of England crossed to France to claim lands he said belonged to him. He captured the port of Harfleur, but the siege took weeks, and many of his men grew sick. Henry decided to march his tired army north to the English town of Calais. On the way, a much larger French army blocked his road near the village of Agincourt.

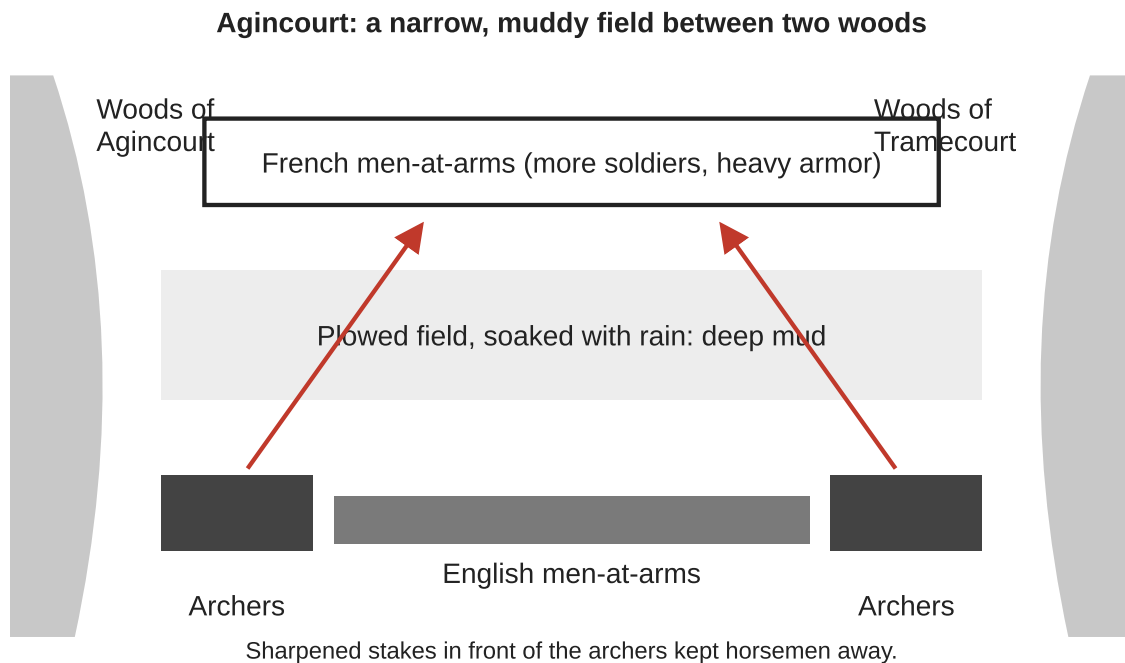
The people. Henry's army was small, perhaps six to nine thousand men, and most of them were **archers** with the English **longbow**. They were hungry and wet from days of marching in the rain. The French had many more men, including thousands of knights and **men-at-arms** in heavy armor. They were sure they would win.

The plan. Henry chose a narrow field between two woods, so the French could not spread out and go around him. The field had just been plowed, and a night of heavy rain had turned it to deep mud. Henry put his men-at-arms in the middle and his archers on the sides. Each

archer hammered a sharpened **stake** into the ground in front of him, pointing toward the enemy, so horsemen could not reach them.

What happened. On the morning of October 25, 1415, Saint Crispin's Day, Henry's archers moved forward and shot a great cloud of arrows. The French horsemen charged, but the stakes and the arrows turned them back. Then the French men-at-arms advanced on foot through the deep mud. Their heavy armor made them slow and tired, and the narrow field squeezed them together so tightly that many could hardly lift their arms. The English won a great victory. Thousands of French soldiers were killed or captured; the English lost only a few hundred.

Why it mattered. Agincourt made Henry V a hero in England, though the war with France went on for many more years. Almost two hundred years later, William Shakespeare wrote a play about Henry. In it, Henry tells his outnumbered men before the battle: "We few, we happy few, we band of brothers." People still say those words about friends who face hard things together.



Agincourt: woods on both sides, a muddy field in the middle, archers with stakes on the English flanks.

PICTURE STUDY



*The Battle of Agincourt, from a French manuscript, Unknown French illuminator, about 1470–1480 · Ink and paint on parchment · Bibliothèque nationale de France
Wikimedia Commons · Public domain*

This picture was painted in a French book of history some years after the battle. Look how the artist fills the whole picture with knights, lances and banners. The painter wanted to show how crowded and confused the battlefield was.

Look closely

- Find the archers. What are they holding?
- Look at the banners. How many colors can you find?
- Find the armor. Does it look heavy or light?

Talk about it

1. Why would it be hard to fight with so many people pressed close together?
2. How can you tell which side is which?

HANDS-ON: TABLETOP AGINCOURT: THE NARROW FIELD

Build the narrow field between the woods and see how mud and stakes helped the smaller army.

You will need

- A baking tray with damp sand or play dough spread thin (the muddy field)
- Broccoli or paper trees (the two woods)
- Toothpicks pushed into small lumps of clay (the stakes)

- Toy soldiers or blocks in two colors (more for the French)

Steps

1. Put the two woods on either side so the field is narrow in the middle.
2. Set the English at one end: men-at-arms in the middle, archers on both sides with stakes in front.
3. Set the French at the other end, many rows deep.
4. Push the French forward through the “mud.” What happens as the field gets narrower? Do they bunch up?
5. Look at the diagram. Point to where the archers stood.

Check your work

- My field is narrow, with woods on both sides.
- My archers have stakes in front of them.
- I can tell how the mud and the narrow field slowed the French.

FIELD NOTEBOOK

1. **Terrain map.** Copy the Agincourt diagram: the two woods, the muddy field, the English line with archers on the sides, and the French army. Add a key.
2. Write: “We few, we happy few, we band of brothers.” (Shakespeare, Henry V)

Did you know? English law once said that men should practice archery on Sundays and holidays. Archers trained so long that their bones changed shape. Old chronicles say that after the battle Henry had his chaplains sing a psalm, and every man knelt at the words “Not unto us, O LORD” (Psalm 115:1), to give the glory to God. A longbow arrow could fly more than 200 yards, about two football fields.

Goes deeper in. Geography, France; Literature, Shakespeare’s *Henry V* (Expert level) (coming soon).

For families. Numbers are debated: English perhaps 6,000–9,000; French estimates range widely (often 12,000–25,000 or more). Losses follow standard histories (Anne Curry; Juliet Barker): several thousand French dead and many captured; English dead in the hundreds. The psalm after the battle is reported in the Tudor chronicles of Hall (1542) and Holinshed (1587): the chaplains sang *In exitu Israel* (Vulgate Psalm 113, which includes KJV Psalm 115) and all knelt at “Non nobis, Domine,” followed by the *Te Deum*. The *Gesta Henrici Quinti* stresses giving the glory to God but does not name the psalm, so the stop says “old chronicles say.” Henry’s order to kill some prisoners during the battle is a real and grim part of the story; it is left to the Expert level. Shakespeare’s *Henry V* dates from about 1599.

PRACTICE

1. **MEDIUM Choose your move.** You are King Henry. Your army is small and tired; the French army is much bigger. Will you (a) fight on a wide open plain, (b) fight in a narrow field between two woods, with your archers protected by stakes, or (c) try to run past the French in the night?
2. **EASY** What weapon did most English soldiers at Agincourt carry?
3. **MEDIUM** How did the rain help the English?

Make it a game · Through the Mud. Lay pillows and cushions across the floor for “mud.” One team walks through it wearing heavy backpacks (armor); the other walks around it with nothing. Who is more tired at the end? Talk about the French men-at-arms.

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)

The chronicles say Henry’s men knelt at these words after the battle. They gave the glory for their victory to God.

Practice: answers

1. Henry chose (b). The narrow field kept the French from going around him, and the mud and stakes slowed them down.
2. The longbow.
3. It turned the plowed field to deep mud, which slowed the heavily armored French.

3.6 ORLÉANS (1429): JOAN OF ARC

OBJECTIVES

- Find Orléans on the Loire River in France.
- Tell how Joan of Arc helped end the siege of Orléans.
- Name the virtues of courage and faith that Joan showed.

Warm-up. Think of a time you were the youngest person in a room of grown-ups. Was it hard to speak up? Joan of Arc was about seventeen when she went to talk to the future king of France.

Video slot. Video coming. Joan of Arc and the siege of Orléans, 1429, for young viewers (no gore). Search approved history channels (Simple History, The History Guy), Homeschool Pop (Alternate); preview first.

KEY TERMS

siege

When an army surrounds a town or castle to make it give up.

Dauphin

The title of the eldest son of the King of France, the prince who would be king (say “DOE-fan”).

banner

A flag carried in front of an army.

fort

A strong building made to defend a place.

CORE IDEAS

The map. By 1429, France and England had been at war on and off for more than ninety years. The English and their allies held much of northern France. Now they had besieged the city of Orléans, on the Loire River, building **forts** around it. If Orléans fell, the road to the rest of France would be open.

The people. In a small village in the east of France lived a farm girl named Joan. She could not read or write, but she loved God and prayed often. When she was about thirteen, she said that she heard the voices of saints telling her that God wanted her to help the **Dauphin** Charles save France and be crowned king. At about seventeen, she set out to find him.

The plan. Joan convinced a captain to take her to Charles. She told him that God had sent her, and after his churchmen had questioned her, Charles let her go with an army to help Orléans. Joan wore armor and carried a white **banner** painted with the names of Jesus and

Mary. She said she carried her banner instead of a sword so that she would never have to kill anyone.

What happened. Joan entered Orléans at the end of April 1429. The French soldiers had been discouraged, but Joan's courage gave them new heart. She urged the captains to attack the English forts one by one. At the strongest fort, called the Tourelles, she was wounded by an arrow. She had the wound cared for, then came back to the fight, and the fort was taken. On May 8, the English left their forts around Orléans. The siege was over after more than six months.

Why it mattered. Two months later, Joan stood beside Charles in the great cathedral at Reims as he was crowned King of France. The next year, Joan was captured by enemies and handed over to the English. A court of churchmen on the English side found her guilty, and she was put to death in 1431, when she was about nineteen. Twenty-five years later, another church court declared that she had been innocent. France remembers her as one of its greatest heroes.

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: BREAK THE RING OF FORTS

Build the city on the river and its ring of English forts, then lift the siege one fort at a time.

You will need

- A strip of blue paper (the Loire River)
- A paper cup or box (the city of Orléans)
- Six small blocks or cups (the English forts)
- Toy soldiers in two colors
- A small paper banner on a toothpick

Steps

1. Lay the river across the table. Put Orléans on the north bank.
2. Set the English forts in a ring around the city, with one strong fort (the Tourelles) on the south bank at the bridge.
3. Put the French and Joan's banner inside the city.
4. Move the French out to take the forts one by one, ending with the Tourelles.
5. When the last fort falls, the siege is lifted!

Check your work

- My map shows the river, the city and the forts.
- I took the forts one by one.
- I can tell what a siege is.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Loire River, the city of Orléans, the ring of English forts and the Tourelles at the bridge.
2. Draw Joan's white banner and write one word that describes her (brave, faithful, determined).

Did you know? Joan dictated a letter to the English commanders before the battle, asking them to go home in peace. The people of Orléans still hold a festival every May to remember the day the siege ended. Joan was only about seventeen years old at Orléans.

Goes deeper in. Geography, France: the Loire Valley (coming soon).

For families. Dates follow standard histories: Joan entered Orléans on April 29, 1429; the Tourelles fell on May 7, when she was wounded by an arrow; the English withdrew on May 8; Charles VII was crowned at Reims on July 17, 1429. Joan was captured in 1430 and executed at Rouen on May 30, 1431; the nullification trial ended in 1456, and she was canonized in 1920. Her statement about carrying the banner so as not to kill is from her trial testimony. Her “voices” are told as her own account, as the trial records give them; families can discuss them together.

PRACTICE

1. **MEDIUM Choose your move.** You are Joan at Orléans. The French captains want to wait inside the walls and hope the English go away. Will you (a) agree and wait, or (b) urge them to attack the English forts one by one?
2. **EASY** What did Joan carry instead of a sword?
3. **EASY** What happened to Charles two months after Orléans?

Make it a game • Lift the Siege. Set six cups in a ring around a “city” (a pillow). Players take turns rolling a soft ball to knock over the “forts,” one at a time. The last one is the Tourelles: you must knock it over to win.

Scripture. “Let no man despise thy youth; but be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity.” (1 Timothy 4:12, KJV)

Paul told young Timothy not to let anyone look down on him for being young. Joan was young too, and she was brave and faithful.

Practice: answers

1. Joan chose (b). The French took the forts one by one, and the siege was lifted.
2. Her banner.
3. He was crowned King of France at Reims, with Joan beside him.

3.7 CONSTANTINOPLE (1453): WALLS AND CANNON

OBJECTIVES

- Find Constantinople (today's Istanbul) on a map, between Europe and Asia.
- Describe the great walls and the giant cannon.
- Tell how the Ottoman ships got around the chain in the harbor.

Warm-up. Build the tallest wall you can with blocks. Now roll a ball at it gently, then harder. What happens? For a thousand years, Constantinople's walls stopped every army. Then a new weapon came.

Video slot. Video coming. The fall of Constantinople, 1453, for young viewers: the Theodosian Walls, the great cannon and the ships moved over land (no gore). Search approved history channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

Constantinople

A great city on the water between Europe and Asia, the capital of the Eastern Roman (Byzantine) Empire. Today it is Istanbul, in Turkey.

Ottoman

The Turkish empire ruled by the family of Osman. Its ruler was called the sultan.

cannon

A large gun that fires heavy balls of stone or iron.

Golden Horn

The long harbor on one side of Constantinople.

CORE IDEAS

The map. Constantinople sat on a point of land with water on three sides: the Sea of Marmara, the Bosphorus and a long harbor called the **Golden Horn**. On the land side stood the mighty Theodosian Walls, built a thousand years earlier: a moat, then a wall, then a taller wall with great towers. For a thousand years, no enemy had broken through them.

The people. In 1453 the city was small and poor, all that was left of the old Eastern Roman Empire. Its emperor was Constantine XI. He had only about seven or eight thousand defenders. Outside the walls came the young **Ottoman** sultan, Mehmed II, only twenty-one years old, with a huge army, perhaps sixty thousand or more, and a powerful fleet.

The plan. Mehmed had a secret weapon: giant **cannons**. One, built by a cannon-maker named Orban, was so big that it took many oxen to pull it, and it fired stone balls weighing

more than half a ton. Day after day the cannons pounded the walls. And every night, the defenders worked to fill the holes with earth, wood and stones.

The ships over the hill. The defenders had stretched a great iron chain across the mouth of the Golden Horn, so enemy ships could not get in. So Mehmed did something amazing. His men built a road of greased logs over the hill behind the harbor, and in a single day they pulled about seventy ships over the land and slid them into the Golden Horn behind the chain! Now the city was threatened from that side too.

What happened and why it mattered. After fifty-three days, on May 29, 1453, the Ottoman army broke through. Emperor Constantine died fighting at the walls with his men. Mehmed made the city his capital, and the great church of Hagia Sophia was made into a mosque. The Eastern Roman Empire, which had lasted more than a thousand years, was gone. Many scholars fled west to Italy, carrying old Greek books with them, and helped spark a new age of learning in Europe.

PICTURE STUDY



The Theodosian Walls of Constantinople, Modern photograph, · Photograph · Istanbul, Turkey
Wikimedia Commons · CC BY-SA 4.0

This photograph shows part of the Theodosian Walls as they stand in Istanbul today. Look at the towers and the layers of wall. Imagine stone cannonballs crashing against them.

Look closely

- Find a tower. How tall do you think it is?
- Look for the lines of red brick between the stones.
- Can you see more than one wall?

Talk about it

1. Why do you think these walls stood for a thousand years?
2. How did cannons change the way people built walls?

HANDS-ON: TABLETOP CONSTANTINOPLE: SHIPS OVER THE HILL

Map the city and move the ships over the land.

You will need

- A large sheet of paper
- Blue paper (the water)
- Blocks (the walls)
- A piece of string or yarn (the chain)
- Paper boats
- Pencils or round sticks (the log road)
- A book (the hill)

Steps

1. Make the city on a point of land with water on three sides. Build the walls with blocks on the land side.
2. Lay the chain across the mouth of the Golden Horn.
3. Put the Ottoman ships outside the chain. Can they get in?
4. Put the book (the hill) beside the harbor and lay pencils across it like a road of logs. Roll a paper boat over the pencils into the Golden Horn.

Check your work

- My map shows the walls, the water and the chain.
- I rolled a ship over the log road.
- I can tell why the chain no longer protected the harbor.

FIELD NOTEBOOK

1. **Terrain map.** Draw Constantinople with water on three sides, the land walls, the chain across the Golden Horn and the log road over the hill.
2. Draw a cannon and write: "Orban's great cannon, 1453."

Did you know? Constantinople was named after the Roman emperor Constantine the Great, who made it his capital in the year 330. Some of the great Ottoman cannons still exist. One cast in 1464, the Dardanelles Gun, is in the Royal Armouries museum in England. Parts of the Theodosian Walls still stand in Istanbul today.

Goes deeper in. Geography, "Where Europe meets Asia: the Bosphorus" (coming soon).

For families. Numbers follow standard histories (e.g., Steven Runciman, *The Fall of Constantinople 1453*): about 7,000–8,000 defenders and perhaps 60,000–80,000 Ottoman troops (older sources give larger figures). The ships were moved overland on April 22 (about 70 ships); the city fell on May 29 after a 53-day siege. Constantine XI's death in the fighting is the generally accepted account, though details are uncertain. The sack of the city is not described at the Scout level. Mehmed and the Ottomans are described plainly and without caricature.

PRACTICE

1. **MEDIUM Choose your move.** You are Sultan Mehmed. A great chain blocks your ships from the harbor. Will you (a) try to break the chain with your ships, (b) give up on the harbor, or (c) carry your ships over the land on a road of logs?
2. **EASY** What is Constantinople called today?
3. **EASY** What new weapon helped break the great walls?

Make it a game • Wall Builders. One team builds a wall of blocks or cardboard boxes. The other team rolls soft balls at it for one minute (the cannons). Then the builders get one minute to fix it (the night repairs). Switch sides. Can the wall last three rounds?

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

Emperor Constantine stayed with his people to the end. Jesus showed the greatest love of all when He laid down His life for us.

Practice: answers

1. Mehmed chose (c). About seventy ships were pulled over the hill into the Golden Horn behind the chain.
2. Istanbul.
3. Giant cannons.

3.8 LEPANTO (1571): THE GALLEYS

OBJECTIVES

- Find the Gulf of Patras and Lepanto on a map of Greece.
- Describe a galley and a galleass.
- Tell how the battle set thousands of captives free.

Warm-up. Sit on the floor in a line with your family, each holding a broom. Try to “row” all together. It is hard to keep the beat! A galley had hundreds of rowers who had to row as one.

Video slot. Video coming. The Battle of Lepanto, 1571, for young viewers: galleys, galleasses and Don John of Austria (no gore). Search approved history channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

galley

A long warship moved mostly by oars, with many rowers.

galleass

A big, heavy galley with many cannons on its sides (say “GAL-ee-ass”).

Holy League

A group of Christian states, led by Spain, Venice and the Pope, that joined together against the Ottoman fleet.

captive

A person who is held prisoner.

CORE IDEAS

The map. In the 1500s, the Ottoman Empire was the strongest power in the Mediterranean Sea. Its fleets attacked islands and coasts, and in 1571 its army captured the island of Cyprus from Venice. Many Christian countries were afraid that the Ottomans would control the whole sea. So Spain, Venice, the Pope and several smaller states joined together in the **Holy League** and built a great fleet.

The people. The leader of the Holy League fleet was Don John of Austria, a young prince only twenty-four years old, the half-brother of King Philip II of Spain. The Ottoman fleet was led by Ali Pasha, a brave and skilled admiral. On October 7, 1571, the two fleets met near the mouth of the Gulf of Patras, off the coast of Greece, near the town the Italians called Lepanto. More than four hundred warships took part.

The plan. Most of the ships were **galleys**, long ships rowed by many men. They fought by ramming and boarding each other. But the Venetians had brought six huge **galleasses**, with

many cannons along their sides. Don John placed them in front of his line like floating castles. As the Ottoman galleys rowed forward, the galleasses fired, breaking up the Ottoman line before the fleets met.

What happened. The fleets crashed together in a great, crowded battle on the water. Don John's flagship, the *Real*, fought Ali Pasha's flagship, the *Sultana*, ship against ship. After hours of fighting, the Holy League captured the Ottoman flagship, and Ali Pasha was killed. By evening the Holy League had won. Most of the Ottoman galleys were captured or sunk.

Why it mattered. Many of the rowers in the Ottoman galleys were Christian **captives**, chained to their oars. When the ships were captured, thousands of them were set free. Lepanto showed that the Ottoman fleet could be beaten, and all over Europe people gave thanks. One young Spanish soldier in the battle, Miguel de Cervantes, was wounded in his left hand. Years later he wrote the famous book *Don Quixote*.

PICTURE STUDY



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

Paolo Veronese was a great painter of Venice. He made this painting soon after the battle. The bottom half shows the galleys fighting in clouds of smoke. The top half shows saints, with the lion of Saint Mark, asking Mary for help, while an angel throws flaming arrows down toward the enemy fleet. The painter wanted to show that the people of Venice believed God had helped them win.

Look closely

- Find the two halves of the painting. What is happening in each?
- Find the oars sticking out of the galleys.

- Find the light. Where does it come from?

Talk about it

1. Why do you think Veronese painted heaven above the battle?
2. How does this painting show what people believed about prayer?

HANDS-ON: TABLETOP LEPANTO: GALLEYS AND GALLEASSES

Make a paper fleet and see how the galleasses broke up the enemy line.

You will need

- Paper or craft sticks for galleys (about 10 for each side)
- Two colors of paper or markers
- Six larger boxes or blocks (the galleasses)
- A blue towel or sheet (the sea)
- Cotton balls (the smoke)

Steps

1. Make long thin galleys with toothpick oars along each side. Color one fleet for the Holy League and one for the Ottomans.
2. Line up the two fleets facing each other in long lines on the blue towel.
3. Put the six galleasses in front of the Holy League line, in pairs.
4. Move the Ottoman galleys forward. As they pass the galleasses, put cotton-ball “smoke” beside them and push some galleys out of line.
5. Now the two lines meet. Is the Ottoman line still straight?

Check your work

- I made two fleets of galleys.
- I placed the galleasses in front.
- I can tell how the galleasses broke the Ottoman line.

FIELD NOTEBOOK

1. **Terrain map.** Draw the coast of Greece, the Gulf of Patras and the two fleets in long lines, with the six galleasses in front of the Holy League. Label Lepanto.
2. Draw a galley with oars and write the name Don John of Austria.

Did you know? Lepanto was one of the last great battles fought mostly between galleys rowed by oars. All across Christian Europe, people had been praying for the fleet. October 7 is still remembered in many churches. The Ottomans quickly rebuilt their fleet, but they never again ruled the whole sea as before.

Goes deeper in. Geography, “The Mediterranean Sea” and Literature, Cervantes (Expert level) (coming soon).

For families. Sources: standard naval histories (e.g., Roger Crowley, *Empires of the Sea*; Jack Beeching, *The Galleys at Lepanto*). Approximate numbers: Holy League about 206 galleys and 6 galleasses; Ottoman about 220–230 galleys and some 50 smaller galliots. Freed captives are usually given as about 12,000–15,000. Losses were very heavy on both sides; the stop does not describe them. Rowers on the Holy League side included convicts and slaves too; the Expert level says so. Pope Pius V’s call to prayer and the later feast of Our Lady of the Rosary (October 7) are Catholic traditions; the stop simply notes that Christians prayed. Veronese’s painting is dated about 1572.

PRACTICE

1. **MEDIUM Choose your move.** You are Don John. You have six big, slow galleasses full of cannons. Will you (a) keep them safely behind your fleet, (b) put them in front of your line to fire on the enemy before the fleets meet, or (c) send them home because they are too slow?
2. **EASY** What is a galley?
3. **MEDIUM** Who was set free when the Ottoman galleys were captured?

Make it a game • Row Together. Two teams sit in lines on the floor, one behind another, each holding a pool noodle or broom “oar.” A “drummer” beats a slow rhythm, and everyone must row together. The leader speeds up the beat. Which team stays together longest?

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)

Sailors and rowers at Lepanto saw the power of the sea. The Psalm reminds us that the sea and everything in it belong to God.

Practice: answers

1. Don John chose (b). The galleasses fired first and broke up the Ottoman line.
2. A long warship rowed by many oars.
3. Thousands of Christian captives who had been chained to the oars.

TRACK 3 BADGE QUIZZES

The badge quizzes are optional. Read each question aloud; the child may answer by talking, pointing or drawing. Four right out of five earns the first badge; three right out of four earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops B1–B5)

1. What was Charles Martel's nickname, and what does it mean?
2. What long cloth tells the story of the Battle of Hastings in pictures?
3. What did the Crusaders run out of on the march to Hattin?
4. What did the Scots stand in at Bannockburn, like giant hedgehogs?
5. Name two things that helped the English win at Agincourt.

Badge quiz 2 (Stops B6–B8)

6. Which city did Joan of Arc help to free in 1429?
7. How did Mehmed's ships get past the chain at Constantinople?
8. What were the big gun ships at Lepanto called?
9. Who was set free after Lepanto?

TRAIL CERTIFICATE: MY BATTLE MAP BOOK AND TRAIL B CERTIFICATE

Gather the terrain maps from this trail into one booklet: "My Battle Map Book: The Middle Ages," with your name and dates. Add a timeline page with all eight battles in order, from Tours (732) to Lepanto (1571).

Pick one person from the trail (Charles Martel, Robert the Bruce, Henry V, Joan of Arc, Constantine XI or Don John) and write or tell one sentence about a virtue they showed: courage, patience, faith, loyalty or wisdom.

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

- **Eight maps:** A labeled terrain map for each battle, with a title and a date.
- **Timeline:** The battles are placed in the right order.
- **Virtue:** One person's virtue is named and explained.
- **Care:** Maps are neat and labeled.

Answer key

1. "Martel," the Hammer.
2. The Bayeux Tapestry.
3. Water.
4. Schiltrons (rings of spearmen).
5. Any two: longbows, mud, the narrow field between woods, sharpened stakes.
6. Orléans.
7. They were pulled over the land on a road of greased logs.
8. Galleasses.

9. Thousands of Christian captives who had been rowing the Ottoman galleys.

SCHOOL LAUNCH · EXPLORE TRACKS

EXPLORE TRACKS · TRAIL C

The third trail of three interest tracks for curious Scouts: Animals (reptiles and amphibians), Dinosaurs (how dinosaurs lived) and Great Battles of the Age of Sail and the American Founding. Short, self-paced stops with true stories, great pictures, hands-on projects and games.

First edition

O LORD, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches.

Psalms 104:24 (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. Each stop also names the School Launch course where the subject goes deeper.

Trail C is the third trail of each track at the  Scout level (ages 7–9). The Animals track meets the reptiles and amphibians, from the crocodile and the Komodo dragon to the frogs, salamanders and the Gila monster of the American desert. The Dinosaurs track asks how dinosaurs lived: what their teeth, eggs, footprints and bones tell us about what they ate, how they raised their young, how fast they moved and what they may have sounded like, and it keeps practicing the difference between what we observe and how it is interpreted. The Great Battles track visits eight battles from the Spanish Armada (1588) to Trafalgar (1805), including five from the French and Indian War and the American War for Independence: Quebec, Lexington and Concord, Trenton, Saratoga and Yorktown. Trails A and B are not required first.

WHO IT IS FOR

Written for children about ages 7–9 who are read to by a parent, or who read short passages on their own. Older siblings can join in. Nothing earlier is required.

HOW TO USE THIS COURSE

1. **One stop at a time.** A stop takes 15–25 minutes: read the story aloud, look at the picture, do the hands-on part and play the game. Two or three stops a week works well.
2. **Any order.** The tracks are independent. Do one track at a time, or rotate between them.
3. **Battle stops.** Each battle has a terrain map to draw, a tabletop activity with blocks or toy figures, and a “Choose your move” puzzle: the child picks the commander’s next step before hearing what really happened.
4. **Field Notebook.** Every stop ends with a page for the notebook. At the end of the trail the pages become a booklet, and the parent signs the Trail C certificate.
5. **Badge quizzes.** Each track has two short, optional oral quizzes. They are for fun, not grades.

SCOPE AND SEQUENCE

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

MATERIALS

- **Field Notebook (a sketchbook or composition book)** One for the whole trail.

- **Colored pencils, a ruler, scissors and glue**For drawings and maps.
- **Household things**Each hands-on project lists what it needs: blocks, clay, string, toy figures, cups, a tape measure, sidewalk chalk.
- **A Bible (KJV)**For the verse at each stop.

GRADING

Explore Tracks are not graded. A stop is done when the child has heard the story, done the hands-on part and made a notebook page.

Badges and the Trail C certificate are earned by finishing the stops.

A NOTE TO PARENTS

You do not need to be an expert. Read the story aloud, look at the picture together and ask, “What do you notice?” Each stop has a short *For families* note with background and any facts that scholars still discuss.

Reptiles and amphibians: the stories are for watching, not handling. Some of these animals are venomous or poisonous (the Gila monster, many snakes, poison dart frogs), and pet reptiles and amphibians can carry germs such as Salmonella. Each stop with an outdoor or animal activity has a safety line: look but do not touch wild animals, and wash hands after any contact with a pet reptile or amphibian or its tank.

Dinosaur dates: museums give ages in millions of years. This trail teaches the period names as museum words and explains that the dates are interpretations; many Christian families understand the fossils within a young earth and the Flood. Where a date comes up, a ⌚ box sets out “What the sign says / What we observe / How Christians read it.” The questions in this trail, such as feathers, warm blood and dinosaur sounds, also separate what the fossils actually show from what scientists still debate.

Battles are told for young children: the map, the plan, the people and why it mattered, with honor for courage, faith and wisdom and no gory detail. Casualties are given as numbers, and deaths are stated plainly but not described. Both sides are described fairly, in the terms of their own time: English and Spanish, the defenders of Vienna and the Ottoman army, French and British at Quebec, and the British and the Americans in the War for Independence, including colonists who stayed loyal to the King. Paintings were chosen for composition and story.

CONTENTS

Track 3: Great Battles ✕ Trail C: The Age of Sail and the American Founding

- 3.1 The Spanish Armada (1588)
- 3.2 Vienna (1683): The Winged Hussars
- 3.3 Quebec (1759): The Climb to the Plains of Abraham
- 3.4 Lexington and Concord (1775)
- 3.5 Trenton (1776): Crossing the Delaware
- 3.6 Saratoga (1777): The Turning Point
- 3.7 Yorktown (1781)
- 3.8 Trafalgar (1805): “England Expects That Every Man Will Do His Duty”

Each stop takes 15–25 minutes. Tracks may be done in any order, and a child may do just one track.

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

The third trail of the Great Battles track sails from the Spanish Armada in 1588 to Nelson's victory at Trafalgar in 1805. On the way it rides with the winged hussars to Vienna, climbs the cliffs at Quebec, and follows the American Revolution from Lexington and Concord to Trenton, Saratoga and Yorktown. Each battle is taught through **the map** (the land or sea), **the plan, the people** (their courage and faith) and **why it mattered**.

This is the ● **Scout** level, for ages 7 to 9. A parent reads the story aloud, or a strong reader reads it alone. Battles are told plainly and gently: who fought, where, the plan, what happened and why it mattered. Numbers of soldiers and losses are given as numbers, deaths are stated plainly but not described, and pictures are chosen for their story, not for violence. Both sides are described fairly and in the terms of their own time. Every stop stands by itself.

Every stop has a **terrain map** to draw, a **tabletop** activity, and a **"Choose your move"** puzzle in which the child makes the commander's choice before learning what happened. Five stops earn the **Battle Scout badge, part 1**; eight earn part 2 and the **Trail C certificate**. The badge quizzes are at the end of the trail and are optional.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Find Europe, the Atlantic Ocean and the eastern United States on a globe (a grown-up may help). Trails A and B are helpful but not required.

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail in order on a timeline, from the Armada (1588) to Trafalgar (1805).
- ☐ I can find each battle on a map of Europe or North America.
- ☐ I can tell how the wind, the water, a cliff, a river or the hills helped decide three of the battles.
- ☐ I can tell the story of the American Revolution in four battles: Lexington and Concord, Trenton, Saratoga and Yorktown.
- ☐ I can name a leader from this trail and one virtue he or she showed, and draw a terrain map with a title, a key and both sides.

OPTIONAL BOOKS AND RESOURCES

- **American Battlefield Trust** (<https://www.battlefields.org>): Free battle maps, short videos and pictures for Lexington and Concord, Trenton, Saratoga, Yorktown and Quebec.

- **National Park Service** (<https://www.nps.gov>): Free pages, maps and Junior Ranger booklets for Minute Man, Saratoga and Colonial (Yorktown) National Historical Parks; good for planning a visit.
- **Royal Museums Greenwich** (<https://www.rmg.co.uk>): Pictures of the Armada and Trafalgar paintings, ship models and Nelson's life, for Stops C1 and C8.
- **Project Gutenberg** (<https://www.gutenberg.org>): Free old read-alouds such as H. E. Marshall's *Our Island Story* (the Armada, Trafalgar) and *This Country of Ours* (Quebec and the American Revolution).

3.1 THE SPANISH ARMADA (1588)

OBJECTIVES

- Find Spain, England, the English Channel and Calais on a map.
- Tell how the English used fireships to break up the Armada's crescent.
- Explain how the wind and storms helped decide what happened.

Warm-up. Float a few paper boats or bottle caps in a bowl of water. Blow gently from one side. Which way do the boats go? Can they sail against your breath? In 1588 the wind helped decide a great sea battle.

Video slot. Video coming. The Spanish Armada of 1588 for young viewers: the crescent, the fireships at Calais and the storms. Search approved channels (Royal Museums Greenwich, Simple History, The History Guy); preview first.

KEY TERMS

armada

The Spanish word for a fleet of warships. The Spanish Armada was the great fleet sent against England in 1588.

fleet

A large group of ships sailing together under one leader.

fireship

An old ship filled with things that burn, set on fire and sent drifting toward enemy ships.

Channel

The English Channel, the narrow sea between England and France.

CORE IDEAS

The map. England is an island. To reach it, an army must cross the sea. In the summer of 1588, King Philip II of Spain sent about 130 ships up the English Channel, the narrow sea between England and France. His plan was to meet a Spanish army waiting in the Netherlands and carry it across to England.

The people. Philip was a Catholic king who ruled the largest empire in the world. He wanted to stop English sailors from raiding his treasure ships, to stop England from helping the Dutch who had risen against him, and to bring England back to the Catholic Church. Elizabeth I, England's Protestant queen, called her people to defend the land. Her fleet was led by Lord Howard, with the famous sea captain Sir Francis Drake.

The plan. The Spanish ships sailed in a great crescent, like a new moon, with the strongest ships on the tips. The English ships were smaller and quicker, and they kept their distance and fired their guns. For a week neither side could break the other. Then the Armada

dropped anchor near Calais in France. At night the English sent eight **fireships** drifting toward them on the wind.

What happened. Afraid of the flames, the Spanish captains cut their anchor ropes and scattered in the dark. The next day the English fought them near Gravelines. Then a strong wind blew the Armada north. It could not turn back, so it sailed all the way around Scotland and Ireland. Storms wrecked many ships on the rocky coasts. Only about half of the Armada ever reached home.

Why it mattered. England was not invaded. The English, and the Dutch, believed that God had sent the wind. A medal made afterward said in Latin, “God blew and they were scattered.” England went on to grow into a great sea power.

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 painted this more than two hundred years after the battle. He loved stormy skies and moving water, and he painted the fight near Gravelines as a sea full of crashing ships and smoke.

Look closely

- Find the biggest ship. Count its masts.
- Look at the sky and the waves. Is the weather calm or rough?
- Find a flag. Can you tell which side it belongs to?

Talk about it

1. Why do you think the painter made the sky so dark and wild?
2. How would the wind matter to ships that move only by sails?

Safety first. Do not use real fire. The “fireships” in the tabletop activity get red and orange paper flames only.

HANDS-ON: TABLETOP ARMADA: THE FIRESHIPS

Set up the Armada’s crescent on the water and see what fireships drifting on the wind can do.

You will need

- A baking pan or tub with a little water (the Channel)
- About 10 small paper boats or bottle caps (the Armada)
- About 6 more in another color (the English)
- Two paper boats with red and orange paper flames taped on (fireships)
- A paper fan, or your own breath (the wind)

Steps

1. Set the Spanish ships in a crescent shape at one end of the pan, like a new moon.
2. Set the English ships behind them, the way the wind came.
3. Put the two fireships behind the English and fan or blow them gently toward the crescent.
4. Did the crescent stay together? Now fan the scattered Spanish ships toward the far end. Can they sail back against the wind?

Check your work

- My Armada sailed in a crescent.
- I sent the fireships on the wind.
- I can tell why the Spanish ships could not turn back.

FIELD NOTEBOOK

1. **Terrain map.** Draw England, France, Spain and the Netherlands. Mark the English Channel and Calais. Draw the Armada’s crescent in the Channel, then an arrow showing its long way home around Scotland and Ireland.
2. Write: “God blew and they were scattered. 1588.”

Did you know? When the Armada was first seen off the coast of England, people lit a chain of bonfires called beacons on hilltops, one after another, to carry the news across the country faster than a horse could ride. A famous story says Drake was playing a game of bowls when the news came and finished his game first; no one knows whether it is true.

Goes deeper in. History, the unit on the Reformation and the age of exploration (coming soon); and Geography, for the British Isles and the English Channel.

For families. Figures are approximate: about 130 Spanish ships and roughly 30,000 men sailed; estimates of ships lost run from about 50 to over 60, most to storms off Scotland and Ireland, not to English guns. The fireship attack was the night of 7–8 August 1588 (new-style calendar), followed by the battle off Gravelines. The Latin words “Flavit [Jehovah/Deus] et dissipati sunt” appear on commemorative medals (Dutch examples survive); the Drake bowls story is a later tradition and is marked as such. Both rulers’ motives are given in their own terms.

PRACTICE

1. **MEDIUM Choose your move.** You are Lord Howard. The Armada is anchored close together near Calais, and the wind is blowing from you toward them. Will you (a) sail straight into the crescent and fight ship to ship, (b) send burning ships drifting at them in the night, or (c) wait in port for them to come to you?
2. **EASY** Who was queen of England in 1588?
3. **EASY** What wrecked most of the Armada’s lost ships?

Make it a game • Beacon Fires. Players stand far apart in a line across a yard or a long room, each holding a flashlight or a red paper “flame.” The first player sees the “Armada” (a grown-up waves a towel) and raises the flame. The next raises theirs as soon as they see it, and so on down the line. Time how fast the news travels, then try to beat your time.

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

The wind and the storms obey God. The people of 1588 remembered that the wind is in His hands, not in the hands of kings.

Practice: answers

1. Howard chose (b). Eight fireships drifted down on the wind, the Spanish cut their anchors and scattered, and their crescent was broken.
2. Elizabeth I.
3. Storms on the way home around Scotland and Ireland.

3.2 VIENNA (1683): THE WINGED HUSSARS

OBJECTIVES

- Find Vienna, the Danube River and Poland on a map of Europe.
- Tell how King Jan Sobieski’s army came down from the hills to free the city.
- Describe the winged hussars and their great charge.

Warm-up. Lie on the floor and hold a feather or a paper strip above you. Now imagine hundreds of horsemen with tall feathered wings on their backs, riding down a hill toward you. How would you feel?

Video slot. Video coming. The Battle of Vienna, 1683, for young viewers: Jan III Sobieski and the Polish winged hussars. Search approved channels (Kings and Generals, Simple History, The History Guy); preview first.

KEY TERMS

siege

When an army surrounds a city or castle to make it give up.

Ottoman Empire

A great Muslim empire ruled by a sultan from Constantinople (Istanbul) (say “OT-oh-man”).

hussar

A horse soldier. The Polish hussars carried long lances and wore feathered wings on their backs (say “huh-ZAR”).

relief army

An army that comes to rescue a city under siege.

CORE IDEAS

The map. Vienna is a city on the Danube River in Austria. In the summer of 1683 it had strong stone walls, and on its west side rose a ring of steep, wooded hills called the Vienna Woods. On July 14 a huge Ottoman army arrived and surrounded the city. Its diggers began tunneling under the walls to break them open.

The people. The Ottoman army was led by the grand vizier Kara Mustafa, the sultan’s chief minister. He hoped to win Vienna, a great prize, and push the empire deeper into Europe. Inside the walls, Count Starhemberg and about 15,000 soldiers, helped by the townspeople, held on week after week. They prayed and waited for help. Help was coming from King Jan III Sobieski of Poland, who marched with his army to join the Austrian and German princes.

The plan. The rescuers did not come by the easy road. They climbed up through the steep Vienna Woods to the hilltops above the Ottoman camp, where few guards were watching.

Early on the morning of September 12, a Capuchin friar, Marco d'Aviano, said Mass on the hill called the Kahlenberg. Then the **relief army** started down the slopes.

What happened. They fought their way down all day. Late in the afternoon, Sobieski led one of the largest cavalry charges in history, many thousands of horsemen. At the front rode the Polish **hussars** with their long lances and tall wings of feathers. The Ottoman lines broke, and by evening the siege was over. Sobieski wrote to the Pope: "We came, we saw, God conquered."

Why it mattered. The Ottoman Empire had been pushing into Europe for three hundred years. After Vienna it began to be pushed back. Within a few years Hungary was free of Ottoman rule. The Pope set September 12 as a feast day to give thanks.

PICTURE STUDY



Jan III Sobieski at Vienna, Jan Matejko, 1883 · Oil on canvas · Vatican Museums, Vatican City
Wikimedia Commons · Public domain

The Polish painter Jan Matejko painted this enormous picture for the two hundredth anniversary of the battle and gave it to the Pope. It still hangs in a room in the Vatican called the Sobieski Room.

Look closely

- Find King Sobieski. How did the painter make him stand out?
- Look for a horseman with feathered wings.
- Find the banners and the city in the distance.

Talk about it

1. Why do you think Matejko gave his painting to the Pope?

2. Sobieski said, “God conquered.” Why might a king say that instead of “I conquered”?

HANDS-ON: TABLETOP VIENNA: DOWN FROM THE HILLS

Build the city, the camp and the hills, and send the relief army down the slopes.

You will need

- Blocks for the city walls
- Pillows or rolled towels under a green blanket (the Vienna Woods)
- Toy soldiers or blocks in two colors
- A few toy horses, or blocks with paper feather wings taped on (the hussars)
- A blue ribbon (the Danube)

Steps

1. Lay the blue ribbon on one side. Build Vienna’s walls beside it.
2. Put the Ottoman camp in a ring around the city.
3. Make the hills with pillows under the blanket on the west side, away from the river.
4. Line up the relief army on the hilltops, with the hussars in front. Move them down the slopes all together. Which way does a charge go faster: uphill or downhill?

Check your work

- My map has the city, the river, the camp and the hills.
- My hussars have wings.
- I can tell why coming from the hills was a good plan.

FIELD NOTEBOOK

1. **Terrain map.** Draw Vienna with its walls beside the Danube River. Draw the Ottoman camp around it and the wooded hills to the west. Add arrows for the relief army coming down from the Kahlenberg.
2. Draw a winged hussar. Write: “We came, we saw, God conquered. 1683.”

Did you know? The hussars’ wings were wooden frames with real feathers, often from eagles, fastened to their backs or saddles. No one is sure why they wore them. Some say the wings made a whooshing noise that frightened the enemy’s horses; others think they simply looked splendid. Their lances could be longer than two grown-ups lying head to toe.

Goes deeper in. History, the unit on early modern Europe (coming soon); and Geography, for the Danube and Central Europe.

For families. The siege ran from July 14 to September 12, 1683. Army sizes are uncertain: the Ottoman force is often given as 90,000–150,000 and the relief army as about 65,000–80,000; the cavalry charge is usually put at about 18,000–20,000 riders.

Sobieski's "Venimus, vidimus, Deus vicit" is from his report to Pope Innocent XI, who extended the feast of the Holy Name of Mary to the whole Church in thanksgiving. Popular tales that the croissant or Vienna's coffeehouses began with this battle are legends and are left out. Kara Mustafa was executed on the sultan's orders that December; the story does not mention it.

PRACTICE

1. **MEDIUM Choose your move.** You are King Sobieski. The enemy camp lies around Vienna, and steep wooded hills rise above it. Will you (a) march along the flat river road where the enemy is waiting, (b) climb through the woods to the hilltops and come down on them, or (c) wait far away until the enemy goes home?
2. **EASY** What did the Polish hussars wear on their backs?
3. **EASY** What did Sobieski write to the Pope?

Make it a game • Hussar Charge. Players tuck paper "feathers" into the backs of their collars. Everyone lines up at the top of a gentle slope or one end of a yard. On "Charge!" all walk fast together, staying in one straight line, to the far side. If the line breaks, go back and try again. The goal is to arrive all together, not first.

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

Sobieski had thousands of horses, but he gave the victory to God. Horses and armies are good gifts; our trust belongs to the Lord.

Practice: answers

1. Sobieski chose (b). The relief army came over the hills, fought its way down, and his great cavalry charge broke the siege.
2. Tall wings made of feathers.
3. "We came, we saw, God conquered."

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

OBJECTIVES

- Find Quebec and the St. Lawrence River on a map of North America.
- Tell how General Wolfe's soldiers climbed the cliffs in the night.
- Explain how this battle helped lead, years later, to the American Revolution.

Warm-up. Look out a window at night, or turn off the lights. How far can you see? Now imagine climbing a steep cliff in the dark, as quietly as you can, with a heavy pack and a musket. That is what thousands of soldiers did at Quebec.

Video slot. Video coming. The Battle of the Plains of Abraham, Quebec, 1759, for young viewers: Wolfe, Montcalm and the climb up the cliffs. Search approved channels (American Battlefield Trust, Simple History, The History Guy); preview first.

KEY TERMS

French and Indian War

The war in North America (1754–1763) between Britain and France, with Indian nations fighting on both sides.

cliff

A very steep, high wall of rock or earth.

volley

When many soldiers fire their muskets all at the same moment.

Plains of Abraham

A flat, open field on top of the cliffs just outside the city of Quebec.

CORE IDEAS

The map. Quebec, the capital of New France, stood high on cliffs above the wide St. Lawrence River in what is now Canada. Its walls and cliffs made it very hard to attack. All summer in 1759 a British army camped near it and could not get in. Winter was coming, and when the river froze, the British ships would have to leave.

The people. The British general was James Wolfe, only 32 years old, often sick but brave and determined. The French general was the Marquis de Montcalm, a skilled soldier who had defended New France for years. Each believed he was serving his king and his country. The war between them was called the **French and Indian War**.

The plan. Wolfe found a narrow, steep path up the **cliff** at a cove upriver from the city. On the night of September 12, his soldiers floated quietly down the river in boats. When a French guard called out, a story says a British officer answered in French, and the boats

slipped by. Then the men pulled themselves up the cliff by roots and bushes. By morning about 4,500 British soldiers stood in lines on the **Plains of Abraham**.

What happened. Montcalm was amazed and marched out to meet them. The British waited until the French were very close, then fired great **volleys**. The battle was over in less than half an hour. Both generals were killed: Wolfe on the field, and Montcalm the next morning. Five days later Quebec surrendered.

Why it mattered. Soon all of Canada became British. The American colonists no longer feared France on their border. But Britain had spent a great deal on the war and began to tax the colonies to pay for it. That led, a few years later, to the American Revolution. You will meet one of Wolfe's officers, William Howe, again in that war.

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 a painter in London. He painted Wolfe's last moments as a calm, quiet scene, almost like a painting of a saint. People were surprised that he dressed everyone in the real clothes of 1759 instead of ancient robes, and the painting became famous.

Look closely

- Find General Wolfe. Where are the other people looking?
- Find the flag. What shape does it make above the group?
- Find the runner in the distance bringing news. What news might he carry?

Talk about it

1. West was not there, and some of the men in the picture were not either. Why might he have put them in?
2. Why do you think West made the scene so calm and still?

HANDS-ON: TABLETOP QUEBEC: UP THE CLIFF

Build the river and the cliff and find the one narrow path to the top.

You will need

- A blue towel (the St. Lawrence River)
- A stack of books or a sturdy box (the cliffs)
- A strip of paper or a piece of string (the narrow path)
- A small box for the city of Quebec
- Toy soldiers or blocks in two colors, and a few small boats (paper or toy)

Steps

1. Lay the blue river along the table. Set the books along its edge for the cliff, with the city box on top at one end.
2. Lay the string up the side of the cliff a little way from the city. That is the only path.
3. Float the British boats along the river and land them below the path. Move the soldiers up the path one at a time.
4. Line them up on top, on the Plains of Abraham. Now bring the French out of the city to meet them.

Check your work

- My map has the river, the cliff, the path and the city.
- My soldiers climbed one at a time.
- I can tell why the British came at night.

FIELD NOTEBOOK

1. **Terrain map.** Draw the St. Lawrence River with the city of Quebec on the cliff. Draw the British boats on the river, the narrow path up the cliff, and the two armies facing each other on the Plains of Abraham.
2. Write: "Quebec, September 13, 1759."

Did you know? In Quebec City today there is one monument that honors both generals together, Wolfe and Montcalm. It says in Latin that their courage gave them a shared death, history a shared fame and those who came after a shared monument. The Plains of Abraham are now a big city park. They are named after Abraham Martin, a farmer and river pilot who once owned land there, not after Abraham in the Bible.

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

For families. The British landed at the Anse au Foulon before dawn on September 13, 1759; the force on the plain is usually given as about 4,400–4,800, with the French roughly equal on the field. Each side had about 650 killed or wounded. The story of an officer (often named as Captain Simon Fraser) answering a sentry in French comes from eyewitness accounts but details vary; the stop marks it as “a story.” The tale that Wolfe recited Gray’s “Elegy” on the river is left out as uncertain. West’s painting is not a factual record; several men shown were not present. It is chosen for its composition and contains no gore.

PRACTICE

1. **MEDIUM Choose your move.** You are General Wolfe. All summer your attacks have failed, and the river will freeze soon. Will you (a) attack the strong French lines along the river again, (b) sail home before winter, or (c) slip your men down the river at night and climb a narrow path up the cliff?
2. **EASY** Who were the two generals at Quebec?
3. **MEDIUM** How did this battle help lead to the American Revolution?

Make it a game • Quiet on the River. One player is the French guard and sits with eyes closed at one end of the room. The others are Wolfe’s soldiers and creep from the far end, one at a time. If the guard hears a sound, the guard points and says, “Who goes there?” A soldier who is pointed at goes back to start. A soldier who touches the guard’s chair has climbed the cliff.

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)

Climbing a cliff in the dark takes courage. God told Joshua that He goes with His people everywhere, even into dark and hard places.

Practice: answers

1. Wolfe chose (c). By morning his army stood on the Plains of Abraham, and the battle there won Quebec.
2. James Wolfe for Britain and the Marquis de Montcalm for France.
3. Britain had spent so much on the war that it taxed the colonies to pay for it, and the colonists were angry.

3.4 LEXINGTON AND CONCORD (1775)

OBJECTIVES

- Trace the road from Boston to Lexington and Concord on a map.
- Tell how Paul Revere and other riders warned the militia.
- Explain why this day is called the start of the American Revolution.

Warm-up. Hold up one flashlight, then two. If one light meant “by land” and two meant “by sea,” what message would two lights send? On the night of April 18, 1775, two lanterns shone from a church steeple in Boston.

Video slot. Video coming. Lexington and Concord, April 19, 1775, for young viewers: Paul Revere’s ride, the Minutemen and the North Bridge. Search approved channels (American Battlefield Trust, National Park Service: Minute Man National Historical Park, Simple History); preview first.

KEY TERMS

militia

Ordinary townspeople and farmers who trained to defend their town when needed.

Minutemen

Militia who promised to be ready to march at a minute’s warning.

regulars

Full-time, trained soldiers. The British regulars wore red coats.

colony

A land settled and ruled by a faraway country. Massachusetts was one of Britain’s thirteen colonies in America.

CORE IDEAS

The map. In 1775 Boston sat on a small piece of land with water almost all around it. A country road ran west from there through the village of Lexington to the town of Concord, about 18 miles away. Along the road were farms, woods and long stone walls. The colonists had hidden gunpowder and cannon in Concord.

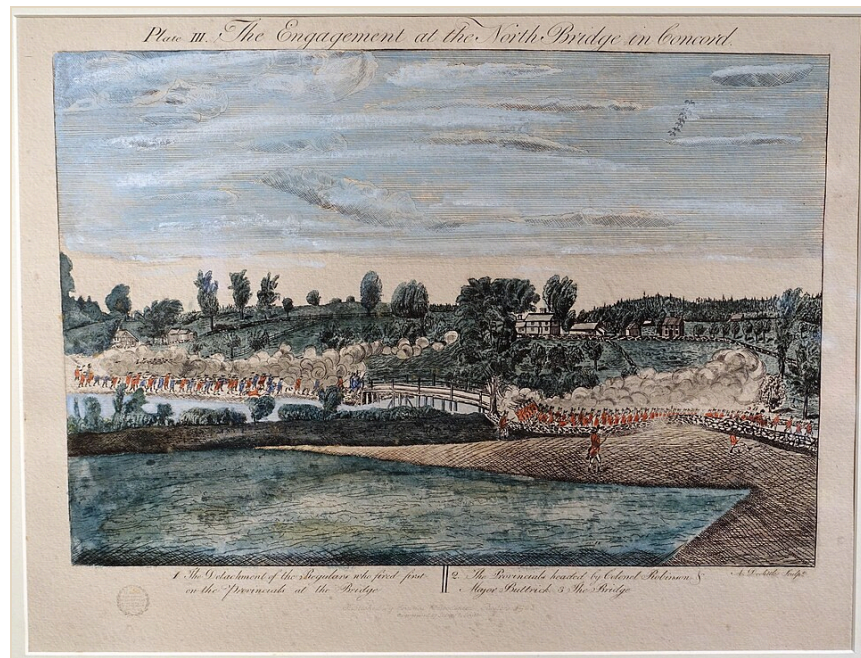
The people. General Thomas Gage, the British governor, hoped to stop a war by taking those supplies away. The colonists felt their rights as Englishmen were being taken: they were taxed by a Parliament where they had no vote, and now soldiers were coming for their powder. On the night of April 18, about 700 British **regulars** set out by boat across the river. Two lanterns in the steeple of the Old North Church gave the signal, and Paul Revere, William Dawes and Dr. Samuel Prescott rode through the dark to warn the countryside.

What happened at Lexington. At dawn about 77 **militia** stood on Lexington's village green. Their captain, John Parker, did not want to start a war. The British marched up and ordered them to go home. As the militia began to leave, a shot rang out. No one knows who fired it. The British fired volleys, and 8 Lexington men were killed.

The plan at Concord. The British marched on to Concord to search for the supplies. From a hill outside town, the militia saw smoke rising and feared the town was burning. They marched down to the North Bridge, under orders not to fire first. The British soldiers at the bridge fired, the militia fired back, and the British fell back. All the long way to Boston, militia from many towns fired from behind trees and stone walls. By night the British had lost 73 men killed and the Americans 49.

Why it mattered. The war for American independence had begun. The poet Ralph Waldo Emerson later wrote that the farmers at the bridge "fired the shot heard round the world."

PICTURE STUDY



The Engagement at the North Bridge in Concord (Plate III), Amos Doolittle, from drawings by Ralph Earl, 1775 · Hand-colored engraving · Copies are kept in several American libraries and museums
Wikimedia Commons · Public domain

Amos Doolittle was a young silversmith from Connecticut who marched to Boston with the militia. A few weeks after the battle, he and the painter Ralph Earl visited Concord, talked with people who had been there and drew the places. Doolittle then engraved four prints. They are some of the very first American pictures of the Revolution.

Look closely

- Find the bridge and the river.
- Find the redcoats. Find the militia. How can you tell them apart?

- Look at the houses and hills. Does this look like a real place?

Talk about it

1. This picture is not as smooth or fancy as a painting in a museum. Why is it still very important?
2. Why would people in 1775 want to buy a picture of this battle?

HANDS-ON: TABLETOP ROAD TO CONCORD

Lay out the long road on the floor and see why the march back to Boston was so hard.

You will need

- Masking tape (the road)
- Paper labels: Boston, Lexington, Concord, North Bridge
- Blocks or Lego bricks (stone walls) and toy trees or green paper
- Toy soldiers or blocks in red and in brown or blue

Steps

1. Tape a long road across the floor. Put Boston at one end, Lexington in the middle and Concord at the far end, with the North Bridge just past it.
2. Line the road with stone walls and trees.
3. March the redcoats from Boston to Concord in a column.
4. Place the militia behind the walls and trees along the road. March the redcoats back to Boston. Why was the way back harder than the way out?

Check your work

- My road has Boston, Lexington, Concord and the bridge.
- I placed walls and trees along the road.
- I can tell why the militia stayed behind walls and trees.

FIELD NOTEBOOK

1. **Terrain map.** Draw Boston by the water. Draw the road west to Lexington and Concord. Mark the village green, the North Bridge and the stone walls along the road. Add a red arrow out and a red arrow back.
2. Draw the Old North Church with two lanterns in its steeple.

Did you know? Paul Revere never reached Concord. A British patrol stopped him on the road. Dr. Samuel Prescott jumped his horse over a wall and got away to carry the warning. That night Revere had first warned Samuel Adams and John Hancock, who were staying at the house of Lexington's minister, the Rev. Jonas Clarke.

Goes deeper in. History, the unit on the American Revolution (coming soon); and Literature, for Longfellow's poem "Paul Revere's Ride."

For families. Numbers: about 700 British regulars in the first column; about 77 Lexington militia; 8 killed at Lexington. Day totals (usual figures): British 73 killed, 174 wounded, 26 missing; Americans 49 killed, 39 wounded, 5 missing. Who fired first at Lexington is unknown. Captain Parker's famous words ("Stand your ground...") were recorded decades later, so they are left out. Emerson's line is from his "Concord Hymn" (1837). Longfellow's poem (1860) is stirring but not accurate in every detail. British motives (seizing military stores to prevent war) and colonial motives (their rights as Englishmen) are both given.

PRACTICE

1. **MEDIUM Choose your move.** You are a militia officer on the hill outside Concord. You see smoke rising from the town, and redcoats are guarding the North Bridge. Will you (a) stay safely on the hill, (b) march down to the bridge in good order, under orders not to fire first, or (c) send everyone home?
2. **EASY** Why were they called Minutemen?
3. **EASY** What did the British want to find in Concord?

Make it a game • Pass the Warning. Players stand in different rooms or far apart in the yard. The first "rider" gets a secret message from a grown-up, such as "The regulars are coming by sea!" The rider runs to the next player and whispers it, and that player runs on to the next. The last player says the message out loud. Did it arrive the same as it started?

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 people stood guard to protect their families and homes. The militia of 1775 were farmers and neighbors who left their fields to protect their towns.

Practice: answers

1. The militia chose (b). When the British at the bridge fired, the militia fired back, and the British fell back toward town.
2. They promised to be ready to march at a minute's warning.
3. The colonists' hidden gunpowder and cannon (military supplies).

3.5 TRENTON (1776): CROSSING THE DELAWARE

OBJECTIVES

- Find the Delaware River, Pennsylvania, New Jersey and Trenton on a map.
- Tell how Washington's army crossed the icy river on Christmas night.
- Explain why the small victory at Trenton gave the Americans new hope.

Warm-up. Put a few ice cubes in a bowl of cold water and hold your fingers in it for a slow count of ten. Brr! Now imagine pushing a heavy boat through icy water all night in a snowstorm. That was Christmas night, 1776.

Video slot. Video coming. Washington crosses the Delaware and the Battle of Trenton, December 1776, for young viewers. Search approved channels (American Battlefield Trust, Mount Vernon, Simple History); preview first.

KEY TERMS

Continental Army

The American army of the Revolution, led by George Washington.

Hessians

German soldiers, many from the land of Hesse, whom the British king hired to fight in America.

enlistment

A soldier's promise to serve for a certain time. Many of Washington's men would go home when theirs ended on December 31.

watchword

A secret word or phrase soldiers use to know their friends in the dark.

CORE IDEAS

The map. By December 1776, the Americans had lost New York and been chased across New Jersey. Washington's army camped on the Pennsylvania side of the wide Delaware River. On the New Jersey side, in the town of Trenton, about 1,500 **Hessian** soldiers were spending the winter under Colonel Johann Rall. The river was cold and full of floating ice.

The people. Washington's soldiers were tired, hungry and ragged. Some had no shoes. Many of their **enlistments** ended on the last day of the year, and people wondered if the army would melt away. Thomas Paine wrote, "These are the times that try men's souls." Washington decided he must strike before it was too late. The Hessians were tough, well-trained professional soldiers, doing their duty far from home.

The plan. On Christmas night, about 2,400 men began crossing the river in big, flat cargo boats called Durham boats. Fishermen from Marblehead, Massachusetts, rowed and poled

them through the ice. Colonel Henry Knox, who had a booming voice, shouted directions in the storm. Snow and sleet fell. The crossing took hours longer than planned, but Washington would not turn back. The **watchword** was “Victory or Death.”

What happened. The army marched about nine miles through the storm and reached Trenton at about eight in the morning. They came into the town from two sides at once. The Hessians fought bravely, but they were surprised and surrounded. In about an hour it was over. Colonel Rall was mortally wounded, and about 900 Hessians were taken prisoner. Very few Americans were hurt in the fighting.

Why it mattered. Trenton was a small battle with a big meaning. Days later Washington won again at Princeton. People across America took heart, and many soldiers agreed to stay in the army. The Revolution was still alive.

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 in Germany, 75 years after the crossing. The painting is enormous: about 12 feet tall and 21 feet wide. Leutze changed some things to tell the story more boldly. The crossing really happened at night, in a storm, in larger boats.

Look closely

- Find Washington. Why does he stand out?
- Count the men in his boat. What jobs are they doing?
- Look at the ice and the sky. What time of day did the painter choose?

Talk about it

1. The flag in the picture, the Stars and Stripes, was not adopted until 1777. Why might Leutze have put it in?
2. Why do you think Leutze made the crossing look brighter than it really was?

HANDS-ON: TABLETOP CROSSING: FERRY THE ARMY

Ferry the whole army across an icy river and find out why the crossing took so long.

You will need

- A blue sheet or towel (the Delaware River)
- White paper scraps (the ice)
- Two or three shoeboxes or boxes (the Durham boats)
- About 24 toy soldiers or blocks, plus a few toy horses and “cannon” (pencils or spools)
- A timer

Steps

1. Spread the river on the floor with ice scraps on it. Put the army on one bank and label the other bank “New Jersey.”
2. Each boat may carry only 4 soldiers, or 1 horse, or 1 cannon at a time.
3. Push the boats across, unload them and bring them back empty. Count your trips and time the whole crossing.
4. When everyone is across, march them in two groups to Trenton and come in from two sides.

Check your work

- I moved the whole army across.
- I counted the trips.
- I can tell why the real crossing took all night.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Delaware River running down the page, with Pennsylvania on the left and New Jersey on the right. Mark McConkey’s Ferry where the army crossed and Trenton downriver. Draw the two roads the army took into town.
2. Write the watchword: “Victory or Death.”

Did you know? One of the few Americans wounded at Trenton was a young lieutenant named James Monroe. He later became the fifth President of the United States. The crossing is acted out on the Delaware every Christmas Day at Washington Crossing, Pennsylvania, in real Durham boats, when the river is safe.

Goes deeper in. History, the unit on the American Revolution (coming soon); and Art, for history painting and Leutze.

For families. Usual figures: about 2,400 Americans crossed at McConkey's Ferry on December 25–26, 1776; about 1,500 Hessians were in Trenton; about 22 Hessians were killed and some 900 captured. No Americans are known to have been killed in the fighting, though accounts say two men died from the cold on the march. The old story that the Hessians were drunk after Christmas is a myth and is left out. Paine's line opens *The American Crisis* (December 1776); tradition says Washington had it read to the troops before the attack, which is likely but not certain.

PRACTICE

1. **MEDIUM Choose your move.** You are General Washington. It is Christmas night. The crossing is hours late, the storm is getting worse, and you will now reach Trenton in daylight, not in the dark. Will you (a) turn back to camp, (b) keep going and attack anyway, or (c) wait on the river bank for a better night?
2. **EASY** Who were the Hessians?
3. **EASY** What was the watchword on the night of the crossing?

Make it a game • Ice on the River. Lay pillows or paper “ice floes” across the floor. Players are boats and must cross from one side of the room to the other stepping only on the floes. A grown-up is the storm and slowly takes away one floe after each crossing. How few floes can the boats use and still get the whole army across?

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

Washington's men endured cold, hunger and a long night. Paul tells Christians to endure hard things too, faithfully, like good soldiers.

Practice: answers

1. Washington chose (b). He kept going, reached Trenton about eight in the morning, and surprised and captured most of the Hessians.
2. German soldiers hired by the British king to fight in America.
3. “Victory or Death.”

3.6 SARATOGA (1777): THE TURNING POINT

OBJECTIVES

- Trace Burgoyne’s march from Canada down to Saratoga on a map of New York.
- Tell how the Americans used trees, hills and the Hudson River to stop him.
- Explain why Saratoga is called the turning point of the Revolution.

Warm-up. Lay a few pillows or chairs across a hallway and try to push a wagon or a laundry basket through. How fast can you go? In 1777 American soldiers chopped down trees across the roads to slow a whole British army.

Video slot. Video coming. The Battles of Saratoga, 1777, for young viewers: Burgoyne’s march, Bemis Heights and the surrender. Search approved channels (American Battlefield Trust, National Park Service: Saratoga National Historical Park, Simple History); preview first.

KEY TERMS

surrender

To give up and stop fighting.

turning point

A moment when things begin to change direction.

fortify

To make a place stronger with walls, ditches or logs so it is easier to defend.

ally

A friend who joins your side, especially a country that helps you in a war.

CORE IDEAS

The map. In 1777 the British had a big plan. General John Burgoyne would march south from Canada along Lake Champlain and the Hudson River to the town of Albany in New York. If the British held the Hudson, they could cut New England off from the other colonies. But the way south ran through thick forests, swamps and creeks.

The people. Burgoyne, called “Gentleman Johnny,” was a bold and confident general. His army of about 7,000 included British soldiers, German soldiers, Canadians and Indian allies. The Americans were led by General Horatio Gates. A Polish engineer, Thaddeus Kosciuszko, chose where to build their defenses. Daniel Morgan led riflemen who could hit a target far away, and General Benedict Arnold fought with great daring.

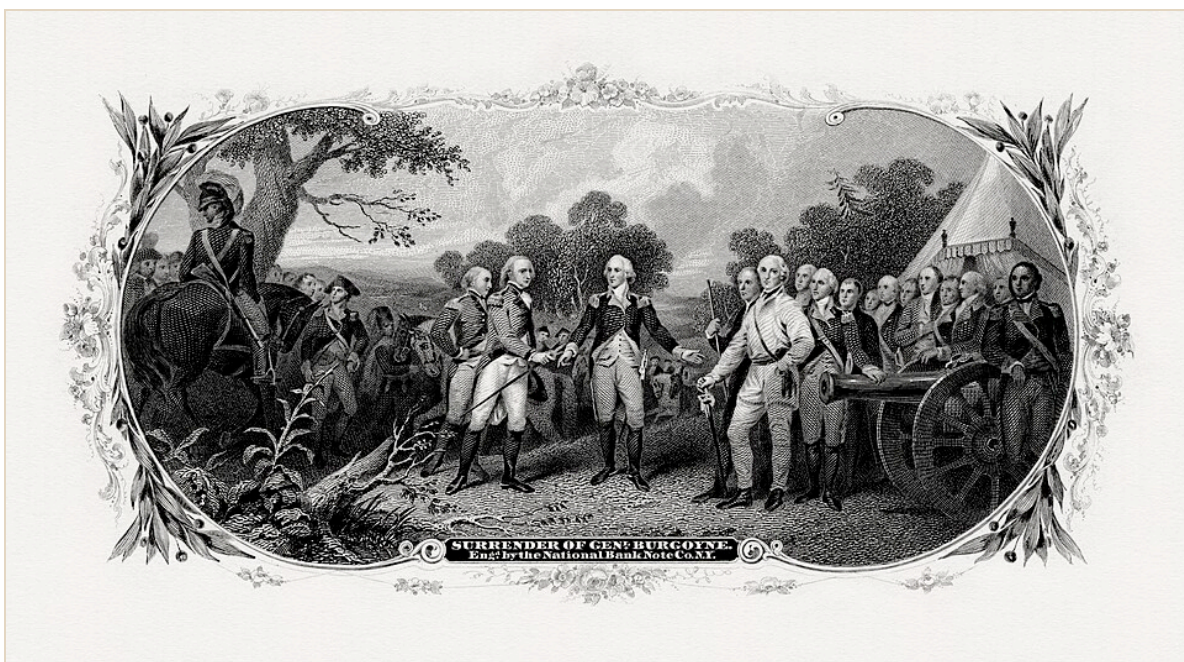
The plan. First, American axmen cut down hundreds of trees across the road and broke the bridges. Burgoyne’s army had to clear the way, and it crawled along, sometimes only about a mile a day. Then Kosciuszko **fortified** a high bluff called Bemis Heights, where the road

squeezed between the hills and the Hudson River. To reach Albany, the British would have to get past it.

What happened. The two armies fought twice. On September 19 the British held the field at Freeman's Farm but lost many men. On October 7 they attacked again near Bemis Heights, and the Americans drove them back. Burgoyne retreated to Saratoga, but American soldiers closed in all around him. The help he hoped for never came. On October 17, 1777, he **surrendered** his whole army, about 6,000 men.

Why it mattered. For the first time, a whole British army had given up. The king of France saw that the Americans could win, and in February 1778 France became America's **ally**. French soldiers, money and, above all, ships would help win the war. That is why Saratoga is called the turning point.

PICTURE STUDY



The 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 had been an officer in the Continental Army. Years later he painted the great scenes of the Revolution and visited many of the men to paint their faces from life. Here General Gates does not take Burgoyne's sword. He invites him into his tent instead, as a gentleman.

Look closely

- Find Burgoyne in red and Gates in blue. What is Burgoyne holding out?
- Find the tent. Who is being invited in?
- Look at the faces. Does anyone look angry or proud?

Talk about it

1. Why do you think Gates treated the man he had beaten with good manners?
2. Why might Congress want this picture to hang in the Capitol?

HANDS-ON: TABLETOP SARATOGA: THE ROAD BETWEEN THE HILL AND THE RIVER

Build the narrow place where the road ran between Bemis Heights and the Hudson River, and see why it was a good place to defend.

You will need

- A blue ribbon or towel (the Hudson River)
- A stack of books (Bemis Heights)
- Masking tape (the road)
- Twigs, pencils or toy trees (fallen trees)
- Toy soldiers or blocks in two colors

Steps

1. Lay the river down the table. Put the books beside it, leaving only a narrow gap. Tape the road through the gap.
2. Lay twigs across the road north of the gap. These are the fallen trees.
3. Put the Americans on top of the books, looking down at the road.
4. March the British down the road. Clear each fallen tree before they may move on. Can they get past the hill without being seen?

Check your work

- My map has the river, the heights, the road and fallen trees.
- My British cleared the trees one by one.
- I can tell why the Americans built their defenses on the heights.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Hudson River running down the page from Canada toward Albany. Mark Lake Champlain, Saratoga, Bemis Heights and Albany. Draw fallen trees across the road and the American defenses on the heights.
2. Write: "Saratoga, October 17, 1777. The turning point."

Did you know? Benedict Arnold was wounded in the leg at Saratoga while leading a brave charge. A few years later he turned traitor and tried to hand the fort at West Point to the British. Today Saratoga battlefield has a stone monument of just a boot, honoring his wounded leg. It does not say his name.

Goes deeper in. History, the unit on the American Revolution (coming soon); and

Geography, for the Hudson River and the Appalachian valleys.

For families. The two battles were Freeman's Farm (September 19) and Bemis Heights (October 7, 1777); the surrender at Saratoga (now Schuylerville) was October 17. Burgoyne began with roughly 7,000–8,000 men and surrendered about 5,800–6,000. Philip Schuyler, who commanded before Gates, ordered the felling of trees and breaking of bridges. The Franco-American treaties were signed February 6, 1778. Trumbull's painting dates to 1821 and was installed in the Rotunda in 1826. Burgoyne's British, German, Loyalist and Indian forces are named fairly; his famous London wager is left out.

PRACTICE

1. **MEDIUM Choose your move.** You are Thaddeus Kosciuszko, the American engineer. Burgoyne's army is coming down the road beside the Hudson River. Where will you build the defenses: (a) in an open field where everyone can see far, (b) on high bluffs where the road squeezes between the hills and the river, or (c) far away from the river and the road?
2. **EASY** What did American axmen do to slow Burgoyne's army?
3. **MEDIUM** Which country became America's ally after Saratoga?

Make it a game • Fallen Trees. One team (the Americans) has one minute to lay pillows, towels and cushions across a hallway or path. The other team (Burgoyne's army) must carry a basket of "supplies" to the far end, picking up and stacking each obstacle neatly before passing it. Time the march, then switch sides.

Scripture. "A man's heart deviseth his way: but the LORD directeth his steps." (Proverbs 16:9, KJV)

Burgoyne made a big plan, but things did not go as he planned. People make plans, and God rules over how they turn out.

Practice: answers

1. Kosciuszko chose (b), Bemis Heights. The British could not get past it to Albany, and the fighting there led to Burgoyne's surrender.
2. They cut down trees across the road and broke the bridges.
3. France.

3.7 YORKTOWN (1781)

OBJECTIVES

- Find Yorktown, the York River and Chesapeake Bay on a map of Virginia.
- Tell how the American army on land and the French fleet at sea trapped Cornwallis.
- Explain how Yorktown led to the end of the war and American independence.

Warm-up. Put a toy in a corner of a room. Have one person block the doorway and another stand in front of the toy. Can the toy get out? At Yorktown a British army was caught in a corner between an army on land and a fleet at sea.

Video slot. Video coming. The Siege of Yorktown, 1781, for young viewers: Washington, Rochambeau, the French fleet and the surrender. Search approved channels (American Battlefield Trust, National Park Service: Colonial National Historical Park, Simple History); preview first.

KEY TERMS

peninsula

A piece of land with water on three sides.

redoubt

A small fort made of earth and logs (say “ree-DOWT”).

trench

A long ditch soldiers dig to shelter in as they move closer to an enemy.

independence

Being free to govern yourselves instead of being ruled by another country.

CORE IDEAS

The map. Yorktown is a small tobacco port on the York River in Virginia, on a **peninsula** near the wide Chesapeake Bay. In the summer of 1781, British General Charles Cornwallis brought his army of about 8,000 men there. He built defenses around the town and waited for British ships to bring supplies or carry his men away by sea.

The plan. Far to the north, General Washington and the French general, the Comte de Rochambeau, learned that a French fleet under Admiral de Grasse was sailing for the Chesapeake. They acted fast. They pretended they would attack New York, even building ovens in New Jersey as if for a long camp. Then they marched their armies more than 400 miles south. On September 5, de Grasse’s fleet fought the British fleet at the mouth of the bay and drove it away. Cornwallis was trapped.

The people. The American and French armies together had about 17,000 men or more. They dug long **trenches**, closer and closer to the British lines, and fired their cannon day

and night. The young Marquis de Lafayette, a Frenchman who loved the American cause, was there. On the night of October 14, French soldiers and American soldiers led by Alexander Hamilton charged two **redoubts** at the same time, with bayonets and unloaded muskets, and took them both in a short time.

What happened. Cornwallis tried to escape across the river at night, but a storm scattered his boats. On October 17 a drummer boy climbed onto the British wall and beat a signal asking to talk. On October 19, 1781, the British army marched out and laid down its weapons. Cornwallis said he was sick and sent General Charles O'Hara in his place.

Why it mattered. After Yorktown, Britain decided the war could not be won. Fighting soon died down, and in 1783 the Treaty of Paris made peace. Britain agreed that the United States was free and independent.

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 painted this for the United States Capitol, where it still hangs. In the middle, the American General Benjamin Lincoln rides forward to receive the British surrender. Washington sits on his horse on the right, under the American flag, and the French leaders line up on the left.

Look closely

- Find the two long lines of officers. Which side is American and which is French?
- Find General Lincoln on his horse in the middle.
- Find Washington. How did the painter show that he is the leader?

Talk about it

1. Why do you think Trumbull put the French and the Americans side by side?
2. Cornwallis is not in the picture. Why not?

HANDS-ON: TABLETOP YORKTOWN: THE TRAP

Build the town, the river and the bay, and close the trap by land and by sea.

You will need

- A blue towel (the York River and Chesapeake Bay)
- Blocks (the town and its walls)
- Two pieces of yarn or string (the trenches)
- Two small cups (the redoubts)
- Paper boats in two colors (French and British fleets)
- Toy soldiers or blocks in three colors (British, American and French)

Steps

1. Lay the river along one side and the bay at the end. Build Yorktown on the river bank with the British inside. Put the two redoubt cups just outside the walls.
2. Put the French fleet at the mouth of the bay. Sail the British fleet toward it and let the French drive it away.
3. Lay the first trench in a curve around the town on the land side. Put the Americans and French behind it.
4. Move the trench closer. Take the two redoubts at the same time with one American and one French group. Can the British get out by land or by sea?

Check your work

- My map has the town, the river, the bay and both fleets.
- My trench moved closer to the town.
- I can tell why the British could not escape by sea.

FIELD NOTEBOOK

1. **Terrain map.** Draw the York River flowing into Chesapeake Bay. Mark Yorktown and Gloucester Point across the river. Draw the French fleet at the mouth of the bay, the trenches curving around the town and Redoubts 9 and 10.
2. Write: "Yorktown, October 19, 1781."

Did you know? At the surrender, General O'Hara first tried to hand his sword to the French general Rochambeau. Rochambeau pointed to Washington. Washington pointed to his second in command, General Lincoln, since O'Hara was Cornwallis's second in

command. A famous story says the British band played a tune called “The World Turned Upside Down,” but no one is sure it is true.

Goes deeper in. History, the unit on the American Revolution and the new nation (coming soon); and Geography, for Chesapeake Bay.

For families. Figures are approximate: Cornwallis had about 7,000–9,000 men; the allied army about 17,000–19,000, roughly half American and half French. The naval Battle of the Capes was September 5, 1781; the siege began September 28; Redoubts 9 (French) and 10 (American, under Hamilton) were taken on the night of October 14; the surrender was October 19. The “World Turned Upside Down” story first appears decades later and is marked as uncertain. The preliminary peace came in 1782 and the Treaty of Paris was signed September 3, 1783.

PRACTICE

1. **MEDIUM Choose your move.** You are General Washington, near New York in the summer of 1781. You learn that a big French fleet is sailing to Chesapeake Bay, near Cornwallis’s army in Virginia. Will you (a) attack the strong British army in New York, (b) secretly march your army hundreds of miles south to trap Cornwallis, or (c) stay where you are and wait?
2. **EASY** Which country’s fleet kept the British ships out of Chesapeake Bay?
3. **EASY** What is a redoubt?

Make it a game • Close the Trap. One player is Cornwallis and stands in a corner of the yard or room. Two teams start far away: the “army” on the land side and the “fleet” on the water side (mark it with a blanket). Each time a grown-up claps, both teams take one step closer. Cornwallis may try to slip out, but only through a gap no one is guarding. Can the teams close every gap before he escapes?

Scripture. “Blessed are the peacemakers: for they shall be called the children of God.” (Matthew 5:9, KJV)

Yorktown was the last great battle of the Revolution, and peace followed. Jesus blesses those who make peace.

Practice: answers

1. Washington chose (b). He fooled the British in New York, marched south with Rochambeau, and the army and the fleet trapped Cornwallis at Yorktown.
2. France’s, under Admiral de Grasse.
3. A small fort made of earth and logs.

3.8 TRAFALGAR (1805): “ENGLAND EXPECTS THAT EVERY MAN WILL DO HIS DUTY”

OBJECTIVES

- Find Cape Trafalgar, Spain and Britain on a map.
- Tell how Admiral Nelson’s two columns cut through the enemy’s line.
- Say Nelson’s famous signal and tell what “duty” means.

Warm-up. Hold up a red sock, a blue sock and a white sock. If red meant “Come here,” blue meant “Stop” and white meant “Go,” you could talk without a sound. Before radios, ships talked to each other with colored flags.

Video slot. Video coming. The Battle of Trafalgar, 1805, for young viewers: Nelson, HMS Victory and the famous signal. Search approved channels (Royal Museums Greenwich, the National Museum of the Royal Navy: HMS Victory, Simple History); preview first.

KEY TERMS

admiral

The commander of a fleet of warships.

ship of the line

A big wooden warship with two or three decks of cannon, strong enough to fight in the main battle line.

signal flags

Colored flags that ships raised on their masts to send messages.

duty

What you ought to do because it is right and it is your job, even when it is hard.

CORE IDEAS

The map. In 1805 the French emperor Napoleon ruled much of Europe. He wanted to cross the Channel and invade Britain, but first he needed to beat the British navy. On October 21, a fleet of 33 French and Spanish **ships of the line** sailed out of the Spanish port of Cádiz. Off Cape Trafalgar, on the southwest coast of Spain, 27 British ships were waiting.

The people. The British were led by Vice-Admiral Horatio Nelson in his flagship, HMS *Victory*. Nelson had lost his right arm and the sight of one eye in earlier battles, but his sailors loved him because he cared for them and led from the front. The French admiral, Pierre de Villeneuve, and the Spanish admiral, Federico Gravina, were brave men too. Before the battle, Nelson knelt in his cabin and wrote a prayer asking God for victory and that “humanity after Victory” would mark the British fleet. Humanity means kindness to the beaten enemy.

The plan. In those days fleets usually sailed in two long lines side by side and fired at each other. Nelson had a bolder plan. His ships would sail in two columns, straight at the enemy's long line, and cut it into pieces. Just before the fighting, he raised **signal flags** that spelled out: "England expects that every man will do his duty."

What happened. The two British columns broke through the line, and the battle became a crowd of ships fighting close together. In the afternoon Nelson was shot by a marksman high on a French ship and was carried below. He lived long enough to hear that the battle was won. His last words included, "Thank God I have done my duty." Eighteen French and Spanish ships were captured or destroyed. No British ship was lost.

Why it mattered. Napoleon never again had a fleet strong enough to invade Britain. For about a hundred years after Trafalgar, Britain's navy ruled the seas. Britain mourned Nelson as a hero, and his column still stands in Trafalgar Square in 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 painted this for King George IV. Instead of showing one moment, Turner put several moments of the battle into one picture. The great ship in the middle is HMS *Victory*.

Look closely

- Find the *Victory*. How many masts does she have?
- Look at the very top of her masts for a row of flags. Some say they spell part of Nelson's signal. Which word might it be?

- Find the small boats in front. What are the people in them doing?

Talk about it

1. Sailors who were at Trafalgar said Turner got some details wrong. Why might an artist care more about the feeling than every rope and sail?
2. How did Turner make the *Victory* look important?

HANDS-ON: TABLETOP TRAFALGAR: CUT THE LINE

Set up the two fleets on the floor and try Nelson's bold plan.

You will need

- About 16 paper boats or blocks in one color (French and Spanish)
- About 12 in another color (British)
- One special boat with a flag for the *Victory*
- A blue sheet or open floor (the sea)

Steps

1. Set the French and Spanish ships in one long, curving line across the sea.
2. Set the British in two columns, one behind another, pointing at the middle of the enemy line. Put the *Victory* at the front of one column.
3. Move the two columns straight forward until they push through the line.
4. Look at the enemy line now. How many pieces is it in? Can the ships at the front easily turn back to help?

Check your work

- My enemy fleet was in one long line.
- My British fleet sailed in two columns.
- I can tell how cutting the line helped the British.

FIELD NOTEBOOK

1. **Terrain map.** Draw the southwest coast of Spain with Cádiz and Cape Trafalgar. Draw the long curving line of French and Spanish ships and the two British columns cutting through it. Add an arrow for the wind, blowing from behind the British.
2. Copy Nelson's signal: "England expects that every man will do his duty."

Did you know? HMS *Victory* still exists. She sits in a dry dock in Portsmouth, England, and visitors can walk her decks. Nelson first wanted the signal to say "Nelson confides that every man will do his duty." His signal officer suggested "England," and changed "confides" to "expects," because "expects" could be sent with one flag group and "confides" had to be spelled out letter by letter.

Goes deeper in. History, the unit on Napoleon and the age of revolutions (coming soon); and Art, for J. M. W. Turner.

For families. October 21, 1805: 27 British ships of the line against 33 French and Spanish. In the battle 17 allied ships were captured and 1 blew up; a storm afterward wrecked several prizes. No British ship was lost; British losses were about 450 killed, while French and Spanish losses in killed, wounded and captured ran into many thousands. The signal officer was Lieutenant John Pasco. Nelson's prayer and his dying words are recorded by eyewitnesses; the stop quotes only short parts. Whether the flags on Turner's *Victory* spell "duty" is a common reading of the painting, so it is put as "some say." Villeneuve and Gravina are presented fairly as brave commanders.

PRACTICE

1. **MEDIUM Choose your move.** You are Admiral Nelson. The enemy fleet is in one long line, and it has more ships than you. Will you (a) sail in a long line beside them and trade cannon fire, the usual way, (b) sail straight at them in two columns and cut their line into pieces, or (c) stay away and wait for a better day?
2. **EASY** What was the name of Nelson's flagship?
3. **MEDIUM** What does "duty" mean?

Make it a game • Signal Flags. Make three paper flags: red, blue and yellow. Agree on a code: red means "walk forward," blue means "stop," yellow means "turn around." The admiral stands at one end of the yard and raises one flag at a time without speaking. The fleet must obey the flags. Then make up a new signal using two flags at once.

Scripture. "So likewise ye, when ye shall have done all those things which are commanded you, say, We are unprofitable servants: we have done that which was our duty to do." (Luke 17:10, KJV)

Nelson's sailors were asked to do their duty. Jesus teaches that when we have done all that God asks, we have only done our duty, so we should be humble and thankful, not proud.

Practice: answers

1. Nelson chose (b). His two columns broke the enemy line, and the British won without losing a ship.
2. HMS *Victory*.
3. What you ought to do because it is right and it is your job, even when it is hard.

TRACK 3 BADGE QUIZZES

The badge quizzes are optional. Read each question aloud; the child may answer by talking, pointing or drawing. 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. What did the English send drifting at the Armada in the night near Calais?
2. Who led the great charge that saved Vienna, and what did his hussars wear on their backs?
3. How did General Wolfe’s soldiers reach the Plains of Abraham?
4. Name one rider who warned the militia before Lexington and Concord.
5. What river did Washington’s army cross on Christmas night, 1776?

Badge quiz 2 (Stops 6–8)

6. Why is Saratoga called the turning point of the Revolution?
7. What did American axmen do to slow General Burgoyne?
8. At Yorktown, who trapped Cornwallis on land, and who trapped him by sea?
9. Say Nelson’s signal at Trafalgar.
10. How did Nelson’s ships attack the enemy’s long line?

TRAIL CERTIFICATE: MY BATTLE MAP BOOK AND TRAIL C CERTIFICATE

Gather the terrain maps from this trail into one booklet: “My Battle Map Book: The Age of Sail and the American Founding,” with your name and dates. Add a timeline page with all eight battles in order, from the Armada (1588) to Trafalgar (1805).

Pick one person from the trail (Elizabeth I, Jan Sobieski, James Wolfe, John Parker, George Washington, Thaddeus Kosciuszko or Horatio Nelson) and write or tell one sentence about a virtue they showed: courage, perseverance, faith, duty or wisdom.

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

- **Eight maps:** A labeled terrain map for each battle, with a title and a date.
- **Timeline:** The battles are placed in the right order.
- **Virtue:** One person’s virtue is named and explained.
- **Care:** Maps are neat and labeled.

Answer key

1. Fireships.
2. King Jan III Sobieski of Poland; feathered wings.
3. They floated down the river at night and climbed a narrow path up the cliff.
4. Any one: Paul Revere, William Dawes or Samuel Prescott.
5. The Delaware River.

6. A whole British army surrendered, and afterward France joined America as an ally.
7. They cut down trees across the road and broke the bridges.
8. The American and French armies on land; the French fleet at sea.
9. "England expects that every man will do his duty."
10. In two columns that cut straight through it.

SCHOOL LAUNCH · EXPLORE TRACKS

EXPLORE TRACKS · TRAIL D

The fourth trail of three interest tracks for curious Scouts: Animals (ocean life), Dinosaurs (dinosaurs and the Bible) and Great Battles of the Nineteenth Century. Short, self-paced stops with true stories, great pictures, hands-on projects and games.

First edition

O LORD, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches. So is this great and wide sea, wherein are things creeping innumerable, both small and great beasts.
Psalm 104:24-25 (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. Each stop also points to the matching lesson in a School Launch course, so the child can go deeper.

Trail D is the fourth trail of each track at the  Scout level (ages 7–9). The Animals track goes down into the sea, from sharks, octopuses and coral reefs to the dark home of the anglerfish, and ends with Jonah’s great fish and the Leviathan of the Bible. The Dinosaurs track opens the Bible beside the fossils: the living things God made, Behemoth (Job 40) and Leviathan (Job 41), the Ark and the Flood, dragon stories from around the world, and how to read a museum sign carefully. The Great Battles track visits eight battles of the nineteenth century, from Waterloo (1815) to Appomattox (1865), five of them from the American Civil War. Trails A–C are not required first.

WHO IT IS FOR

Written for children about ages 7–9 who are read to by a parent, or who read short passages on their own. Older siblings can join in. Nothing earlier is required.

HOW TO USE THIS COURSE

1. **One stop at a time.** A stop takes 15–25 minutes: read the story aloud, look at the picture, do the hands-on part and play the game. Two or three stops a week works well.
2. **Any order.** The tracks are independent. Do one track at a time, or rotate between them.
3. **Field Notebook.** Every stop ends with a page for the notebook. At the end of the trail the pages become a booklet, and the parent signs the Trail D certificate.
4. **Badge quizzes.** Each track has two short, optional oral quizzes. They are for fun, not grades.

SCOPE AND SEQUENCE

Track 3: Great Battles ✕ Trail D: The Nineteenth Century (Self-paced)

MATERIALS

- **Field Notebook (a sketchbook or composition book)** One for the whole trail.
- **Colored pencils, a ruler, scissors and glue** For drawings, terrain maps and ocean-depth charts.
- **Household things** Each hands-on project lists what it needs: blocks, clay, string, toy figures, cups, a shallow pan or box of sand.
- **A Bible (KJV)** For the verse at each stop.

GRADING

Explore Tracks are not graded. A stop is done when the child has heard the story, done the hands-on part and made a notebook page.

Badges and the Trail D certificate are earned by finishing the stops.

A NOTE TO PARENTS

You do not need to be an expert. Read the story aloud, look at the picture together and ask, “What do you notice?” Each stop has a short *For families* note with background and any facts that scholars still discuss.

Ocean life: the Animals stops tell what scientists have observed and what is still unknown, especially about the deep sea and the giant squid, which was first filmed alive in its deep home only in 2012. The last stop reads Jonah and the Leviathan passages as true Scripture; where the Bible does not name an exact kind of animal, the stop says so rather than guessing.

Dinosaur dates: museums give ages in millions of years. Stops marked 🕒 (D5, D7, D8 and D9) include a short box with three parts: *What the sign says*, *What we observe* and *How Christians read it*. The trail teaches the period names as museum words and explains that the dates are interpretations; many Christian families understand the fossils within a young earth and the Flood. Where Christians differ, as on what happened to the dinosaurs, each view is presented fairly.

Battles are told for young children: the map, the plan, the people and why it mattered, with honor for courage, faith and wisdom and no gory detail. Losses are given as numbers, and wounds and deaths are stated plainly but not described. Both sides are described fairly, in the terms of their own time. The Civil War stops say plainly that slavery was the central cause of secession, as the seceding states’ own declarations said, while honoring the courage of soldiers on both sides. The trail ends with Grant’s generous terms at Appomattox.

CONTENTS

Track 3: Great Battles ✕ Trail D: The Nineteenth Century

- 3.1 Waterloo (1815): The Ridge and the Farmhouses
- 3.2 New Orleans (1815): The Mud Wall by the River
- 3.3 San Jacinto (1836): Eighteen Minutes for Texas
- 3.4 First Bull Run (1861) and Stonewall Jackson
- 3.5 The Monitor and the Merrimack (1862): Ironclads
- 3.6 Vicksburg (1863): The River War
- 3.7 Gettysburg (1863): The High Ground, Little Round Top, Pickett's Charge and the Gettysburg Address
- 3.8 Appomattox (1865): Grant's Terms and Lee's Surrender

Each stop takes 15–25 minutes. Tracks may be done in any order, and a child may do just one track.

GREAT BATTLES ✕ TRAIL D: THE NINETEENTH CENTURY

The fourth trail of the Great Battles track visits eight battles of the 1800s, from Waterloo and New Orleans in 1815 to the surrender at Appomattox in 1865. It meets Wellington and Napoleon, Andrew Jackson, Sam Houston, Stonewall Jackson, the first ironclad warships, Grant at Vicksburg, the three days of Gettysburg and Lincoln's Gettysburg Address. Each battle is taught through **the map** (the land or water), **the plan, the people** (their courage and faith) and **why it mattered**.

This is the ● **Scout** level, for ages 7 to 9. A parent reads the story aloud, or a strong reader reads it alone. Battles are told plainly and gently: numbers of soldiers and losses are given as numbers, deaths are stated plainly but not described, and pictures are chosen for their story. Both sides are described fairly. The Civil War stops (D4–D8) say plainly what the Southern states' own declarations said, that slavery was the main reason they left the Union, while honoring the courage of soldiers on both sides.

Every stop has a **terrain map** to draw, a **tabletop** activity, and a **"Choose your move"** puzzle in which the child makes the commander's choice before learning what happened. Five stops earn the **Battle Scout badge, part 1**; eight earn part 2 and the **Trail D certificate**. The badge quizzes at the end are optional.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Find Europe, the United States, Texas, Virginia and the Mississippi River on a globe or map (a grown-up may help).

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail in order on a timeline, from Waterloo (1815) to Appomattox (1865).
- ☐ I can find each battle on a map of Europe or the United States.
- ☐ I can tell how a ridge, a river or a hill helped one side at three of the battles.
- ☐ I can tell why the Southern states left the Union and name two great leaders of the Civil War, one from each side.
- ☐ I can say the first sentence of the Gettysburg Address and draw a terrain map with a title, a key and both armies.

OPTIONAL BOOKS AND RESOURCES

- **National Park Service** (<https://www.nps.gov>): Free maps, photos and Junior Ranger booklets for Manassas, Vicksburg, Gettysburg, Appomattox Court House and Chalmette (New Orleans).

- **American Battlefield Trust** (<https://www.battlefields.org>): Free battle maps, short videos and lesson pages on the War of 1812 and the Civil War.
- **The Mariners' Museum: USS Monitor Center** (<https://www.marinersmuseum.org>): Photos and the story of the Monitor's turret, raised from the sea floor in 2002; use with Stop D5.
- **Library of Congress** (<https://www.loc.gov>): Free Civil War photographs and Currier & Ives prints, and Lincoln's handwritten copies of the Gettysburg Address.

3.1 WATERLOO (1815): THE RIDGE AND THE FARMHOUSES

OBJECTIVES

- Find Waterloo and Brussels on a map of Belgium.
- Tell how Wellington used the back of a ridge to hide and protect his army.
- Explain why Waterloo ended many years of war in Europe.

Warm-up. Lie on the floor behind a couch and ask someone across the room to point to you. Can they see you? Now sit on top of the couch. Hiding behind a hill was one of the Duke of Wellington's favorite tricks.

Video slot. Video coming. The Battle of Waterloo, 1815, for young viewers: Wellington's ridge, Hougoumont and the arrival of the Prussians. Search approved channels (Kings and Generals, Simple History, The History Guy, National Army Museum); preview first.

KEY TERMS

Napoleon

Napoleon Bonaparte, the emperor of France, a brilliant general who conquered much of Europe.

Wellington

The Duke of Wellington, the British general who led the army against Napoleon at Waterloo.

ridge

A long, narrow hill, like the top of a roof.

square

Foot soldiers standing in a hollow box, facing out on every side, so horsemen cannot get behind them.

CORE IDEAS

The map. On June 18, 1815, two great armies met in the green fields of Belgium, just south of the village of Waterloo and the city of Brussels. It had rained hard all night, and the ground was deep, sticky mud. Across the fields ran a low **ridge**. In front of it stood two strong stone farms, Hougoumont and La Haye Sainte, like castles guarding the hill.

The people. On one side was **Napoleon**, emperor of France, who had fought and won battles all over Europe for almost twenty years. On the other side was the **Duke of Wellington**, with an army of British, Dutch, Belgian and German soldiers. A Prussian army under old Marshal Blücher, who was seventy-two, was marching through the mud to help him.

The plan. Wellington put most of his men just behind the top of the ridge, where French cannonballs and French eyes could not easily reach them. He filled the two farms with soldiers. His plan was to hold on all day, until the Prussians came. Napoleon waited until late morning for the mud to dry a little, then attacked.

What happened. All day the French came on. At Hougomont, a few soldiers pushed the big gate shut against the attackers and held the farm until night. When French horsemen charged up the ridge, Wellington's soldiers formed **squares**, and the horsemen could not break them. In the afternoon the Prussians began to arrive. In the evening Napoleon sent his finest soldiers, the Imperial Guard, up the ridge. They were turned back, and the French army retreated. About 50,000 men on both sides were killed or wounded that day.

Why it mattered. Wellington said it had been "the nearest-run thing," a very close call. Napoleon gave up his throne and was sent far away to the tiny island of Saint Helena in the South Atlantic Ocean. The long wars that had troubled Europe since 1792 were over, and the nations of Europe had many years of peace.

PICTURE STUDY



Scotland Forever!, Elizabeth Thompson (Lady Butler), 1881 · Oil on canvas · Leeds Art Gallery, England
Wikimedia Commons · Public domain

Elizabeth Thompson, later Lady Butler, was one of the most famous painters of soldiers in Britain. This painting shows the Royal Scots Greys, Scottish horsemen on gray horses, charging at Waterloo. She painted the horses coming straight at us, as if we were standing in their way.

Look closely

- Find the horses' legs. Are any hooves touching the ground?

- Look at the riders' tall hats. What color are they?
- Follow the line of horses with your finger. Where does it end?

Talk about it

1. How does the painter make you feel the speed of the charge?
2. Why do you think she chose gray horses against a gray sky?

HANDS-ON: TABLETOP WATERLOO: BEHIND THE RIDGE

Build Wellington's ridge and test whether soldiers behind the top of a hill can be seen.

You will need

- A bath towel and two or three books (the ridge)
- About 20 blocks or toy soldiers in one color (Wellington's army)
- About 20 in a second color (the French) and 10 in a third color (the Prussians)
- Two small boxes (the farms)

Steps

1. Lay the books in a row and drape the towel over them to make a long ridge.
2. Put Wellington's soldiers on the far side of the ridge, just behind the top. Set the two boxes in front of the ridge for Hougoumont and La Haye Sainte, with a few soldiers inside.
3. Line up the French on the open side. Put your chin on the table on the French side and look. How many of Wellington's soldiers can you see?
4. Keep the Prussians off the table. Halfway through your battle, march them in from the left side. How do they change things?

Check your work

- My ridge has soldiers hidden behind the top and two farms in front.
- I looked at the ridge from the French side.
- I can tell why Wellington waited for the Prussians.

FIELD NOTEBOOK

1. **Terrain map.** Draw a long ridge across the middle of your page. Put Wellington's army behind it (top) and the French in front (bottom). Draw two small squares for the farms, Hougoumont on the right and La Haye Sainte in the middle. Draw an arrow from the right edge for the Prussians coming.
2. Write: "Waterloo, June 18, 1815. Wellington and Blücher."

Did you know? Two days before Waterloo, old Blücher's horse was shot and fell on him, and he was trapped beneath it. He was rescued, rubbed his bruises with medicine, and

rode on with his army. Wellington's famous boots gave us a word too: tall rubber rain boots are still called "wellingtons" or "wellies" in Britain.

Goes deeper in. History, the unit on Napoleon and Europe (coming soon); and Geography, for Belgium and the Low Countries.

For families. Strengths are usually given as about 68,000 for Wellington, about 72,000 for Napoleon and about 50,000 Prussians engaged by evening. Loss figures vary; most historians put killed and wounded on all sides between about 45,000 and 55,000, plus prisoners. Wellington's words "the nearest-run thing you ever saw" come from Thomas Creevey's diary. The closing of the north gate of Hougoumont was led by Lt. Col. James Macdonnell. The picture shows a cavalry charge with raised swords but no wounds.

PRACTICE

1. **MEDIUM Choose your move.** You are Wellington. Napoleon has a strong army and many cannons, and your friends the Prussians will not arrive until afternoon. Will you (a) march out and attack Napoleon in the morning, (b) line your men up on the front of the ridge where everyone can see them, or (c) keep your men just behind the top of the ridge, hold the two farms, and wait for the Prussians?
2. **EASY** What shape did soldiers make to stop horsemen?
3. **EASY** Where was Napoleon sent after Waterloo?

Make it a game • Form Square!. Players walk around the room or yard. When the leader calls "Cavalry!" everyone hurries together and stands back to back in a tight little square, facing out. Count how many seconds it takes. Can you do it faster the next time? Walk, don't run.

Scripture. "The horse is prepared against the day of battle: but safety is of the LORD." (Proverbs 21:31, KJV)

Napoleon had more cannons and fine horsemen, but battles do not always go to the strongest. Soldiers prepare, and God rules over the outcome.

Practice: answers

1. Wellington chose (c). The ridge protected his men, the farms held, and the Prussians arrived in time.
2. A square, facing out on every side.
3. To the island of Saint Helena, far away in the South Atlantic Ocean.

3.2 NEW ORLEANS (1815): THE MUD WALL BY THE RIVER

OBJECTIVES

- Find New Orleans and the Mississippi River on a map of the United States.
- Tell how Andrew Jackson used a canal, a river and a swamp to protect his line.
- Explain why the battle was fought after the peace treaty had already been signed.

Warm-up. Build a little wall of pillows across a hallway, from one side to the other. Can anyone walk around it? A wall that runs from edge to edge, with no way around, was Andrew Jackson's plan at New Orleans.

Video slot. Video coming. The Battle of New Orleans, January 8, 1815, for young viewers: Andrew Jackson's line at Chalmette. Search approved channels (National Park Service, American Battlefield Trust, Simple History); preview first.

KEY TERMS

War of 1812

A war between the United States and Great Britain that lasted from 1812 to 1815.

Andrew Jackson

The American general who defended New Orleans. He later became the seventh President.

rampart

A thick wall of earth built to protect soldiers.

treaty

A written agreement between nations, such as a promise to stop a war.

CORE IDEAS

The map. New Orleans sits beside the great Mississippi River, near where it flows into the Gulf of Mexico. Whoever held the city held the door to the whole river. Just below the city, at a sugar plantation called Chalmette, a narrow strip of dry land lay between the river on one side and a thick cypress swamp on the other. Across that strip ran an old ditch called the Rodriguez Canal.

The people. General **Andrew Jackson**, a tough, fiery man from Tennessee, gathered a mixed army: American soldiers, riflemen from Tennessee and Kentucky, Louisiana militia, free Black soldiers of New Orleans, Choctaw warriors, sailors, and even the pirate Jean Lafitte and his gunners. Against them came about 8,000 skilled British soldiers led by General Sir Edward Pakenham.

The plan. Jackson's men dug and piled the mud from the canal into a long **rampart**, a wall of earth taller than a man, running all the way from the river to the swamp. There was no

way around it. The British would have to cross an open field and climb the wall.

What happened. Early on the morning of January 8, 1815, the British marched forward through the fog. When the fog lifted, the Americans opened fire with cannons and rifles from behind their wall. Some British ladders to climb the wall had been left behind. In less than an hour about 2,000 British soldiers were killed, wounded or captured, and General Pakenham was killed. Jackson lost only about 70 men.

Why it mattered. Here is the surprise: two weeks before, on December 24, 1814, the two countries had already signed a peace **treaty** in Ghent, Belgium. News crossed the ocean by sailing ship, so no one in Louisiana knew. The war was not yet officially over until both governments approved the treaty, but the battle made Americans proud and kept New Orleans and the river safe. Jackson became a national hero.

PICTURE STUDY



The Battle of New Orleans, Jean Hyacinthe de Laclotte, 1815 · Oil on canvas · New Orleans Museum of Art
Wikimedia Commons · Public domain

Jean Hyacinthe de Laclotte was an architect and engineer who served in the Louisiana militia during the battle. He painted it as if from a bird flying high over the field, so we can see the whole plan at once.

Look closely

- Find the river. Find the swamp and woods. Find Jackson's line between them.
- Find the British soldiers in red. Which way are they marching?
- Look at the smoke. Where is it coming from?

Talk about it

1. Why do you think the artist painted the battle from high above instead of up close?
2. Looking at this picture, why was Jackson's line hard to get around?

HANDS-ON: TABLETOP NEW ORLEANS: RIVER TO SWAMP

Build Jackson's mud wall and see why there was no way around it.

You will need

- A baking tray, or a sand table
- Play dough, clay or damp sand (the rampart)
- A blue ribbon or paper strip (the river) and crumpled green paper (the swamp)
- About 15 toy soldiers or blocks for each side

Steps

1. Lay the blue river along one side of the tray and put the green swamp along the other side.
2. Press a line in the middle for the canal. Build the rampart of dough or sand right behind it, from the river all the way to the swamp.
3. Set Jackson's soldiers behind the wall and the British at the far end of the open field.
4. Try to find a way for the British to get around the wall without going through the river or swamp. Is there one?

Check your work

- My wall runs from the river to the swamp with no gaps.
- I placed both armies.
- I can tell why Jackson chose this narrow place.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Mississippi River down the left side of your page and a swamp with cypress trees down the right. Draw the canal and Jackson's wall straight across between them. Mark New Orleans at the top and the British coming from the bottom.
2. Write: "New Orleans, January 8, 1815. Andrew Jackson."

Did you know? On the night before the battle, the Ursuline sisters of New Orleans, a convent of nuns, stayed up praying for the city. After the victory, Jackson asked for a service of thanksgiving in the cathedral, and on January 23, 1815, the people of New Orleans gathered to thank God. Many people still say Jackson's wall was made of cotton bales, but it was mostly mud.

Goes deeper in. History, the American unit on the War of 1812 (coming soon); and Geography, for the Mississippi River and its delta.

For families. British losses on January 8 are usually given as about 2,000 (291 killed, about 1,260 wounded and about 480 captured or missing); American losses were about 70. Jackson had roughly 4,000 to 5,000 men on the main line. The Treaty of Ghent was signed December 24, 1814, and ratified by the U.S. Senate on February 16, 1815; the war ended officially then. Cotton bales were used in a few places early on but proved poor protection. The Ursulines' prayer vigil before the statue of Our Lady of Prompt Succor is a well-known New Orleans tradition; the thanksgiving service of January 23, 1815, is well documented.

PRACTICE

1. **MEDIUM Choose your move.** You are Andrew Jackson. The British army is bigger and better trained than yours. Will you (a) march out and fight them in the open fields, (b) dig in behind the old canal and build a mud wall from the river to the swamp, or (c) pull back into the city and wait?
2. **EASY** Name the river beside New Orleans.
3. **MEDIUM** Why didn't the soldiers know that a peace treaty had been signed?

Make it a game • The Fog Lifts. One player is Jackson and stands at the far end of the room with their back turned. The others creep slowly forward through the "fog." When Jackson calls "The fog lifts!" and turns around, everyone freezes. Anyone seen moving goes back to the start. The first to tap Jackson's shoulder takes a turn as Jackson.

Scripture. "O give thanks unto the LORD, for he is good: for his mercy endureth for ever." (Psalm 107:1, KJV)

After the battle, the people of New Orleans gathered in church to give thanks. When God brings us safely through danger, we remember to thank Him.

Practice: answers

1. Jackson chose (b). The British had to cross an open field to reach a wall they could not go around.
2. The Mississippi River.
3. News crossed the ocean slowly by sailing ship, so it had not reached Louisiana yet.

3.3 SAN JACINTO (1836): EIGHTEEN MINUTES FOR TEXAS

OBJECTIVES

- Find Texas, Houston and the San Jacinto River on a map.
- Tell how Sam Houston surprised Santa Anna's camp in the afternoon.
- Explain how San Jacinto made Texas an independent country.

Warm-up. Hide behind a chair and creep across the room as quietly as you can while someone reads a book with their back to you. How close can you get before they hear you? Sam Houston's army crept close to its enemy without being seen.

Video slot. Video coming. The Battle of San Jacinto, April 21, 1836, for young viewers: Sam Houston and Santa Anna. Search approved channels (Texas State Historical Association, San Jacinto Museum of History, Simple History); preview first.

KEY TERMS

Texian

A settler living in Texas when it was part of Mexico, before it joined the United States.

Sam Houston

The commander of the Texian army, later President of the Republic of Texas. The city of Houston is named for him.

Santa Anna

The President of Mexico and the general who led the Mexican army into Texas.

independence

Being free to rule yourself, not ruled by another country.

CORE IDEAS

The people. In 1836 Texas belonged to Mexico. Thousands of settlers from the United States, called **Texians**, had moved there. When General **Santa Anna**, the President of Mexico, set aside Mexico's constitution and ruled by force, the Texians rebelled and declared **independence**. To Mexico, Texas was part of their country and the Texians were rebels. Santa Anna marched north and won at the Alamo and at Goliad, and the Texian defenders there were killed.

The map. Sam Houston led the small Texian army east for weeks while his men grumbled that he would never fight. At last he camped beside Buffalo Bayou near the San Jacinto River. Santa Anna camped close by, on open prairie, with a marsh and a lake behind him. A small rise in the ground stood between the two camps.

The plan. Most commanders attacked at dawn. Houston waited. On the afternoon of April 21, Santa Anna's tired soldiers were resting in camp. Houston's scout, Erastus "Deaf" Smith,

burned Vince's Bridge, the nearest bridge out. Then about 900 Texians lined up and walked quietly forward, hidden by the rise in the ground.

What happened. When they were very close, they charged, shouting "Remember the Alamo! Remember Goliad!" The Mexican army was taken by surprise. Houston said the battle took only about eighteen minutes. Hundreds of Mexican soldiers were killed and hundreds more captured. Only nine Texians were killed, and Houston was wounded in the ankle. The next day Santa Anna was found hiding in a plain soldier's clothes.

Why it mattered. Some Texians wanted Santa Anna put to death, but Houston kept him alive. Santa Anna agreed to order his armies out of Texas. Texas became its own country, the Republic of Texas, with Sam Houston as its President. Nine years later, in 1845, Texas joined the United States.

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 men who had been there and studied their faces. Sam Houston lies under an oak tree with his wounded ankle, and the captured Santa Anna is brought before him.

Look closely

- Find Sam Houston. How can you tell he is hurt?
- Find Santa Anna. How is he standing?
- Look at the faces of the men around them. Are they happy, angry or curious?

Talk about it

1. Why do you think Houston chose to keep Santa Anna alive?
2. Why do you think the painter put the big tree in the picture?

HANDS-ON: TABLETOP SAN JACINTO: THE HIDDEN APPROACH

Build the field on a sand table or tray and test how a small rise can hide an army.

You will need

- A tray with sand, or a towel on the table
- A blue ribbon (the bayou) and blue paper (the marsh and lake)
- A rolled-up hand towel (the rise)
- A craft stick (Vince's Bridge) and blocks or toy soldiers in two colors

Steps

1. Lay the bayou along one side. Put the marsh and lake behind the place where Santa Anna will camp.
2. Set the rolled towel across the middle. Put Santa Anna's camp on one side and Houston's army on the other.
3. Lay the craft stick bridge over the bayou, then take it away the way Deaf Smith did.
4. Put your eye down at the height of Santa Anna's camp. Slide Houston's soldiers forward behind the rise. When can you first see them?

Check your work

- My field has a bayou, a marsh, a rise and two camps.
- I tested what Santa Anna's camp could see.
- I can tell why Houston attacked in the afternoon.

FIELD NOTEBOOK

1. **Terrain map.** Draw Buffalo Bayou along the top of your page and the San Jacinto River down the right side. Draw Houston's camp by the trees, a low rise in the middle, and Santa Anna's camp with the marsh and lake behind it. Draw Vince's Bridge with an X.
2. Write: "San Jacinto, April 21, 1836. Remember the Alamo!"

Did you know? In his plain clothes, Santa Anna might have passed for an ordinary soldier, but when he was brought into the Texian camp, some of the Mexican prisoners called out, "El Presidente!" The San Jacinto Monument, built on the battlefield, is taller than the Washington Monument and has a big star on top.

Goes deeper in. History, the American unit on Texas and the West (coming soon); and Geography, for the Gulf Coast of Texas.

For families. Texian strength was about 900; Santa Anna had roughly 1,200 to 1,400 after reinforcements. Mexican losses are usually given as about 630 killed and about 730

captured; Texian losses as 9 killed (some counts say 11) and about 30 wounded. The “eighteen minutes” comes from Houston’s report. Causes of the revolution included Santa Anna’s centralist rule and the setting aside of the 1824 constitution; historians also note that many Anglo settlers held slaves, and Mexico had moved to abolish slavery, which was one source of tension. Santa Anna signed the Treaties of Velasco in May 1836; Mexico did not recognize Texas independence.

PRACTICE

1. **MEDIUM Choose your move.** You are Sam Houston. Santa Anna’s army is camped close by with a marsh behind it. Will you (a) wait for Santa Anna to attack you, (b) attack in the afternoon while his soldiers are resting, coming up quietly behind the rise, or (c) keep retreating east toward Louisiana?
2. **EASY** What did the Texans shout as they charged?
3. **EASY** What did Texas become after San Jacinto?

Make it a game • Quiet Approach. One player is Santa Anna’s camp and stands facing a wall. The others start at the far side of the room and sneak forward. Whenever the camp turns around, everyone must freeze. Anyone caught moving goes back. The first to touch the camp’s shoulder wins and becomes the camp.

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)

Houston’s men were few and many were afraid. Courage is doing right even when we are afraid, and God promises to be with His people wherever they go.

Practice: answers

1. Houston chose (b). His army surprised the resting camp and won in about eighteen minutes.
2. “Remember the Alamo! Remember Goliad!”
3. An independent country, the Republic of Texas. It joined the United States in 1845.

3.4 FIRST BULL RUN (1861) AND STONEWALL JACKSON

OBJECTIVES

- Find Washington, D.C., Richmond and Manassas on a map of Virginia.
- Tell how Thomas Jackson got the name “Stonewall.”
- Explain why the Southern states left the Union and why the first battle showed the war would be long.

Warm-up. Stand up straight and still, like a statue, while someone counts to thirty. Don’t wiggle! A general named Thomas Jackson stood so steady in his first big battle that he was called “Stonewall” for the rest of his life.

Video slot. Video coming. The First Battle of Bull Run (Manassas), July 21, 1861, for young viewers: Henry House Hill and Stonewall Jackson. Search approved channels (American Battlefield Trust, National Park Service, Simple History); preview first.

KEY TERMS

Union

The United States under President Lincoln during the Civil War; also called the North.

Confederacy

The Confederate States of America, the eleven Southern states that left the Union; also called the South.

secession

When a state leaves, or secedes from, the United States.

brigade

A group of soldiers, usually a few thousand, led by one general.

CORE IDEAS

Why the war came. In 1860 and 1861, eleven Southern states left the United States and formed the **Confederacy**. Several of them wrote declarations telling the world why, and the main reason they gave was to protect slavery, the owning of people as property. President Abraham Lincoln said the **Union** could not be broken apart. In April 1861 war began. Brave men on both sides marched off, many believing it would be over in one battle.

The map. The Union capital, Washington, D.C., and the Confederate capital, Richmond, Virginia, were only about 100 miles apart. Between them, near a railroad junction called Manassas, ran a small stream called Bull Run. Above it rose Henry House Hill, a rounded hill with a farmhouse on top.

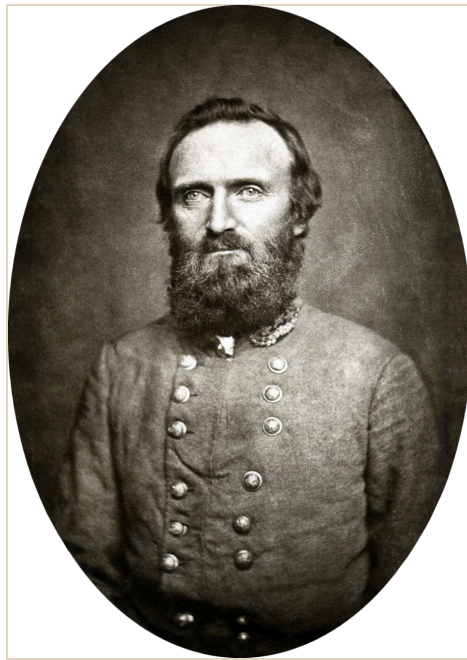
The plan. On July 21, 1861, the Union general Irvin McDowell marched about 35,000 men around the left side of the Confederate army, hoping to surprise it. Some people even rode

out from Washington in carriages to watch. But more Confederate soldiers were coming by train from the Shenandoah Valley, the first time a railroad carried a whole army to a battle.

The people. At first the Union attack worked, and Confederate soldiers fell back up Henry House Hill. There, General **Thomas J. Jackson**, a quiet Virginia Military Institute teacher and a man of deep Christian faith, lined up his **brigade** just behind the top of the hill and held firm. General Barnard Bee is said to have pointed and shouted, “There is Jackson standing like a stone wall!” From then on he was “Stonewall” Jackson.

What happened, and why it mattered. In the afternoon fresh Confederate troops arrived and charged. The tired Union army fell back, and the retreat to Washington became a crowded, confused rush. Nearly 5,000 men were killed, wounded or missing. Both sides learned that the war would be long and hard. Soldiers on both sides had shown great courage, and many more battles were coming.

PICTURE STUDY



General Thomas J. “Stonewall” Jackson, Photograph usually credited to Nathaniel Routzahn, 1862 · Photograph · Library of Congress (copies in many collections) Wikimedia Commons · Public domain

This photograph was taken in Winchester, Virginia, in November 1862, more than a year after Bull Run. Jackson did not like to sit for pictures. Notice the plain, serious look of a man who prayed often and spoke little.

Look closely

- Count the rows of buttons on Jackson’s coat.
- Look at his eyes. Where is he looking?
- Look at his beard and hair. Do they look neat or rough?

Talk about it

1. Does Jackson look like a man who would stand “like a stone wall”? Why?
2. Why do you think old photographs show people with such serious faces?

HANDS-ON: TABLETOP BULL RUN: HENRY HOUSE HILL

Build the hill and the railroad and see how fresh soldiers arriving by train changed the battle.

You will need

- A towel over a pillow or a stack of books (Henry House Hill)
- A blue ribbon (Bull Run) and a piece of yarn (the railroad)
- A small box (the Henry house)
- Blocks or toy soldiers in blue and gray, or two other colors

Steps

1. Lay Bull Run across the table and make the hill on the near side. Put the little house on top.
2. Put Jackson’s gray brigade just behind the top of the hill in a straight line, with a few cannons in front.
3. March the blue soldiers around the end of the stream and up toward the hill.
4. Lay the yarn railroad from the far edge of the table. Bring more gray soldiers down the track and add them to the line. What happens to the attack now?

Check your work

- My table has the stream, the hill, the house and the railroad.
- Jackson’s line stands just behind the top of the hill.
- I can tell how the railroad helped the Confederates.

FIELD NOTEBOOK

1. **Terrain map.** Draw Bull Run winding across your page. Draw Henry House Hill with a little house on top and Jackson’s line just behind it. Draw a railroad track coming in from the left, from the Shenandoah Valley, and arrows showing the Union army crossing the stream.
2. Write: “First Bull Run (Manassas), July 21, 1861. Stonewall Jackson.”

Did you know? The North usually named battles after streams, like Bull Run, and the South after towns, like Manassas, so many Civil War battles have two names. Jackson later told a friend that his faith taught him to feel as safe in battle as in bed, because God had already fixed the time of his death. Before the war he led a Sunday school class for Black children and adults in his town of Lexington, Virginia.

Goes deeper in. History, the American unit on the Civil War (coming soon); and Geography, for Virginia and the Shenandoah Valley.

For families. The secession declarations of South Carolina, Mississippi, Georgia and Texas name slavery as the central cause; Mississippi's begins, "Our position is thoroughly identified with the institution of slavery." Losses are usually given as about 2,900 Union and about 2,000 Confederate killed, wounded and missing. General Bee was mortally wounded soon after, so his exact words and meaning are uncertain; the stop says "is said to have." An elderly widow, Judith Henry, was killed in her house on the hill; she is often called the first civilian killed in the war. Jackson's Sunday school for enslaved and free Black people in Lexington is documented by his biographers; the "safe in battle as in bed" words come from his conversation with John Imboden.

PRACTICE

1. **MEDIUM Choose your move.** You are Jackson. Other Confederate soldiers are running back past you up Henry House Hill, and the Union army is coming. Will you (a) join the retreat, (b) charge straight down the hill at once, or (c) line your men up just behind the top of the hill, put cannons in front, and stand firm?
2. **EASY** What was the main reason the Southern states gave for leaving the Union?
3. **EASY** How did extra Confederate soldiers reach the battle?

Make it a game · Stone Wall. Everyone walks or hops around the room. When the leader calls "Stone wall!" everyone freezes in a line, shoulder to shoulder, and stays perfectly still while the leader counts to ten and makes funny faces. Anyone who laughs or wiggles becomes the next leader.

Scripture. "The LORD is my rock, and my fortress, and my deliverer; my God, my strength, in whom I will trust; my buckler, and the horn of my salvation, and my high tower." (Psalm 18:2, KJV)

Jackson was called a stone wall, but he trusted in God as his rock. A soldier's steadiness is a gift; the truest Rock is the Lord.

Practice: answers

1. Jackson chose (c). His brigade held the hill until fresh troops arrived, and he became "Stonewall" Jackson.
2. To protect slavery.
3. By railroad train, from the Shenandoah Valley.

3.5 THE MONITOR AND THE MERRIMACK (1862): IRONCLADS

OBJECTIVES

- Find Hampton Roads and Norfolk, Virginia, on a map.
- Describe how the Monitor and the Virginia (Merrimack) were different.
- Explain why this battle changed navies all over the world.

Warm-up. Turn slowly in a circle with your arm pointing straight out. You can point in every direction without moving your feet! The Monitor had a round tower for its guns that turned just like you.

Video slot. Video coming. The Battle of Hampton Roads, March 1862, for young viewers: USS Monitor and CSS Virginia (Merrimack), and the Monitor's turret today. Search approved channels (The Mariners' Museum USS Monitor Center, NOAA Ocean Service, American Battlefield Trust); preview first.

KEY TERMS

ironclad

A warship covered with thick iron plates to protect it from cannonballs.

turret

A round, turning tower on a ship that holds its guns.

harbor

A sheltered stretch of water where ships can stay safe near land.

blockade

Using ships to keep other ships from going in or out of an enemy's ports.

CORE IDEAS

The map. Where the James River flows into Chesapeake Bay in Virginia lies a wide **harbor** called Hampton Roads. In the Civil War, wooden Union warships waited there as part of a **blockade** to keep ships from going in and out of Southern ports. The war had begun when Southern states left the Union to protect slavery, and the North meant to squeeze the South by sea.

The people. At Norfolk the Confederates raised a burned Union ship, the *Merrimack*, and built a sloping iron house on top of it, like a roof floating on the water. They named it the CSS *Virginia*. In New York, a Swedish-born inventor named John Ericsson built the USS *Monitor* in about 100 days. It sat so low in the water that people called it “a cheesebox on a raft.” Its two big guns sat in a round **turret** that could turn in any direction.

What happened first. On March 8, 1862, the *Virginia* steamed out. Cannonballs bounced off her iron sides. She rammed and sank one wooden Union ship and set another on fire.

More than 200 Union sailors were lost. Everyone feared she would destroy the whole fleet the next day. But that night the little *Monitor* arrived.

The plan. On March 9, the two **ironclads** fought for about four hours, often very close. The *Virginia* was big and slow and needed deep water. Lieutenant John Worden kept the small *Monitor* moving, sometimes slipping into shallow water where the big ship could not follow, and turned the turret to fire again and again. Neither ship could sink the other. Worden was hurt in the eyes when a shell burst near his lookout slot, and the battle ended in a draw.

Why it mattered. The *Monitor* had saved the Union fleet, and the blockade went on. Navies all over the world saw that wooden warships were now out of date. Soon every great navy was building iron ships, many with turning turrets like the *Monitor*'s. Neither ship lasted long: the *Virginia* was destroyed by her own crew that May, and the *Monitor* sank in a storm off Cape Hatteras on the last day of 1862.

PICTURE STUDY



Crew of the USS Monitor on Deck, James River, Virginia, James F. Gibson, July 9, 1862 · Photograph · Library of Congress (this copy: Boston Public Library) Wikimedia Commons · Public domain

A few months after the famous battle, a photographer named James F. Gibson rowed out to the *Monitor* on the James River and took pictures of the crew. This is one of the oldest photographs of sailors at ease on their ship.

Look closely

- Find the round iron turret. How tall is it compared with the sailors?
- Look at the deck. Is it high above the water or low and flat?

- What are the sailors doing? Find someone sitting, someone standing and someone reading.

Talk about it

1. Would you want to live inside a ship that sat so low in the water? Why or why not?
2. Why do you think the sailors liked to come out on deck when they could?

HANDS-ON: TABLETOP IRONCLADS: CHEESEBOX AND ROOF

Build the two ironclads and float them in a tub to see which sits lower in the water.

You will need

- A flat foam tray or a flat piece of foam (the Monitor's deck)
- A bottle cap or a short piece of cardboard tube (the turret)
- A small box with a piece of folded cardboard on top like a roof (the Virginia)
- Aluminum foil, tape, a toothpick, and a sink or tub of shallow water

Steps

1. Cover both ships with foil to make them "ironclad."
2. Set the bottle cap in the middle of the flat tray for the Monitor's turret. Push a toothpick through the cap for a gun, and turn the cap to aim.
3. Tape the folded cardboard roof on top of the box for the Virginia.
4. Float both ships. Which sits lower in the water? Which could go into shallower water? Turn the Monitor's turret to point at the Virginia from different sides.

Check your work

- I built both ironclads.
- My Monitor's turret turns.
- I can tell one way the two ships were different.

FIELD NOTEBOOK

1. **Terrain map.** Draw Chesapeake Bay at the top of your page and the James River coming in from the left. Mark Hampton Roads where they meet, Norfolk to the south and Fort Monroe at the point. Draw the Monitor as a small circle on a flat raft and the Virginia as a long sloping roof.
2. Write: "Hampton Roads, March 9, 1862. The first battle between ironclads."

Did you know? In 1973 explorers found the wreck of the Monitor lying upside down on the sea floor off North Carolina. In 2002 Navy divers raised her turret. It is now kept at The Mariners' Museum in Newport News, Virginia, very close to where she fought. Northerners kept calling the Virginia by her old name, Merrimack, so people still call the battle "the Monitor and the Merrimack."

Goes deeper in. History, the American unit on the Civil War (coming soon); and Earth Science, for why some things float and others sink.

For families. On March 8 the Virginia sank USS Cumberland and forced USS Congress to surrender, which was then burned; Union losses that day are usually given as more than 200 killed. Few men were hurt on either ironclad on March 9. The Virginia was commanded on March 8 by Franklin Buchanan (wounded) and on March 9 by Lt. Catesby ap Roger Jones. The Monitor drew about 10 feet of water, the Virginia about 22. The secession declarations of several states named slavery as their central cause (see Stop D4).

PRACTICE

1. **MEDIUM Choose your move.** You are Lieutenant Worden on the small Monitor. The Virginia is much bigger, but slow, and she needs deep water. Will you (a) stay far away and fire from a long distance, (b) stay close, keep moving, slip into shallow water where she cannot follow, and turn your turret to keep firing, or (c) try to climb aboard her?
2. **EASY** What is a turret?
3. **EASY** Who won the battle between the two ironclads?

Make it a game • Turn the Turret. One player is the Monitor's turret and stands in the middle with arms straight out, pointing. The other players stand around the room. The leader calls out a player's name, and the turret turns, without stepping, to point at that player as fast as possible. Take turns being the turret.

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)

Sailors on iron ships and wooden ships alike faced the great waters. The sea that sank the Monitor is in God's hands, and He is Lord over the deep.

Practice: answers

1. Worden chose (b). The Monitor stayed close, kept moving and kept firing, and the Virginia could not sink her.
2. A round, turning tower on a ship that holds its guns.
3. Neither. It was a draw, but the Monitor saved the Union fleet.

3.6 VICKSBURG (1863): THE RIVER WAR

OBJECTIVES

- Find Vicksburg and the Mississippi River on a map of the United States.
- Tell how Grant and Porter got past the cannons on the bluffs.
- Explain why taking Vicksburg split the Confederacy in two.

Warm-up. Hold a piece of string in a long, wiggly line across the floor, then make one big bend in it like a letter U. If you sat at the top of the bend with a flashlight, could you shine it on boats coming from both directions? That is why Vicksburg was so hard to pass.

Video slot. Video coming. The Vicksburg Campaign and Siege, 1863, for young viewers: Grant, Porter’s gunboats and the river. Search approved channels (National Park Service, American Battlefield Trust, Simple History); preview first.

KEY TERMS

bluff

A high, steep bank beside a river.

gunboat

A small warship with cannons, built to fight on rivers.

siege

Surrounding a city or fort and cutting it off until it gives up.

Ulysses S. Grant

The Union general who captured Vicksburg. He later led all the Union armies and became President.

CORE IDEAS

The map. The Mississippi River is the great highway through the middle of America. In 1863 the Confederacy, formed by states that left the Union to protect slavery, still held the city of Vicksburg, Mississippi. It sat on high **bluffs** at a sharp bend in the river, with rows of cannons pointing down at the water. Swamps and bayous guarded the land to the north. President Lincoln called Vicksburg “the key.”

The people. General **Ulysses S. Grant** was a quiet, stubborn man who did not give up. All winter his men tried to reach Vicksburg: they dug canals and pushed boats through narrow, tree-choked bayous. Nothing worked. Admiral David Dixon Porter commanded the Union **gunboats**. Inside the city, Confederate General John C. Pemberton and his soldiers were just as determined to hold on.

The plan. Grant made a bold new plan. His army would march south on the far side of the river. On the dark night of April 16, 1863, Porter’s gunboats, with bales of hay and cotton

piled on their decks for protection, steamed right past the cannons of Vicksburg. The Confederates lit bonfires to see them. Nearly all the boats made it. Then the boats carried Grant's army across the river south of the city.

What happened. Grant marched fast, won five battles in a few weeks, and came at Vicksburg from the land side, where it was weakest. Two attacks on the city's walls failed, so Grant began a **siege**. For about six weeks no food came in. Many townspeople dug caves in the hillsides to stay safe from the shells. At last, on July 4, 1863, Pemberton surrendered about 29,000 hungry soldiers.

Why it mattered. Now the whole Mississippi River belonged to the Union, and the Confederacy was split in two. Texas, Arkansas and most of Louisiana were cut off from the rest of the South. Lincoln wrote that "the Father of Waters again goes unvexed to the sea," meaning the river flowed freely again. Grant had shown he was a general who would find a way.

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
Wikimedia Commons · Public domain*

Currier & Ives was a print shop in New York that made cheap, colorful pictures of the news for families to hang on their walls. This print shows the night Porter's boats ran past Vicksburg's cannons.

Look closely

- Find the bonfires on the shore. Why were they lit?
- Count the boats you can see in the line.

- Find the high bluffs. Where are the cannons?

Talk about it

1. Why would the boats try to pass at night instead of in the daytime?
2. How do you think the sailors felt as they steamed past?

HANDS-ON: TABLETOP VICKSBURG: RUNNING THE BATTERIES

Build the river bend and the bluffs, then run your boats past the cannons in the dark.

You will need

- A long blue ribbon or strip of blue paper (the Mississippi)
- A row of books (the bluffs)
- Small toy boats, bottle caps or folded paper boats
- A flashlight, and blocks for Grant's army

Steps

1. Lay the river on the floor or table with one big bend. Set the books on the bend for the bluffs of Vicksburg.
2. Put a few blocks on top of the books for the cannons. Put Grant's army on the far side of the river, north of the city.
3. Turn down the lights. One person sits by the bluffs with the flashlight. Slide the boats slowly down the river past the bluffs. Boats caught in the light go back.
4. When the boats are past, march Grant's army down the far side, ferry it across south of the city, and come at Vicksburg from the land side.

Check your work

- My river has a bend with bluffs.
- I ran my boats past the bluffs and crossed the army below the city.
- I can tell why Grant came at Vicksburg from the land side.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Mississippi River from the top of your page to the bottom with a sharp bend in the middle. Put Vicksburg on the bluffs at the bend. Draw a dotted line for the boats running past, an arrow for Grant's army marching down the far side and crossing below the city, and a curved arrow coming to Vicksburg from behind.
2. Write: "Vicksburg, July 4, 1863. The river is open."

Did you know? During the siege, the people of Vicksburg ran so short of food that some ate mule meat. Some families lived in their caves for weeks, with rugs and beds inside. The day after Vicksburg surrendered, news came that the Union had also won at Gettysburg, far away in Pennsylvania (Stop D7).

Goes deeper in. History, the American unit on the Civil War (coming soon); and Geography, for the Mississippi River and its bends.

For families. Lincoln's "Vicksburg is the key" comes from Admiral Porter's later recollection; "The Father of Waters again goes unvexed to the sea" is from Lincoln's letter to James Conkling, August 26, 1863. The siege lasted about 47 days (May 18 to July 4); about 29,500 Confederates were surrendered and paroled. One transport was lost during the April 16 run. The secession declaration of Mississippi itself says, "Our position is thoroughly identified with the institution of slavery." The story that Vicksburg did not celebrate the Fourth of July for many decades is often told but its details are debated.

PRACTICE

1. **MEDIUM Choose your move.** You are General Grant. Vicksburg sits on high bluffs with swamps to the north, and your canals have failed. Will you (a) charge straight up the bluffs from the river, (b) march south down the far side of the river, have the gunboats run past the cannons at night, cross below the city and come at it from the land side, or (c) go back to Memphis and wait for next year?
2. **EASY** What is a siege?
3. **MEDIUM** Why did taking Vicksburg matter so much?

Make it a game • Run the Batteries. In a dim room cleared of things to trip on, one player sits on a chair (the bluff) with a flashlight. The others are boats and crawl slowly and quietly from one end of the room to the other, past the bluff. Anyone caught in the flashlight beam goes back to the start. A grown-up should be there. Take turns holding the light.

Scripture. "When thou passest through the waters, I will be with thee; and through the rivers, they shall not overflow thee: when thou walkest through the fire, thou shalt not be burned; neither shall the flame kindle upon thee." (Isaiah 43:2, KJV)

God spoke these words to His people Israel. Whatever rivers or dangers His people pass through, He goes with them.

Practice: answers

1. Grant chose (b). It was risky, but it worked, and Vicksburg surrendered on July 4, 1863.
2. Surrounding a city and cutting it off until it gives up.
3. The Union now held the whole Mississippi River, and the Confederacy was split in two.

3.7 GETTYSBURG (1863): THE HIGH GROUND, LITTLE ROUND TOP, PICKETT’S CHARGE AND THE GETTYSBURG ADDRESS

OBJECTIVES

- Find Gettysburg, Pennsylvania, on a map, and name the hills the Union army held.
- Tell what happened on Little Round Top and in Pickett’s Charge.
- Say the first words of the Gettysburg Address and tell why Lincoln gave it.

Warm-up. Stand at the bottom of a staircase or a hill and have someone stand at the top. Who can see farther? Who would have to work harder to reach the other? At Gettysburg, the army on the high ground had the advantage.

Video slot. Video coming. The Battle of Gettysburg, July 1–3, 1863, for young viewers: Little Round Top, Pickett’s Charge and the Gettysburg Address. Search approved channels (National Park Service, American Battlefield Trust, Simple History); preview first.

KEY TERMS

high ground

Hills and ridges. Soldiers on high ground can see farther, and attackers must climb to reach them.

Little Round Top

A rocky hill at the south end of the Union line at Gettysburg.

bayonet

A long blade fixed to the end of a rifle.

address

A speech given to a crowd on a special occasion.

CORE IDEAS

The map. In the summer of 1863, General Robert E. Lee led the Confederate army north into Pennsylvania. On July 1 it met the Union army, led by General George G. Meade, at the little town of Gettysburg. After the first day, the Union army held the **high ground** south of town: Culp’s Hill, Cemetery Hill, a long ridge called Cemetery Ridge, and two rocky hills at the end, Big Round Top and **Little Round Top**. From above, the Union line looked like a fishhook.

Little Round Top. On July 2, the Confederates attacked the south end of the line. A Union officer, General Gouverneur Warren, climbed Little Round Top and saw that almost no one was guarding it. Soldiers were rushed up the hill just in time. At the very end of the line stood the 20th Maine, led by Colonel Joshua Lawrence Chamberlain, a college teacher.

Alabama soldiers, hot and thirsty after a long march, charged up the hill again and again. When the men of Maine ran low on bullets, Chamberlain ordered **bayonets** fixed, and they charged down the hill. The hill was held.

Pickett's Charge. On July 3, Lee made one last great attack on the middle of the Union line. First, the cannons of both armies roared for over an hour. Then about 12,500 Confederate soldiers, including General George Pickett's men, marched out in long, straight lines across a mile of open fields toward a small grove of trees on Cemetery Ridge. They showed great courage, but the Union line held. About half of them were killed, wounded or captured. Lee rode out to meet the survivors and said, "It is all my fault."

Why it mattered. Lee's army went back to Virginia and never again invaded the North. About 50,000 men on both sides were killed, wounded, captured or missing in three days, more than in any other battle of the war. Together with Vicksburg, which surrendered the next day, Gettysburg was a turning point. The war had come because Southern states left the Union to protect slavery, and now the Union was winning.

The Gettysburg Address. That November a cemetery was made for the Union soldiers who died there. President Lincoln spoke for about two minutes, only about 270 words. He began, "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 asked the living to finish the work so that "this nation, under God, shall have a new birth of freedom." It is one of the most famous speeches ever given.

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: THE FISHHOOK AND THE ROUND TOPS

Build the hills of Gettysburg and set up both armies in their lines on July 3.

You will need

- A tray or a large piece of cardboard
- Play dough or clay in green or brown (the hills)
- A few twigs or small pieces of green sponge (the grove of trees)
- Blocks or toy soldiers in blue and gray, or two other colors

Steps

1. Make Culp's Hill and Cemetery Hill at the top of the tray, then a long low ridge running down the middle, then Little Round Top and a bigger Big Round Top at the bottom. Together they should look like a fishhook.
2. Put the grove of trees in the middle of the ridge. Set the Union soldiers along the whole fishhook.
3. Set the Confederate soldiers on a lower ridge across from it, with open ground between.
4. Move Pickett's men across the open ground toward the grove. Put your eye at table level: what would the soldiers on the ridge see coming?

Check your work

- My model has the two hills, the ridge and both Round Tops.
- My Union line makes a fishhook shape.
- I can point to Little Round Top and to the grove of trees.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Union line as a fishhook: Culp's Hill at the hook, Cemetery Hill at the bend, Cemetery Ridge as the long shank, and Little Round Top and Big Round Top at the end. Draw the town of Gettysburg above it, the Confederate line on Seminary Ridge across from it, and an arrow for Pickett's Charge toward the grove of trees.

2. Copy the first sentence of the Gettysburg Address: “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.”

Did you know? “Four score and seven” means 87, because a score is 20. Lincoln was counting back from 1863 to 1776, the year of the Declaration of Independence. Another speaker, Edward Everett, spoke for about two hours that day, but it is Lincoln’s two minutes that everyone remembers. Joshua Chamberlain later received the Medal of Honor for Little Round Top.

Goes deeper in. History, the American unit on the Civil War (coming soon); and Literature, for memorizing and reciting the Gettysburg Address.

For families. Total losses are usually given as about 46,000 to 51,000 killed, wounded, captured and missing. Pickett’s Charge numbers are usually given as about 12,500 to 13,000 men, with losses of roughly half or more. The 15th Alabama, led by Col. William C. Oates, attacked the 20th Maine. Lee’s words “It is all my fault” are recorded by witnesses, including British observer Arthur Fremantle. The address quotations follow the Bliss copy (about 272 words). The cyclorama includes battle scenes and some fallen soldiers seen at a distance; preview the section you show, near the copse of trees. The secession declarations of South Carolina, Mississippi, Georgia and Texas name slavery as the central cause of secession (see Stop D4).

PRACTICE

1. **MEDIUM Choose your move.** You are Colonel Chamberlain at the end of the Union line on Little Round Top. You have been told to hold at all costs. Your men are almost out of bullets, and the enemy is getting ready to charge up the hill again. Will you (a) retreat, (b) surrender, or (c) fix bayonets and charge down the hill?
2. **EASY** How many years is “four score and seven”?
3. **MEDIUM** Why was the high ground such a help to the Union army?

Make it a game • Swing the Door. Players hold hands in a line. The player at one end stands still like a door hinge. On “Swing!” the line walks forward together and swings around the hinge like a door closing, the way the 20th Maine swung down the hill. Try to keep the line straight. Walk, don’t run.

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

Lincoln honored the men who “gave their lives” at Gettysburg. Jesus spoke these words about the greatest love, and He showed it by laying down His own life for us.

Practice: answers

1. Chamberlain chose (c). His men charged down the hill, the attackers were driven back, and Little Round Top was held.
2. 87 years (a score is 20).
3. From the hills they could see farther, and the Confederates had to climb or cross open ground to reach them.

3.8 APPOMATTOX (1865): GRANT'S TERMS AND LEE'S SURRENDER

OBJECTIVES

- Find Richmond, Petersburg and Appomattox Court House on a map of Virginia.
- Tell how Lee's army was trapped and why he chose to surrender.
- Name two of the generous terms Grant gave Lee's soldiers.

Warm-up. Shake hands with someone in your family and look them in the eye. Now say something kind to them. When two generals who had fought for four years met at Appomattox, they shook hands and spoke kindly to each other.

Video slot. Video coming. The surrender at Appomattox Court House, April 9, 1865, for young viewers: Grant, Lee and the McLean House. Search approved channels (National Park Service, American Battlefield Trust, Simple History); preview first.

KEY TERMS

surrender

To give up and stop fighting.

terms

The rules both sides agree to when a battle or war ends.

parole

A soldier's promise not to fight again, given in return for being let go home.

Robert E. Lee

The general of the Confederate Army of Northern Virginia.

CORE IDEAS

The map. By the spring of 1865, the war that began when Southern states left the Union to protect slavery had lasted four years. Grant's army had surrounded Petersburg, the city that guarded Richmond, for nine months. On April 2, Lee's thin lines broke. His hungry army slipped away west, hoping to reach trains loaded with food at Appomattox Station and then turn south.

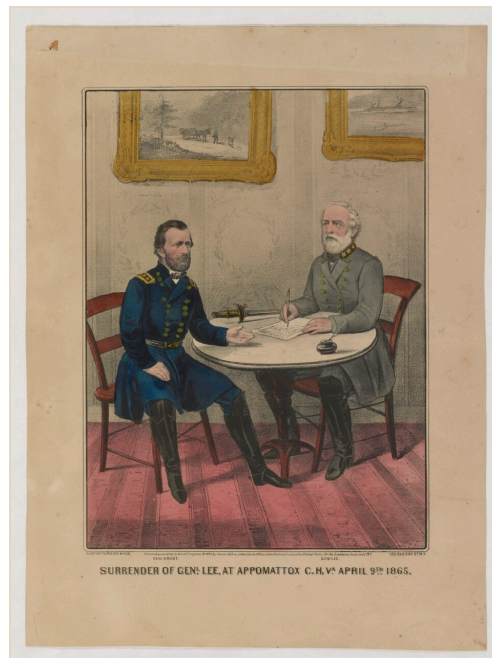
The plan. Grant did not let them go. Union horsemen under General Philip Sheridan raced ahead and reached the station first. On the morning of April 9, Lee's men tried to break through, but behind the horsemen stood long lines of Union foot soldiers. The Confederate army was surrounded on three sides. Lee said that there was nothing left for him to do but to go and see General Grant, though he would rather die a thousand deaths.

The people. The two generals met that afternoon in the parlor of Wilmer McLean's brick house in the village of Appomattox Court House. **Robert E. Lee** came in his finest gray uniform with a sword at his side. Ulysses S. Grant came in a muddy private's coat with a general's straps on the shoulders. They talked about old times in the army in Mexico, and then got down to business.

Grant's terms. Grant's **terms** were kind. Lee's soldiers would give up their guns, sign a **parole** and go home, and they would not be put in prison or on trial. Officers could keep their swords and horses. When Lee mentioned that many of his soldiers owned their own horses, Grant said any man who claimed a horse or mule could take it home for the spring planting. He also sent food for 25,000 hungry men. Lee said the terms would have "a very happy effect" on his army.

Why it mattered. When the news spread, Union soldiers began to cheer and fire salutes, but Grant stopped them: "The war is over; the rebels are our countrymen again." Three days later, as Lee's men marched up to lay down their guns, Union General Joshua Chamberlain, the hero of Little Round Top, ordered his soldiers to salute them, and the Confederates saluted back. Other Southern armies soon surrendered, slavery was ended, and the nation began to heal. Five days after Appomattox, President Lincoln was shot, and he died the next morning.

PICTURE STUDY



*Surrender of Genl. Lee, at Appomattox C.H. Va. April 9th 1865, Currier & Ives, 1865 · Hand-colored lithograph · Library of Congress
Wikimedia Commons · Public domain*

Currier & Ives made this print very soon after the surrender so families could hang it on their walls. The artists were not in the room, so they had to imagine it. Some of the details are not quite right.

Look closely

- Find General Lee in gray and General Grant in blue.
- Count the officers watching. Are they on one side or both?
- Look at how Grant is dressed in the print. Is it the muddy private's coat from the true story?

Talk about it

1. Why do you think the artists made both generals look so fine and calm?
2. How do the faces show that the war is ending?

HANDS-ON: TABLETOP APPOMATTOX: TRAPPED, THEN TERMS

Set up Lee's last march and see how he was trapped. Then set up the McLean parlor and act out the surrender.

You will need

- A strip of paper or yarn (the road west from Petersburg)
- A small box (Appomattox Station) and another box (the McLean house)
- Blocks or toy soldiers in gray and blue, including a few horses if you have them
- Two chairs and a small table, paper and a pencil

Steps

1. Lay the road across the table. Put Petersburg at one end and Appomattox Station at the other.
2. March Lee's gray army along the road. March the blue horsemen along a different road beside it and get them to the station first. Put blue foot soldiers right behind them.
3. Bring more blue soldiers up behind Lee. How many sides is Lee's army trapped on?
4. Now set up two chairs and a table for the McLean parlor. One person is Grant, one is Lee. Grant writes the terms on paper; Lee reads them and they shake hands.

Check your work

- I showed how the Union got ahead of Lee to the station.
- We acted out the meeting in the McLean parlor.
- I can name two of Grant's terms.

FIELD NOTEBOOK

1. **Terrain map.** Draw a road running from Petersburg on the right side of your page to Appomattox Station on the left. Draw Lee's army on the road, Union horsemen blocking the road ahead, and Union soldiers coming from behind. Mark the village of Appomattox Court House and the McLean house with a little square.
2. Write two of Grant's terms in your own words.

Did you know? Wilmer McLean had once lived beside Bull Run, where the first big battle of the war was fought (Stop D4). He moved to Appomattox to get away from the war, and the war ended in his parlor. Grant's military secretary, Ely Parker, a Seneca Indian, wrote out the final copy of the terms in his fine handwriting.

Goes deeper in. History, the American unit on the Civil War and Reconstruction (coming soon).

For families. Lee surrendered about 28,000 men, who were paroled. The terms letter says officers and men may "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." Lee's "rather die a thousand deaths" and Grant's "the rebels are our countrymen again" are reported in the memoirs and accounts of those present (Grant's Personal Memoirs). The formal laying down of arms was April 12, 1865; Chamberlain's salute and John B. Gordon's return of it come from Chamberlain's own account. The Thirteenth Amendment, ending slavery, was ratified in December 1865. Lincoln was shot on April 14 and died on April 15. The secession declarations named slavery as the central cause of secession (see Stop D4). The Currier & Ives print is an imagined scene.

PRACTICE

1. **MEDIUM Choose your move.** You are General Grant. Lee's army is trapped and he has asked to surrender. Will you (a) send all his soldiers to prison camps, (b) take their guns, let them sign a promise not to fight again and go home, keeping their horses for planting, and send them food, or (c) make them march to Washington in a victory parade?
2. **EASY** In whose house did Grant and Lee meet?
3. **EASY** Why did Grant let Lee's men take their horses and mules home?

Make it a game • The Salute. Players make two lines facing each other across the room. One line marches slowly past the other. As they pass, the standing line salutes them, and the marching line salutes back. Then switch. Do it slowly and quietly, with respect, the way Chamberlain's soldiers did on April 12, 1865.

Scripture. "Blessed are the peacemakers: for they shall be called the children of God." (Matthew 5:9, KJV)

Grant fought hard to win, but when the fighting ended he chose kindness. Making peace with those who were once enemies is a blessed work.

Practice: answers

1. Grant chose (b). He wanted the soldiers to go home in peace and the country to be one again.
2. Wilmer McLean's house, in the village of Appomattox Court House.

3. So they could plow and plant their farms in the spring.

TRACK 3 BADGE QUIZZES

The badge quizzes are optional. Read each question aloud; the child may answer by talking, pointing or drawing. 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 Waterloo, where did Wellington hide most of his soldiers, and whose army came to help him?
2. What did Andrew Jackson build from the river to the swamp at New Orleans?
3. What did the Texians shout at San Jacinto?
4. How did Thomas Jackson get the name “Stonewall”?
5. What was special about the Monitor’s guns?

Badge quiz 2 (Stops 6–8)

6. On what day did Vicksburg surrender, and what river did the Union then hold?
7. What did Colonel Chamberlain and the 20th Maine do when they ran low on bullets on Little Round Top?
8. How does the Gettysburg Address begin?
9. Where did Grant and Lee meet to end the fighting?
10. Name one kind thing Grant’s terms allowed Lee’s soldiers.

TRAIL CERTIFICATE: MY BATTLE MAP BOOK AND TRAIL D CERTIFICATE

Gather the terrain maps from this trail into one booklet: “My Battle Map Book: The Nineteenth Century,” with your name and dates. Add a timeline page with all eight battles in order, from Waterloo (1815) to Appomattox (1865).

Copy the first sentence of the Gettysburg Address on its own page in your best handwriting, and say it from memory to your family.

Pick one person from the trail (Wellington, Andrew Jackson, Sam Houston, Stonewall Jackson, John Worden, Grant, Chamberlain or Lee) and write or tell one sentence about a virtue they showed: courage, patience, faith, perseverance or mercy.

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

- **Eight maps:** A labeled terrain map for each battle, with a title and a date.
- **Timeline:** The battles are placed in the right order with their years.
- **Virtue and words:** One person’s virtue is named and explained, and the first sentence of the Gettysburg Address is copied or recited.
- **Care:** Maps are neat and labeled.

Answer key

1. Just behind the top of a ridge; the Prussians, under Blücher.

2. A long wall of mud (a rampart) behind an old canal.
3. "Remember the Alamo! Remember Goliad!"
4. He and his men stood firm on Henry House Hill at Bull Run, "like a stone wall."
5. They were in a round turret that could turn in any direction.
6. July 4, 1863; the Mississippi River.
7. They fixed bayonets and charged down the hill.
8. "Four score and seven years ago ..."
9. In Wilmer McLean's house at Appomattox Court House, Virginia.
10. Any one: to go home on parole; to keep their horses and mules for planting; officers to keep their swords; food for the hungry men.

SCHOOL LAUNCH · EXPLORE TRACKS

EXPLORE TRACKS · TRAIL E

The fifth trail of three interest tracks for curious Scouts: Animals (insects and small creatures), Dinosaurs (sea and sky reptiles, and the Ice Age) and Great Battles of the World Wars. Short, self-paced stops with true stories, great pictures, hands-on projects and games.

First edition

O LORD, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches.

Psalms 104:24 (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.

Trail E is the fifth trail of each track at the  Scout level (ages 7–9). The Animals track gets down on hands and knees with the small creatures, from the ant of Proverbs 6:6 and the locusts of Exodus 10 to Jean-Henri Fabre, the patient insect watcher, and ends with a bug hotel to build. The Dinosaurs track goes to sea and sky with the ichthyosaurs, plesiosaurs, mosasaurs and pterosaurs (reptiles that lived alongside the dinosaurs but were not dinosaurs), then meets the woolly mammoths, saber-toothed cats and giant ground sloths of the Ice Age and the La Brea Tar Pits. The Great Battles track visits eight battles of the two World Wars, from the Marne (1914) to the Battle of the Bulge (1944–1945). Earlier trails are not required first.

WHO IT IS FOR

Written for children about ages 7–9 who are read to by a parent, or who read short passages on their own. Older siblings can join in. Nothing earlier is required.

HOW TO USE THIS COURSE

1. **One stop at a time.** A stop takes 15–25 minutes: read the story aloud, look at the picture, do the hands-on part and play the game. Two or three stops a week works well.
2. **Any order.** The tracks are independent. Do one track at a time, or rotate between them.
3. **Goes deeper in.** Each stop names the School Launch course that teaches the same topic in full (for example Life Science, Earth Science, Gardening & Animals, Geography or History), so a stop can lead straight into a lesson.
4. **Field Notebook.** Every stop ends with a page for the notebook. At the end of the trail the pages become a booklet, and the parent signs the Trail E certificate.
5. **Badge quizzes.** Each track has two short, optional oral quizzes. They are for fun, not grades.

SCOPE AND SEQUENCE

Track 3: Great Battles ✕ Trail E: The World Wars (Self-paced)

MATERIALS

- **Field Notebook (a sketchbook or composition book)** One for the whole trail.
- **Colored pencils, a ruler, scissors and glue** For drawings and maps.
- **A magnifying glass and a clear jar with a lid** For looking closely at small creatures. Watch, then let them go where you found them.

- **Household things** Each hands-on project lists what it needs: blocks, clay, string, toy figures, cups, sticks, pinecones and cardboard tubes.
- **A Bible (KJV)** For the verse at each stop.

GRADING

Explore Tracks are not graded. A stop is done when the child has heard the story, done the hands-on part and made a notebook page.

Badges and the Trail E certificate are earned by finishing the stops.

A NOTE TO PARENTS

You do not need to be an expert. Read the story aloud, look at the picture together and ask, “What do you notice?” Each stop has a short *For families* note with background and any facts that scholars still discuss.

Small creatures: the Animals stops invite children to look closely at real insects and spiders. Each one has a safety line: look with eyes and a magnifying glass, do not handle bees, wasps or spiders, wash hands afterward, and let every creature go where it was found.

Dinosaur dates: museums give ages in millions of years for the sea and sky reptiles and in tens of thousands of years for the Ice Age. Stops where dates come up are marked ⌚ and include a short box: *What the sign says*, *What we observe* and *How Christians read it*. The trail teaches the period names as museum words and explains that the dates are interpretations; many Christian families understand the fossils within a young earth and the Flood, with the Ice Age coming after the Flood.

Battles are told for young children: who, where, the plan, what happened and why it mattered, with honor for courage, faith and wisdom and no gory detail. Casualties are given as numbers, and wounds and deaths are stated plainly but not described. Both sides are described fairly, in the terms of their own time. The World War II stops name the crimes of the Nazi regime plainly, in words suited to young children and without images; you may wish to preview those paragraphs.

CONTENTS

Track 3: Great Battles ✕ Trail E: The World Wars

- 3.1 The Marne (1914): The Taxis of Paris
- 3.2 Sergeant York in the Argonne (1918)
- 3.3 Dunkirk (1940): The Little Ships
- 3.4 The Battle of Britain (1940)
- 3.5 Midway (1942): Code-Breaking and Four Carriers
- 3.6 El Alamein (1942)
- 3.7 D-Day (June 6, 1944)
- 3.8 The Battle of the Bulge (1944-1945): Bastogne and “Nuts!”

Each stop takes 15-25 minutes. Tracks may be done in any order, and a child may do just one track.

GREAT BATTLES ✕ TRAIL E: THE WORLD WARS

The fifth trail of the Great Battles track visits eight battles of the two World Wars, from the Marne in 1914 to the Battle of the Bulge in the winter of 1944–1945: the taxis of Paris, Sergeant York in the Argonne, the little ships of Dunkirk, the Battle of Britain, the code-breakers of Midway, El Alamein in the desert, D-Day and Bastogne. Each battle is taught through **the map** (the land, sea or sky), **the plan, the people** (their courage and faith) and **why it mattered**.

This is the ● **Scout** level, for ages 7 to 9. A parent reads the story aloud, or a strong reader reads it alone. Every stop stands by itself. Battles are told plainly and gently: numbers of soldiers and losses are given as numbers, deaths are stated plainly but not described, and pictures are chosen for their story, not for violence. Both sides are described fairly, and the crimes of the Nazi government, including the murder of millions of Jewish people, are named plainly, without pictures.

Every stop has a **terrain map** to draw, a **tabletop** activity, and a “**Choose your move**” puzzle in which the child makes the commander’s choice before learning what happened. Five stops earn the **Battle Scout badge, part 1**; eight earn part 2 and the **Trail E certificate**. The badge quizzes are at the end of the trail and are optional.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Find Europe, North Africa, the Atlantic Ocean and the Pacific Ocean on a globe (a grown-up may help).

MASTERY CHECKLIST

- ☐ I can put the eight battles of this trail in order on a timeline and say which World War each belongs to.
- ☐ I can find each battle on a map of Europe, North Africa or the Pacific Ocean.
- ☐ I can tell how taxis, little boats, radar, code-breaking, fake tanks or the weather helped win three of the battles.
- ☐ I can name a person from this trail and one virtue he showed, such as courage, faith, patience or steadfastness.
- ☐ I can draw a simple terrain map with a title, a key and both sides.

OPTIONAL BOOKS AND RESOURCES

- **The National WWII Museum (New Orleans)**
(<https://www.nationalww2museum.org>): Free articles, photographs and short videos on D-Day, Midway and the Battle of the Bulge.

- **Imperial War Museums (London)** (<https://www.iwm.org.uk>): Photographs and stories of Dunkirk, the Battle of Britain and El Alamein, and Paul Nash's paintings.
- **The National WWI Museum and Memorial (Kansas City)** (<https://www.theworldwar.org>): Pictures and stories of World War I for Stops E1 and E2.
- **Naval History and Heritage Command** (<https://www.history.navy.mil>): Free U.S. Navy photographs and the story of the code-breakers for Stop E5.

3.1 THE MARNE (1914): THE TAXIS OF PARIS

OBJECTIVES

- Find Paris and the Marne River on a map of France.
- Tell how the taxis of Paris helped carry soldiers to the battle.
- Explain why people called the battle “the Miracle of the Marne.”

Warm-up. Count how many people can fit in your family car. In September 1914, hundreds of little taxis in Paris drove through the night carrying soldiers four or five at a time to a great battle. Imagine a line of taxis stretching down the road as far as you can see!

Video slot. Video coming. The First Battle of the Marne, 1914, and the taxis of Paris, for young viewers. Search approved channels (Simple History, The History Guy, The National WWI Museum and Memorial, Imperial War Museums); preview first.

KEY TERMS

World War I

The great war of 1914 to 1918. France, Britain, Russia and later America (the Allies) fought Germany, Austria-Hungary and their friends.

Marne

A river in France that flows west to join the Seine near Paris (say “marn”).

flank

The side or end of an army’s line. It is often the weakest place.

retreat

To move an army back, away from the enemy.

CORE IDEAS

The map. In August 1914, a great war began in Europe. Germany’s plan was to win quickly in the west. Its armies marched through Belgium into France, swinging around like a giant door on a hinge, to come at Paris from the north. By early September the Germans were only about 30 miles from Paris. Just east of the city ran the Marne River, winding through farm fields and woods.

The plan. The French commander, General Joseph Joffre, had pulled his armies back, but he stayed calm and waited for the right moment. Then a German general, Alexander von Kluck, turned his army to pass east of Paris. That left his **flank**, the side of his army, open to French soldiers in Paris. On September 6, the French and a small British army turned around and attacked.

The people. The governor of Paris, General Joseph Gallieni, needed to rush more soldiers to the fighting, but there were not enough trains or trucks. So he called on the taxis of Paris! On the night of September 7, about 600 taxis lined up, filled with soldiers and drove them toward the front. The drivers kept their meters running, and the army paid the fares afterward.

What happened. For about a week the armies fought along the Marne. A gap opened between two German armies, and French and British soldiers pushed into it. On September 9 the German commanders ordered a **retreat**, and their armies pulled back about 40 miles. The battle was very costly. Both sides together lost about half a million men, killed, wounded or captured.

Why it mattered. Paris was saved, and Germany's plan to win the war quickly had failed. The French called it "the Miracle of the Marne." But after the battle both armies dug long lines of trenches across France and Belgium, and the war went on for four more years.

PICTURE STUDY



Paris taxis gathered to carry soldiers to the Marne, September 1914, Unknown French photographer, 1914 · Photograph · French archives (Bibliothèque nationale de France and others) Wikimedia Commons · Public domain

The taxis of Paris in 1914 were small Renault cars with tall, boxy bodies. Photographs of them lined up in rows became one of the most famous pictures of the war, because they showed ordinary city workers helping save their country.

Look closely

- Count the taxis you can see in the row.
- Look at the wheels and the roofs. How are these cars different from cars today?

- Find the people. Who do you think are the drivers and who are the soldiers?

Talk about it

1. Why do you think the French people loved this story so much?
2. If you were a taxi driver in 1914, how would you feel driving toward a battle at night?

HANDS-ON: TABLETOP MARNE: THE OPEN DOOR

Set up the armies on the floor and see how one turn left a German flank open.

You will need

- A long piece of blue yarn or ribbon (the Marne River)
- A small box (Paris)
- About 20 blocks or toy soldiers in one color (Germans) and 20 in another (French and British)
- Toy cars (the taxis)

Steps

1. Lay the blue yarn across the floor from east to west. Put the Paris box at the west end, just south of the river.
2. Start the German blocks up north (Belgium). Swing them down like a door opening, toward Paris.
3. Now turn one group of German blocks so it passes to the east of Paris. Is its side facing Paris now?
4. Load French soldiers into the toy cars, drive them out of Paris and push them against the open German side. Then push other French and British blocks into the gap between the German groups.
5. Move the German blocks back north, away from the river. That is the retreat.

Check your work

- My map has Paris, the Marne and both armies.
- I showed where the German flank was open.
- I can tell how the taxis helped.

FIELD NOTEBOOK

1. **Terrain map.** Draw the north of France with Belgium at the top. Mark Paris and draw the Marne River running east from near Paris. Draw arrows for the German armies coming down from Belgium, and one arrow turning east of Paris. Draw a line of little taxis driving out of Paris.
2. Write: "The Miracle of the Marne, September 1914."

Did you know? The taxis were made by the Renault company. Many drivers drove all night with few lights so the enemy would not see them. A real “taxi of the Marne” is kept today in the Army Museum in Paris. Historians say the taxis carried only a small part of the soldiers, but the story gave all of France courage.

Goes deeper in. History, the modern history unit “The World Wars” (coming soon); and Geography, France and the rivers of Europe.

For families. The First Battle of the Marne was fought September 5–12, 1914; the main Allied counterattack began September 6. The number of taxis is usually given as about 600, and estimates of the soldiers they carried range from about 3,000 to 6,000; most reinforcements came by train and on foot. Casualty totals are estimates (roughly 250,000 on each side). Many “Marne taxi” photographs online are later re-creations or show other vehicles; choose one dated 1914 from a museum or archive. The stop describes the German army fairly and explains its plan (often called the Schlieffen Plan) in its own terms.

PRACTICE

1. **MEDIUM Choose your move.** You are General Gallieni, the governor of Paris. Soldiers must reach the battle tonight, but there are not enough trains or army trucks. Will you (a) make the soldiers march all night on foot, (b) gather the taxis of Paris to drive them, or (c) keep the soldiers in Paris to guard the city?
2. **EASY** Which city did the Battle of the Marne save?
3. **MEDIUM** Why did people call it “the Miracle of the Marne”?

Make it a game • Taxi Relay. Put 20 “soldiers” (socks, clothespins or blocks) at one end of the room and a box or toy car (the taxi) next to them. Each driver may carry only five soldiers at a time to the “front” at the other end. How many trips does it take? Race the clock, then try again with two taxis.

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

Armies in 1914 trusted in trains, guns and even taxis, which were their “chariots.” David reminds us that our true trust belongs to God.

Practice: answers

1. Gallieni chose (b). About 600 taxis carried thousands of soldiers toward the front during the night of September 7, 1914.
2. Paris.
3. The Germans were very close to Paris and seemed to be winning, but the French and British turned around, attacked and made them retreat.

3.2 SERGEANT YORK IN THE ARGONNE (1918)

OBJECTIVES

- Find Tennessee on a map of America and the Argonne Forest on a map of France.
- Tell how Alvin York and his patrol slipped around behind the enemy guns.
- Tell how York used the Bible to decide what was right.

Warm-up. Alvin York grew up in the hills of Tennessee, where he hunted squirrels for his family's supper and won turkey-shooting contests. Find Tennessee on a map. Now find France, far across the Atlantic Ocean. That is how far a mountain boy traveled in 1918.

Video slot. Video coming. Sergeant Alvin York, the Meuse-Argonne Offensive and his Medal of Honor, for young viewers. Search approved channels (Simple History, The History Guy, The National WWI Museum and Memorial, the U.S. Army Center of Military History); preview first.

KEY TERMS

Argonne Forest

A forest of steep hills and deep valleys in northeastern France, where Americans fought in 1918.

patrol

A small group of soldiers sent out on a special job.

machine gun

A gun that fires many bullets very quickly, one after another.

Medal of Honor

America's highest award for courage in battle.

CORE IDEAS

The people. Alvin York grew up poor in the mountains of Tennessee. As a young man he drank and fought, until in 1915 he gave his life to Christ and changed. When America entered the war and York was called into the army, he was troubled, because the Bible says, "Thou shalt not kill." His officers read the Scriptures with him, and after praying alone on a mountainside at home, York decided he could serve his country with a clear conscience.

The map. In the fall of 1918, the American army attacked through the Argonne Forest in France, a land of steep hills, deep ravines and thick woods. On October 8, York's company tried to cross a valley, but German **machine guns** on a hill fired down on them. The soldiers had to lie flat in the open.

The plan. Sergeant Bernard Early took a **patrol** of 17 men, York among them, through the woods to come up behind the guns. They surprised a group of German soldiers and captured

them. But then other machine guns on the hill turned toward them. Six Americans were killed and three wounded, Sergeant Early among the wounded.

What happened. Corporal York was now in charge. Lying in the brush, he aimed carefully, as he had in the turkey shoots at home, and the German guns went quiet one after another. About 25 German soldiers were killed. Then a German officer offered to surrender. York and his seven remaining men marched 132 prisoners back to the American lines.

Why it mattered. The battle in the Argonne was the biggest American battle of the war, and it helped bring the war to an end on November 11, 1918. York was given the Medal of Honor and made a sergeant. When he came home a hero, he turned down offers to get rich. Instead, he raised money to build a school for the mountain children of Tennessee.

PICTURE STUDY



*Sergeant Alvin C. York on the hillside in the Argonne where he fought, U.S. Army Signal Corps photographer, 1919 · Photograph · U.S. National Archives
Wikimedia Commons · Public domain*

A few months after the war ended, an army photographer brought York back to the hill where he had fought, so the place could be recorded for history. This photograph shows the real ground of the battle.

Look closely

- Look at the ground and the trees. Is this open land or rough land?
- Find York's helmet and uniform. What is he holding or wearing?
- Look at his face. How would you describe it?

Talk about it

1. Why would thick woods and hills make it possible for a small patrol to sneak around the guns?
2. Why do you think the army wanted a picture of York in this exact place?

HANDS-ON: TABLETOP ARGONNE: AROUND THE BACK OF THE HILL

Build the valley and the hill and find a hidden way around.

You will need

- A pillow under a towel (the hill)
- Green paper scraps or toy trees (the woods)
- Six blocks or toy soldiers in one color (the German guns)
- About 17 small figures or beans in another color (the patrol)

Steps

1. Make the hill with the pillow and towel. Set the German guns on top, all facing one way, toward an open “valley” on the floor.
2. Put the rest of the American company in the open valley in front of the guns. Can they cross safely?
3. Lay the green woods along one side of the hill. Move the 17-man patrol through the woods and around to the back of the hill.
4. Which way are the guns facing now? Turn some guns around, the way the Germans did, and talk about why that was dangerous for the patrol.

Check your work

- My hill, valley and woods are set up.
- I moved the patrol around behind the guns through the woods.
- I can tell what happened after the guns turned.

FIELD NOTEBOOK

1. **Terrain map.** Draw an open valley with a hill on one side. Put small boxes for machine guns on the hill. Draw trees along the side of the hill and a dotted line for the patrol’s path through the woods to the back of the guns. Add a key and a title: “The Argonne, October 8, 1918.”
2. Copy Ecclesiastes 3:8 in your best handwriting.

Did you know? York was a corporal during the fight and was made a sergeant afterward. In 1941 a movie was made about his life, and York agreed only if some of the money went to his Bible school. The school he helped start, the York Institute in Jamestown, Tennessee, is still a school today.

Goes deeper in. History, the modern history unit “The World Wars” (coming soon); and

Geography, the Appalachian Mountains.

For families. Date: October 8, 1918, near Châtel-Chéhéry, during the Meuse-Argonne Offensive; York served in Company G, 328th Infantry, 82nd Division. The figures (17 men in the patrol, 6 killed and 3 wounded, 132 prisoners, about 25 Germans killed, about 35 machine guns taken) come from the army's investigation and York's diary; small details vary between accounts. York first sought exemption as a conscientious objector; Major George Buxton and Captain Edward Danforth discussed Scripture with him, and he was given leave home to pray before deciding. His conversion is usually dated to 1915. Deaths are stated plainly and not described.

PRACTICE

1. **MEDIUM Choose your move.** You are Sergeant Early. Machine guns on a hill have your company pinned down in an open valley. Thick woods run along the side of the hill. Will you (a) charge straight up the hill, (b) take a small patrol through the woods to come up behind the guns, or (c) pull everyone back?
2. **MEDIUM** Why was York troubled about going to war?
3. **EASY** How many prisoners did York and his men bring back?

Make it a game · Around the Back. One player is the “guard” and stands facing one wall, with eyes open but looking only forward. The others start in front of the guard and must sneak around to touch the guard's back without being seen. If the guard sees you moving, go back to the start. Walk slowly and quietly, the way the patrol crept through the woods.

Scripture. “A time to love, and a time to hate; a time of war, and a time of peace.” (Ecclesiastes 3:8, KJV)

Alvin York loved peace. He searched the Scriptures and learned that there can be a time when good men must fight to protect others. When the war was over, he spent his life building a school.

Practice: answers

1. Early chose (b). His patrol of 17 men slipped through the woods and surprised the Germans from behind.
2. He was a Christian and the Bible says “Thou shalt not kill.” He prayed and studied the Bible and decided he could serve with a clear conscience.
3. 132.

3.3 DUNKIRK (1940): THE LITTLE SHIPS

OBJECTIVES

- Find England, France, the English Channel and Dunkirk on a map.
- Tell how hundreds of little boats helped rescue a trapped army.
- Tell how the people of Britain prayed and what happened next.

Warm-up. Think of the biggest crowd you have ever seen. At Dunkirk in 1940, more than 338,000 soldiers had to be carried across the sea in only nine days. That is about as many people as live in a big city!

Video slot. Video coming. The Dunkirk evacuation (Operation Dynamo), 1940, and the little ships, for young viewers. Search approved channels (Imperial War Museums, Simple History, The History Guy, the Association of Dunkirk Little Ships); preview first.

KEY TERMS

evacuation

Moving people out of a dangerous place to a safe one.

English Channel

The narrow sea between England and France.

mole

A long wall of stone and wood that reaches out into the sea, where ships can tie up.

little ships

The fishing boats, yachts, lifeboats, ferries and other small boats that helped at Dunkirk.

CORE IDEAS

The map. In May 1940, Germany, ruled by Adolf Hitler and his Nazi party, invaded the Netherlands, Belgium and France. German tanks raced through the forests and reached the sea, cutting the British army and many French soldiers off from the rest of France. They were trapped around Dunkirk, a French port on the English Channel, with the sea behind them. The beaches there are long, flat and shallow, so big ships could not come close to shore.

The plan. In tunnels under the white cliffs of Dover, Admiral Bertram Ramsay planned a rescue called Operation Dynamo. Navy ships would load soldiers from the long harbor wall, the **mole**. But small boats were needed to carry men from the shallow beaches out to the bigger ships. So the call went out across England for fishing boats, pleasure yachts, lifeboats, paddle steamers and barges: the **little ships**.

The people. On Sunday, May 26, King George VI asked the whole nation to pray, and churches were full. On the beaches, soldiers waited in long, patient lines and waded out into

the water up to their shoulders to reach the boats. French soldiers bravely held the line around the town so that others could get away, and many of them were captured. Royal Air Force pilots fought overhead.

What happened. For nine days, from May 26 to June 4, ships and boats went back and forth across the Channel. For most of those days the sea stayed unusually calm. Some ships were sunk, and the army had to leave its tanks and trucks behind. But about 338,000 soldiers were carried to safety, more than 100,000 of them French.

Why it mattered. Prime Minister Winston Churchill called the rescue “a miracle of deliverance,” but he also warned that “wars are not won by evacuations.” The saved soldiers lived to fight again. Britain did not give up, and the courage of ordinary people with ordinary boats became known as “the Dunkirk spirit.”

PICTURE STUDY



British soldiers on the beach at Dunkirk waiting to be rescued, British official photographer, May 26–29, 1940 · Photograph · Imperial War Museums, London
Wikimedia Commons · Public domain

British army photographers took pictures of the soldiers waiting on the sand at Dunkirk. The long lines of men show how patient and orderly they had to be while they waited for the boats.

Look closely

- Find the long lines of soldiers. Where are the lines going?
- Look out at the sea. Can you see any ships, or only water?
- Look at the sand. How wide and flat is the beach? Why couldn't big ships come right up to the shore?

Talk about it

1. How do you think the soldiers felt waiting in line for many hours?
2. Why would small boats be just as important as big ships here?

HANDS-ON: TABLETOP DUNKIRK: FERRY THE ARMY

Find out why the big ships needed little boats.

You will need

- A blue towel (the sea) and a strip of yellow paper (the beach)
- A ruler (the mole)
- One big toy boat or a shoebox lid (a navy ship)
- Four or five bottle caps (the little ships)
- About 40 dried beans (the soldiers)

Steps

1. Lay the yellow beach along one edge of the blue sea. Put the ruler out into the sea at one end of the beach as the mole.
2. Put the big ship out in the “deep water,” a hand’s width from the beach. It may not touch the sand.
3. Load beans into the bottle caps, a few at a time, and carry them out to the big ship. Load some beans straight onto the big ship at the mole.
4. Time yourself. Then try with only one bottle cap. How much slower is it? Why did Admiral Ramsay need so many little ships?

Check your work

- My map has a beach, a mole, a big ship and little boats.
- I moved all the soldiers to the big ship.
- I can tell why big ships could not reach the beach.

FIELD NOTEBOOK

1. **Terrain map.** Draw the bottom of England and the top of France with the English Channel between them. Mark Dover and Dunkirk. Draw the long beaches and the mole at Dunkirk. Draw arrows going back and forth across the Channel, and lots of tiny boats.
2. Draw one little ship: a fishing boat, a yacht or a paddle steamer. Give it a name.

Did you know? The smallest of the little ships was a fishing boat called *Tamzine*, only about 15 feet long. Many of the little ships still sail today, and every few years some of them cross the Channel to Dunkirk again to remember. Most of the soldiers were actually

taken off from the mole by navy ships, but the little ships rescued many thousands from the beaches.

Goes deeper in. History, the modern history unit “The World Wars” (coming soon); and Geography, the British Isles and the English Channel.

For families. Operation Dynamo ran from May 26 to June 4, 1940; official figures give 338,226 men landed in Britain, including well over 100,000 French. The German armored advance halted for about two days from May 24 (Hitler’s “halt order”), which historians agree gave time to organize the perimeter. The National Day of Prayer was Sunday, May 26, 1940. Churchill’s words are from his June 4, 1940, speech to the House of Commons. The number of little ships is uncertain (often given as about 700 private craft); the stop says “hundreds.” British official photographs from 1940 are out of Crown copyright.

PRACTICE

1. **MEDIUM Choose your move.** You are Admiral Ramsay. Hundreds of thousands of soldiers are on a shallow beach, and your big ships cannot get close. Will you (a) tell the soldiers to march to another port, (b) load ships at the harbor wall and call for hundreds of small boats to ferry men from the beaches, or (c) wait for better weather?
2. **EASY** Name two kinds of little ships.
3. **EASY** What did King George VI ask the people to do on May 26, 1940?

Make it a game • Little Ships Relay. Put a pile of cotton balls (soldiers) on a “beach” at one end of the room and a laundry basket (the big ship) at the other. Each player carries soldiers on a spoon (a little ship), one or two at a time. If a soldier falls off, go back and try again. Work together until everyone is rescued.

Scripture. “The LORD shall fight for you, and ye shall hold your peace.” (Exodus 14:14, KJV)

Moses said this when Israel was trapped with the sea behind them. At Dunkirk, too, an army was trapped by the sea, and a whole nation prayed for help.

Practice: answers

1. Ramsay chose (b). Navy ships loaded at the mole, and the little ships carried men from the beaches out to the bigger ships.
2. Any two: fishing boats, yachts, lifeboats, paddle steamers, ferries, barges.
3. Pray.

3.4 THE BATTLE OF BRITAIN (1940)

OBJECTIVES

- Find southern England, London and the English Channel on a map.
- Tell how radar and watchers helped British fighter pilots meet enemy planes in time.
- Explain why Churchill called the pilots “the Few.”

Warm-up. Close your eyes. A grown-up claps softly somewhere in the room. Without peeking, point to where the sound came from. In 1940, British radar stations used invisible radio waves to “hear” enemy planes long before anyone could see them.

Video slot. Video coming. The Battle of Britain, 1940: radar, Spitfires and Hurricanes, for young viewers. Search approved channels (Imperial War Museums, the Royal Air Force Museum, Simple History, The History Guy); preview first.

KEY TERMS

RAF

The Royal Air Force, Britain’s air force.

Luftwaffe

The German air force (say “LOOFT-vaf-uh”).

radar

A way of finding faraway planes or ships by sending out radio waves and catching the echoes.

Spitfire

A fast British fighter plane. The Hurricane was the other main British fighter.

CORE IDEAS

The map. After Dunkirk, Britain stood almost alone against Nazi Germany. Hitler planned to send an army across the English Channel, which is only about 21 miles wide at its narrowest. But first his air force, the **Luftwaffe**, had to beat Britain’s Royal Air Force. From July to October 1940, the battle was fought in the skies over southern England.

The plan. Air Chief Marshal Hugh Dowding had built a clever system. **Radar** stations along the coast spotted planes far out over the sea. Volunteers on hilltops watched and listened once the planes crossed the coast. Their reports went to operations rooms, where men and women moved markers across big map tables. Then the fighter pilots were sent up in their Spitfires and Hurricanes just in time to meet the raiders.

The people. Many of the pilots were barely 20 years old. They came from Britain and from Canada, New Zealand, Australia, South Africa, Poland, Czechoslovakia and other lands. Some flew three or four times a day. Ground crews worked through the night to fix the

planes. Churchill said, “Never in the field of human conflict was so much owed by so many to so few,” and the pilots became known as “the Few.”

What happened. At first German bombers attacked the RAF’s airfields, and the RAF was almost worn out. Then in September Germany began bombing London instead. Families slept in shelters and underground train stations, but the airfields had time to recover. On September 15, the RAF met two huge raids and turned them back. Two days later, Hitler put off his invasion. About 1,900 German planes and about 1,000 British fighters were lost.

Why it mattered. It was the first time Hitler’s forces had been stopped. Britain stayed free, and four years later the great D-Day invasion of France would sail from its shores. September 15 is still remembered in Britain as Battle of Britain Day.

PICTURE STUDY



Battle of Britain, Paul Nash, 1941 · Oil on canvas · Imperial War Museums, London
Wikimedia Commons · Public domain

Paul Nash was a British artist who had been a soldier in World War I. In World War II he was asked to paint the war in the air. Instead of showing one fight up close, he painted the whole battle from high above, as a pattern of white trails over the land and the sea.

Look closely

- Find the river winding down to the sea.
- Follow the white trails with your finger. Where do they curve and loop?
- Find the dark shapes in the sky. What do you think they are?

Talk about it

1. Why do you think Nash painted the battle from so high up?

2. Does this painting feel calm or busy? Why?

HANDS-ON: TABLETOP BATTLE OF BRITAIN: THE MAP TABLE

Run an operations room like the ones that guided the British pilots.

You will need

- A large sheet of paper with southern England, the Channel and the coast of France drawn on it
- Six counters or toy planes in one color (German raids) and six in another (RAF squadrons)
- A ruler or wooden spoon (for pushing markers, as the plotters did)
- Three players: a radar watcher, a plotter and a controller

Steps

1. Put the RAF squadrons at airfields near London. Put the German raids over France.
2. The radar watcher calls out, “Raid of 20 planes over the Channel, heading for London!” The plotter pushes a German marker to that spot.
3. The controller decides which squadrons to send up and calls, “Scramble!” Move them out to meet the raid.
4. Play three raids. Did your controller keep some squadrons resting on the ground? Why might that matter?

Check your work

- My map table has England, the Channel, airfields and London.
- Each player did a job.
- I can tell how radar helped the RAF.

FIELD NOTEBOOK

1. **Terrain map.** Draw southern England, the English Channel and the coast of France. Mark London, Dover and Calais. Draw small towers along the English coast for radar stations and arrows for German planes crossing the Channel. Add a key.
2. Draw a Spitfire from above, with its wide, rounded wings.

Did you know? The Polish pilots of No. 303 Squadron shot down more enemy planes than any other RAF fighter squadron in the battle. Thousands of ordinary people, many of them women, worked as plotters and radar operators. Children collected old pots and pans so the metal could be used to build planes.

Goes deeper in. History, the modern history unit “The World Wars” (coming soon); and Art, Paul Nash and the war artists.

For families. British historians date the battle July 10 to October 31, 1940. Loss figures vary by source: roughly 1,000 to 1,100 RAF fighters and roughly 1,600 to 1,900 German aircraft; about 540 Fighter Command aircrew were killed. Churchill's "so few" line is from his speech of August 20, 1940. Operation Sea Lion was postponed on September 17, 1940. In May 1940 Dowding wrote to the government asking that no more fighter squadrons be sent to France, so that enough would remain to defend Britain. Paul Nash died in 1946, so his work is in the public domain in most countries.

PRACTICE

1. **MEDIUM Choose your move.** You are Air Chief Marshal Dowding in May 1940. France is falling, and the French ask for more British fighter planes. Will you (a) send all your fighters to France, (b) send a few but keep enough at home to defend Britain, or (c) send none and keep them all safe?
2. **EASY** What did radar do for the RAF?
3. **EASY** Who were "the Few"?

Make it a game • Scramble!. The "pilots" sit or rest on the floor at their "airfield." The "radar watcher" stands by a window and calls out raids: "Ten planes, coming from the kitchen!" The controller points and shouts "Scramble!" and the pilots fly (arms out) to meet the raid and touch the spot. Then back to rest. Watch out: the radar watcher may call two raids at once!

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, enemy planes came by day and bombs fell by night. Many families in London read Psalm 91 in the shelters, trusting God to keep them.

Practice: answers

1. Dowding argued for (b). He warned that sending more fighters to France would leave Britain defenseless, and the squadrons he kept were ready for the Battle of Britain.
2. It spotted enemy planes far away so the fighters could take off in time to meet them.
3. The RAF fighter pilots of the Battle of Britain.

3.5 MIDWAY (1942): CODE-BREAKING AND FOUR CARRIERS

OBJECTIVES

- Find Hawaii and Midway on a map of the Pacific Ocean.
- Tell how American code-breakers found out where Japan would attack.
- Explain why sinking four aircraft carriers changed the war in the Pacific.

Warm-up. Make a secret code: A = 1, B = 2, C = 3, and so on. Write your name in numbers and ask someone to crack it. In 1942, American code-breakers cracked part of a much harder code, and it helped win a great battle.

Video slot. Video coming. The Battle of Midway, 1942: code-breaking and dive bombers, for young viewers. Search approved channels (Naval History and Heritage Command, The National WWII Museum, Simple History, The History Guy); preview first.

KEY TERMS

aircraft carrier

A huge ship with a flat deck where airplanes take off and land.

code

A secret way of writing a message so only the right people can read it.

code-breaker

A person who works out how to read the enemy's secret messages.

dive bomber

A plane that dives steeply down at its target before dropping its bomb.

CORE IDEAS

The map. Midway is two tiny islands in the middle of the Pacific Ocean, about 1,300 miles northwest of Hawaii. Six months after Japan's surprise attack on Pearl Harbor, the Japanese navy planned to capture Midway. Admiral Isoroku Yamamoto hoped the attack would draw out the American **aircraft carriers** so his own carriers could sink them.

The plan. In a basement at Pearl Harbor, Navy **code-breakers** led by Commander Joseph Rochefort worked day and night on Japanese radio messages. They learned that the next target was called "AF." Rochefort thought AF was Midway. To check, Midway sent out a message saying its machine for making fresh water had broken. Soon the code-breakers heard a Japanese message: "AF is short of water." Now Admiral Chester Nimitz knew where the enemy was going, and he sent his three carriers to wait in ambush.

The people. On the morning of June 4, 1942, American torpedo planes flew in low over the water to attack the Japanese carriers. The skilled Japanese pilots shot down almost all of them. Of the 30 men of Torpedo Squadron 8, only Ensign George Gay lived, floating in the

sea and watching the battle. But their brave attacks pulled the Japanese fighter planes down low.

What happened. Just then, American **dive bombers** from the *Enterprise* and the *Yorktown* arrived high above, while the Japanese carriers were refueling planes on their decks. In about six minutes, three carriers, the *Akagi*, *Kaga* and *Soryu*, were on fire. That afternoon a fourth, the *Hiryu*, was hit too. Planes from the *Hiryu* had already badly damaged the *Yorktown*, and it later sank. About 300 Americans and about 3,000 Japanese were killed.

Why it mattered. Japan lost all four carriers that attacked Midway and many of its best pilots, and it never fully recovered. The battle was the turning point of the war in the Pacific. After Midway, America was no longer only defending; it began to push back.

PICTURE STUDY



Dauntless dive bombers at the Battle of Midway, U.S. Navy photographer, June 6, 1942 · Photograph · U.S. National Archives; Naval History and Heritage Command
Wikimedia Commons · Public domain

This photograph was taken from an American plane near the end of the battle. The SBD Dauntless dive bombers in it are the same kind of plane that hit the four Japanese carriers. Far below is a Japanese cruiser, the *Mikuma*, which was also sunk.

Look closely

- Find the planes. Count them.
- Look at the ocean below. How high up do you think the photographer was?
- Find the ship and the smoke. Is it near or far?

Talk about it

1. Why do you think dive bombers flew so high before they attacked?
2. How do you think the pilots found the enemy ships on such a big ocean?

HANDS-ON: TABLETOP MIDWAY: SET THE AMBUSH

Lay out the ocean and see why knowing the enemy's plan made such a difference.

You will need

- A blue sheet or towel (the Pacific)
- Two pebbles (Midway's islands)
- Four shoebox lids or blocks in one color (Japanese carriers)
- Three in another color (American carriers)
- Paper airplanes or folded paper strips (planes)

Steps

1. Put the Midway pebbles in the middle of the sheet. Put the four Japanese carriers on the northwest side, heading toward Midway.
2. Hide the three American carriers to the northeast of Midway, off to the side. This is the ambush.
3. Put paper planes on the Japanese decks: they are refueling. Fly American planes from the side to reach them while the decks are full.
4. Now try it again, but this time the Japanese know where the Americans are. What changes?

Check your work

- My ocean has Midway, four Japanese carriers and three American carriers.
- I set the American carriers in ambush to the side.
- I can tell how breaking the code helped.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Pacific Ocean with Hawaii in the lower right. Mark Midway northwest of Hawaii. Draw the Japanese carriers coming from the northwest and the American carriers waiting northeast of Midway. Label the spot "Point Luck." Add a key.
2. Write "AF is short of water" in a secret number code. Write the answer underneath.

Did you know? The American carriers met at a spot in the ocean the admirals named "Point Luck." The *Yorktown* had been damaged a month earlier, and workers at Pearl Harbor repaired it in only about three days so it could join the battle. George Gay was picked up by a seaplane the next day.

Goes deeper in. History, the modern history unit "The World Wars" (coming soon); Geography, the Pacific Ocean and its islands; and Arithmetic, codes and number patterns.

For families. The main carrier battle was June 4, 1942 (June 5 in Japan, across the date line); the battle ran June 4-7. The “AF is short of water” ruse is well documented; historians still discuss who first proposed it. Torpedo Squadron 8 (from USS *Hornet*) lost all 15 planes, with Ensign George Gay the only survivor of 30 men. The dive bomber strikes were led by Lt. Cmdr. Wade McClusky (*Enterprise*) and Lt. Cmdr. Max Leslie (*Yorktown*). Losses: about 307 American and about 3,000 Japanese dead (figures vary slightly). The *Yorktown* was finished by a Japanese submarine on June 7. U.S. Navy photographs are in the public domain.

PRACTICE

1. **MEDIUM Choose your move.** You are Admiral Nimitz. Your code-breakers say the enemy will attack Midway, but some officers think the target is somewhere else. Will you (a) keep your carriers near Hawaii to be safe, (b) trust the code-breakers and hide your carriers near Midway in ambush, or (c) send your carriers home to California?
2. **MEDIUM** How did the Americans find out that “AF” meant Midway?
3. **EASY** How many Japanese carriers were sunk at Midway?

Make it a game • Code-Breakers. One player writes a short secret message using a number code (A = 1, B = 2...) but gives it a twist, such as A = 2, B = 3. The others get one clue: the name of a family member in the message. Use the clue to crack the rest, just as the code-breakers used “AF is short of water.”

Scripture. “He revealeth the deep and secret things: he knoweth what is in the darkness, and the light dwelleth with him.” (Daniel 2:22, KJV)

Code-breakers worked hard to learn one secret. God knows every secret thing, and nothing is hidden from Him.

Practice: answers

1. Nimitz chose (b). He trusted Rochefort’s code-breakers and set an ambush northeast of Midway.
2. Midway sent a message that its water machine had broken, and then the Japanese reported that “AF is short of water.”
3. Four.

3.6 EL ALAMEIN (1942)

OBJECTIVES

- Find Egypt, the Mediterranean Sea and El Alamein on a map.
- Tell why the land at El Alamein made it impossible to go around the enemy.
- Tell how fake tanks and cleared paths through the minefields helped win the battle.

Warm-up. Hide ten buttons in a tray of sand or rice. Now find them without digging with your hands: only gently poke with a pencil, slowly, row by row. That is how soldiers searched for buried mines in the desert at El Alamein.

Video slot. Video coming. The Second Battle of El Alamein, 1942: Montgomery, Rommel and the desert war, for young viewers. Search approved channels (Imperial War Museums, Simple History, The History Guy, Kings and Generals); preview first.

KEY TERMS

minefield

A piece of ground with many hidden bombs (mines) buried in it to stop an enemy.

Eighth Army

The British army in the North African desert, with soldiers from many lands.

Desert Fox

The nickname of the German general Erwin Rommel, because he was quick and clever.

deception

Tricking the enemy into believing something that is not true.

CORE IDEAS

The map. In 1942 the war reached the deserts of North Africa. A German and Italian army pushed east into Egypt, aiming for the Suez Canal. The British Eighth Army stopped them near a little railway stop called El Alamein. There the sea lay to the north and the Qattara Depression, a huge low land of soft sand and salt marsh, lay to the south. Between them was a gap only about 40 miles wide. No army could go around; it had to go straight through.

The people. The German commander, Erwin Rommel, was called the “Desert Fox.” He was daring and clever, and even his enemies respected him. The new British commander was General Bernard Montgomery, a bishop’s son and a careful planner. His soldiers came from Britain, Australia, New Zealand, South Africa and India, with Greek and Free French soldiers too. Before the battle, Montgomery told his men, “Let us all pray that ‘the Lord mighty in battle’ will give us the victory.”

The plan. Rommel’s men had buried about half a million mines, in fields they called the “Devil’s Gardens.” Montgomery planned for engineers to clear narrow paths through them at

night, so the tanks could follow. He also tricked Rommel. In the south he set out fake tanks made of wood and canvas, and he built a fake water pipeline very slowly, so the attack seemed far off. In the north, real tanks were covered to look like trucks.

What happened. On the night of October 23, 1942, about 900 British guns fired at once. Engineers crept forward by moonlight, feeling for mines. For twelve days the two armies fought hard. Rommel, who had been away sick in Europe, rushed back to take command. On November 4, his army began a long retreat west. About 13,500 soldiers of the Eighth Army were killed, wounded or missing, and about 30,000 of Rommel's men were captured.

Why it mattered. Egypt and the Suez Canal were safe. Churchill said, "Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning." Church bells rang all over Britain to celebrate, for the first time in more than two years.

PICTURE STUDY



General Montgomery in the turret of his tank at El Alamein, Captain G. Keating, No. 1 Army Film and Photographic Unit, November 5, 1942 · Photograph · Imperial War Museums, London
Wikimedia Commons · Public domain

Montgomery liked to be seen by his soldiers. He rode in a tank and wore a black tank beret with two badges on it. This photograph was taken on the day after the battle ended, as he watched Rommel's army begin to retreat.

Look closely

- Find Montgomery's beret. How many badges can you see? How is it different from a helmet?
- Find the binoculars. How many pairs can you count?
- Look at the tank. Can you see the bolts in its metal?

Talk about it

1. Why would soldiers feel braver when they saw their general nearby?
2. Why would a general need binoculars in a flat, open desert?

HANDS-ON: SAND TABLE EL ALAMEIN: LANES AND FAKE TANKS

Build the narrow gap in a tray of sand, hide the mines and make your own fake army.

You will need

- A baking tray of sand or dry rice
- A strip of blue paper (the sea) and a dish of wet sand or a damp sponge (the Qattara Depression)
- Twenty buttons or pennies (mines)
- Toothpicks or a pencil (mine probes)
- Toy tanks or blocks, plus folded paper “covers” and cardboard cut-out tanks (fakes)

Steps

1. Put the blue sea along the top of the tray and the wet sand at the bottom. The dry sand between them is the narrow gap.
2. Bury the buttons across the middle of the gap. These are the Devil’s Gardens.
3. Set cardboard fake tanks in the south. Cover real tanks in the north with paper so they look like trucks.
4. With a toothpick, gently probe a narrow lane through the mines in the north and lift out each button you find. Then drive the real tanks through the lane.

Check your work

- My sand table has the sea, the Qattara Depression and the gap between them.
- I cleared one lane through the mines.
- I can tell how the fake tanks fooled Rommel.

FIELD NOTEBOOK

1. **Terrain map.** Draw the coast of Egypt with the Mediterranean Sea at the top. Mark El Alamein near the coast and the Qattara Depression to the south. Draw dots for the minefields between them, a lane through the dots in the north, and fake tanks in the south. Add a key and the title “El Alamein, October 1942.”
2. Draw a fake tank made of wood and canvas, then draw a real tank dressed up as a truck.

Did you know? The fake pipeline was built of empty gas cans and was laid so slowly that it looked as if it would not be finished until November. One of the mine detectors used by the British was invented by a Polish officer. Church bells in Britain had been kept silent

since 1940, to be rung only as a warning if the enemy landed, so ringing them for a victory was a great joy.

Goes deeper in. History, the modern history unit “The World Wars” (coming soon); and Geography, Egypt, the Sahara and the Suez Canal.

For families. This is the Second Battle of El Alamein, October 23 to November 4, 1942 (the First Battle, in July 1942, stopped Rommel’s advance). The deception plan was called Operation Bertram. Rommel was on sick leave in Austria when the battle began; his stand-in, General Stumme, died of a heart attack on October 24. Montgomery’s quotation is from his personal message to the Eighth Army before the battle, quoting Psalm 24:8. Casualty figures are approximate (Eighth Army about 13,500; Axis losses, including about 30,000 prisoners, are less certain). Churchill’s words are from his Mansion House speech of November 10, 1942; the bells rang on November 15. British official photographs from 1942 are out of Crown copyright. The stop describes Rommel fairly as a respected commander; his later story is left for older levels.

PRACTICE

1. **MEDIUM Choose your move.** You are General Montgomery. The enemy line stretches from the sea to the Qattara Depression, behind thick minefields. Will you (a) swing your tanks around the southern end, (b) clear paths through the mines at night in the north and trick the enemy into watching the south, or (c) wait and hope the enemy attacks you?
2. **EASY** What was Rommel’s nickname?
3. **MEDIUM** Why couldn’t either army go around the other at El Alamein?

Make it a game • Clear the Lane. Scatter paper squares (mines) across the floor. One player, the engineer, has one minute to pick up mines and make a clear lane from one side to the other. Then the “tanks” must walk only in the cleared lane without stepping on a square. Take turns being the engineer. Can you make the lane faster each time?

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)

God spoke these words to Israel, whom He had brought out of Egypt. Thousands of years later, soldiers in Egypt’s desert faced a strong enemy and were told to pray to “the Lord mighty in battle.”

Practice: answers

1. Montgomery chose (b). Going around was impossible because of the Qattara Depression, so he cleared lanes in the north and used fake tanks and a fake pipeline to fool Rommel.
2. The Desert Fox.

3. The sea was on one side and the Qattara Depression, soft sand and salt marsh, was on the other.

3.7 D-DAY (JUNE 6, 1944)

OBJECTIVES

- Find Normandy and name the five D-Day beaches on a map.
- Tell how the moon, the tides, the weather and a fake army all mattered to the plan.
- Tell the courage of the Rangers at Pointe du Hoc and General Roosevelt at Utah Beach.

Warm-up. Look at the moon tonight, or find a picture of the moon's shapes. Is it full, half or a thin sliver? The D-Day planners needed three things on the very same day: a bright moon at night, a low tide at dawn and calm weather. That is hard to get all at once!

Video slot. Video coming. D-Day, June 6, 1944: the plan, the beaches, Pointe du Hoc and Utah Beach, for young viewers. Search approved channels (The National WWII Museum, the American Battle Monuments Commission, Imperial War Museums, Simple History); preview first.

KEY TERMS

D-Day

The day a big attack begins. The most famous D-Day is June 6, 1944, when the Allies landed in France.

Normandy

A part of northern France along the English Channel, with beaches, cliffs and farms.

paratrooper

A soldier who jumps from an airplane with a parachute.

tide

The rising and falling of the sea, twice each day. At low tide more of the beach shows.

CORE IDEAS

The map. For four years Nazi Germany had ruled France. Hitler built a long line of guns, concrete bunkers and beach obstacles along the coast called the Atlantic Wall. The Allies chose to land in Normandy, on five beaches with code names: **Utah** and **Omaha** for the Americans, **Gold** and **Sword** for the British, and **Juno** for the Canadians.

The plan. General Dwight Eisenhower was in command. **Paratroopers** would drop in the dark behind the beaches, then thousands of ships would bring soldiers ashore at low tide, when the obstacles could be seen. To fool Hitler, the Allies made a fake army in England pointed at Calais, far from Normandy, with rubber tanks, wooden planes and pretend radio messages. The trick worked so well that Germany kept many soldiers waiting at Calais for weeks. The landing was set for June 5, but a storm blew in. A weather officer, James Stagg, said there would be a short break in the storm. Eisenhower decided: go on June 6.

The people. At Pointe du Hoc, between Utah and Omaha, Lieutenant Colonel James Rudder's Rangers climbed 100-foot cliffs on ropes and ladders to reach big German guns. At the top they found the guns had been moved, so two sergeants searched inland, found them hidden and wrecked them. At Utah Beach, Brigadier General Theodore Roosevelt Jr., the son of a president, landed with the first wave at age 56, walking with a cane. The current had carried the boats about a mile off course. Roosevelt studied the ground and said, "We'll start the war from right here!"

What happened. At Omaha Beach the fighting was hardest, and for hours the soldiers were pinned on the sand until small groups worked their way up the bluffs. By nightfall about 156,000 Allied soldiers had landed by sea and air. About 4,400 of them were killed that day, and thousands more were wounded.

Why it mattered. D-Day opened the way to free France and the rest of Western Europe. The Nazis had done terrible evil: they had murdered millions of Jewish people and many others in prison camps. Less than a year after D-Day, Nazi Germany surrendered, on May 8, 1945.

PICTURE STUDY



Into the Jaws of Death, Robert F. Sargent, U.S. Coast Guard, June 6, 1944 · Photograph · U.S. National Archives

Wikimedia Commons · Public domain

A Coast Guard photographer, Robert Sargent, took this picture from a landing craft on the morning of D-Day as soldiers waded toward Omaha Beach. It is one of the most famous photographs of the war.

Look closely

- Find the edges of the boat in the front of the picture. Where is the photographer standing?
- Look at how deep the water is. How far do the soldiers still have to go?
- Look at the land ahead. What makes it hard to climb?

Talk about it

1. Why do you think the photograph is called “Into the Jaws of Death”?
2. What do you think the soldiers were thinking about as they stepped off the boat?

HANDS-ON: D-DAY PLANNING BOARD

Be the planners. Check the moon, the tide and the weather, then set out the beaches and the fake army.

You will need

- Poster board or a big sheet of paper
- Crayons or markers
- Three index cards for each day June 4, 5 and 6, labeled Moon, Tide and Weather
- Toy boats or paper boats, cotton balls (clouds) and small paper parachutes

Steps

1. Draw the south of England at the top and the coast of France at the bottom. Mark the five beaches from west to east: Utah, Omaha, Gold, Juno, Sword. Mark Pointe du Hoc between Utah and Omaha, and Calais far to the east.
2. A grown-up fills in the cards. June 4: bright moon, low tide at dawn, storm. June 5: bright moon, low tide at dawn, storm. June 6: bright moon, low tide at dawn, a short break in the storm.
3. Check each day. Which day has all three things you need? Choose your D-Day.
4. Set the paper fake army near Calais. Put paratroopers behind the beaches, then sail the boats across to the five beaches.

Check your work

- My board shows the five beaches in order and Pointe du Hoc.
- I checked the moon, tide and weather before choosing the day.
- I put the fake army in the wrong place on purpose and can tell why.

FIELD NOTEBOOK

1. **Terrain map.** Draw the Normandy coast with the English Channel above it. Label the five beaches from west to east: Utah, Omaha, Gold, Juno, Sword. Draw the cliffs of Pointe du Hoc with a tiny ladder. Draw arrows from England for the ships and little parachutes behind the beaches. Add a key and the date.
2. Write the five beach names and which country landed on each.

Did you know? On the night before D-Day, Eisenhower wrote a note in case the landing failed. It said that if there was any blame, “it is mine alone.” He kept it in his wallet and never had to use it. General Roosevelt’s son Quentin landed at Omaha Beach the same day. Roosevelt received the Medal of Honor; he died of a heart attack in July 1944 and is buried in Normandy beside his brother Quentin, a pilot killed in World War I.

Goes deeper in. History, the modern history unit “The World Wars” (coming soon); Earth Science, the moon and the tides; and Geography, France and the English Channel.

For families. Figures are approximate: about 156,000 Allied troops landed by sea and air on June 6, 1944, carried by roughly 5,000 ships and landing craft; the D-Day Center’s research counts about 4,400 Allied dead that day, with total casualties around 10,000. About 225 Rangers made the Pointe du Hoc assault; Sergeants Leonard Lomell and Jack Kuhn found and disabled the guns. The wording of Eisenhower’s go decision is reported differently by those present. The deception was Operation Fortitude; its fictitious army group was “commanded” by General Patton. Roosevelt landed about 2,000 yards south of the planned spot; his famous remark is reported in several versions. The stop names the Holocaust plainly and shows no images of it. The picture is a U.S. government photograph in the public domain; it shows soldiers wading ashore and no casualties.

PRACTICE

1. **MEDIUM Choose your move.** You are General Eisenhower early on June 5, 1944. A storm has stopped the landing. Your weather officer says there will be a short break on June 6. If you wait, the next good moon and tides are about two weeks away. Will you (a) go on June 6, (b) wait two weeks, or (c) call off the whole invasion?
2. **EASY** Name the five D-Day beaches.
3. **MEDIUM** What did the Rangers find when they reached the top of Pointe du Hoc?

Make it a game • Moon, Tide, Weather. Make nine cards: three say “Moon ✓,” three “Tide ✓,” three “Weather ✓,” and add six blank cards. Shuffle. Each player draws cards one at a time. The first player to hold a Moon, a Tide and a Weather card calls “D-Day!” and wins the round. Talk about it: why did the planners need all three?

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

Thousands of young men crossed the sea on D-Day knowing they might not come home, to free people they had never met. Jesus showed the greatest love of all when He laid down His life for us.

Practice: answers

1. Eisenhower chose (a). It was a good choice: a much worse storm struck Normandy in the middle of June, during the next window.

2. Utah, Omaha, Gold, Juno and Sword.

3. The big guns had been moved. They searched inland, found them hidden and wrecked them.

3.8 THE BATTLE OF THE BULGE (1944–1945): BASTOGNE AND “NUTS!”

OBJECTIVES

- Find Belgium, Luxembourg and Bastogne on a map.
- Tell why the town where seven roads met was so important.
- Tell what General McAuliffe answered when he was asked to surrender.

Warm-up. Press your fist into a soft pillow. See the dent it makes, pushed in deep in the middle? In December 1944, a German attack pushed into the American line just like that, and on the map it made a big bulge.

Video slot. Video coming. The Battle of the Bulge, 1944, the siege of Bastogne and General McAuliffe’s “Nuts!”, for young viewers. Search approved channels (The National WWII Museum, the 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 few roads in Belgium and Luxembourg (say “ar-DEN”).

crossroads

A place where roads meet. Armies need roads to move trucks, tanks and supplies.

surrounded

Closed in by the enemy on every side, so no one can get in or out.

airborne

Soldiers trained to go into battle by parachute or glider.

CORE IDEAS

The map. The Ardennes is a land of steep hills, dark pine forests and few roads in Belgium and Luxembourg. In the winter of 1944 it was covered with snow and fog. The Americans thought it was a quiet place, so they kept only a thin line of soldiers there, many of them tired or new.

The plan. Hitler secretly gathered a large army. He planned to attack in bad weather, when Allied planes could not fly, break through the forest, cross the Meuse River and reach the great port of Antwerp. On December 16, 1944, the Germans struck. They pushed the American line back into a huge bulge on the map. Near Malmedy, on December 17, German SS soldiers shot about 80 American prisoners who had already surrendered. It was a war crime.

The people. The town of Bastogne was where seven roads met, and the Germans needed those roads. Soldiers of the 101st **Airborne** Division rushed there in trucks, with tank soldiers beside them. By December 21 they were **surrounded**, short of food, ammunition, medicine and winter coats. On December 22, German officers came under a white flag with a letter asking them to surrender. General Anthony McAuliffe read it and said, “Nuts!” His written answer said: “To the German Commander. NUTS! The American Commander.” It meant: we will not give up.

What happened. On December 23 the skies cleared, and planes dropped food and ammunition by parachute. General George Patton had turned his Third Army north and pushed through the snow, and on December 26 his tanks broke through to Bastogne. Patton had asked his chaplain to write a prayer for good weather. By late January 1945 the bulge was pushed back. About 19,000 American soldiers were killed, and many more were wounded or captured. It was the biggest battle the U.S. Army fought in the war.

Why it mattered. The Battle of the Bulge was Hitler’s last great attack in the west. He used up his last tanks and soldiers, and he never reached Antwerp. A few months later, in May 1945, the war in Europe was over.

PICTURE STUDY



Supplies parachuted to the soldiers at Bastogne, U.S. Army Signal Corps photographer, December 26, 1944 · Photograph · Pritzker Military Museum and Library, Chicago · Wikimedia Commons · Public domain

When the skies cleared over Bastogne, hundreds of transport planes flew over the town and dropped supplies on parachutes. Army photographers took pictures of the soldiers in the snow watching the help come down.

Look closely

- Find the planes and the parachutes.
- Look at the ground and the trees. What season is it?
- Look at the soldiers. Where are they looking?

Talk about it

1. How do you think the soldiers felt when they saw the parachutes?
2. Why was clear weather so important to the Americans?

HANDS-ON: TABLETOP BASTOGNE: HOLD THE CROSSROADS

Build the town where seven roads meet and see why both armies wanted it.

You will need

- A paper plate (Bastogne)
- Seven pieces of yarn or paper strips (the roads)
- Cotton balls (snow) and green paper or toy trees (the forest)
- Blocks or toy soldiers in two colors
- Small tissue parachutes tied to buttons, and a toy car or tank (Patton)

Steps

1. Put the plate in the middle of the floor. Lay the seven roads out from it like the spokes of a wheel. Add snow and forest between the roads.
2. Put the American soldiers on the plate. Put the German soldiers on the roads all around. Can any truck get in now?
3. Drop the tissue parachutes from above onto the plate. That is the supply drop on December 23.
4. Drive Patton's tank up a road from the south and push through to Bastogne. That is December 26.

Check your work

- My Bastogne has seven roads.
- I showed the town surrounded, the supply drop and Patton's rescue.
- I can tell why a crossroads matters to an army.

FIELD NOTEBOOK

1. **Terrain map.** Draw Belgium and Luxembourg with forests. Draw the American line as a straight line, then draw the German push as a big bulge into it. Mark Bastogne with seven roads coming out of it, the Meuse River to the west and Antwerp far to the north. Add an arrow from the south for Patton.
2. Write McAuliffe's answer in big letters: "NUTS!"

Did you know? The German officers did not know what “Nuts!” meant. An American colonel, Joseph Harper, had to explain to them that it meant no. The battle was fought in one of the coldest, snowiest winters in years. Patton’s prayer for good weather was printed on cards and handed out to his soldiers.

Goes deeper in. History, the modern history unit “The World Wars” (coming soon); and Geography, Belgium, Luxembourg and the rivers of Europe.

For families. The battle ran from December 16, 1944, to January 25, 1945. Bastogne was encircled about December 20–21; the surrender demand and McAuliffe’s reply came on December 22; the 4th Armored Division of Patton’s Third Army reached Bastogne on December 26. American losses are usually given as about 75,000 to 90,000 casualties, including about 19,000 killed; German losses were similar or higher. At the Baugnez crossroads near Malmedy on December 17, men of the Waffen-SS unit Kampfgruppe Peiper shot captured American soldiers; 84 died. The stop names this crime plainly without description. Patton’s weather prayer was written at his request by Chaplain James O’Neill in December 1944. U.S. Army photographs are public domain; choose any Signal Corps photograph of the Bastogne supply drop.

PRACTICE

1. **MEDIUM Choose your move.** You are General McAuliffe. Your soldiers in Bastogne are surrounded, cold and short of supplies, and the enemy asks you to surrender. Will you (a) surrender to save your men, (b) refuse and hold the crossroads until help comes, or (c) try to sneak everyone out at night?
2. **EASY** How many roads met at Bastogne?
3. **MEDIUM** Why did Hitler want to attack in bad weather?

Make it a game · Supply Drop. Make small parachutes from tissue or a napkin, with four strings tied to a button or clothespin. Put a hula hoop or a ring of string on the floor as Bastogne. Take turns dropping the parachutes from a safe height, standing on the floor with your arm stretched up high. How many can you land inside Bastogne? Try again near a fan for wind.

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

The soldiers at Bastogne endured cold, hunger and danger without giving up. Paul tells every Christian to be like a good soldier: faithful and patient in hard times.

Practice: answers

1. McAuliffe chose (b). He answered “Nuts!” His men held Bastogne until Patton’s tanks broke through on December 26.
2. Seven.

3. So the Allied planes could not fly and help the soldiers on the ground.

TRACK 3 BADGE QUIZZES

The badge quizzes are optional. Read each question aloud; the child may answer by talking, pointing or drawing. 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. What did General Gallieni use to rush soldiers from Paris to the Battle of the Marne?
2. How did Alvin York decide whether it was right for him to fight?
3. What were the little ships at Dunkirk, and what did they do?
4. What helped the RAF see enemy planes coming from far away?
5. What message showed the code-breakers that “AF” meant Midway?

Badge quiz 2 (Stops 6-8)

6. How did Montgomery trick Rommel at El Alamein?
7. Name three of the five D-Day beaches.
8. Who landed at Utah Beach with a cane in the first wave?
9. What did General McAuliffe answer when the Germans asked him to surrender Bastogne?
10. What happened on December 23 that helped the soldiers at Bastogne?

TRAIL CERTIFICATE: MY BATTLE MAP BOOK AND TRAIL E CERTIFICATE

Gather the terrain maps from this trail into one booklet: “My Battle Map Book: The World Wars,” with your name and dates. Add a timeline page with all eight battles in order, from the Marne (1914) to the Battle of the Bulge (1944–1945), and mark which ones were in World War I and which in World War II.

Pick one person from the trail (General Gallieni, Alvin York, Admiral Ramsay, a Battle of Britain pilot, Joseph Rochefort, General Montgomery, General Roosevelt or General McAuliffe) and write or tell one sentence about a virtue he showed: courage, faith, patience, wisdom or steadfastness.

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

- **Eight maps:** A labeled terrain map for each battle, with a title and a date.
- **Timeline:** The battles are placed in the right order, and the two World Wars are marked.
- **Virtue:** One person’s virtue is named and explained.
- **Care:** Maps are neat and labeled.

Answer key

1. The taxis of Paris.
2. He studied the Bible with his officers and prayed alone on a mountainside.

3. Fishing boats, yachts, lifeboats and other small boats; they carried soldiers from the shallow beaches out to the big ships.
4. Radar (and the watchers of the Observer Corps).
5. "AF is short of water," after Midway sent a message that its water machine had broken.
6. With fake tanks and a fake pipeline in the south, and real tanks disguised as trucks in the north.
7. Any three: Utah, Omaha, Gold, Juno, Sword.
8. Brigadier General Theodore Roosevelt Jr.
9. "Nuts!"
10. The skies cleared, and planes dropped food and ammunition by parachute.