

Geography Saves America! The Battle of Gettysburg

Background on the MISIC project that produced this model lesson: This model lesson was developed as part of a collaboration between MISIC, the Library of Congress, Teaching with Primary Sources program at Illinois State University, and the Geographical Alliance of Iowa at UNI to provide model lessons for Geography and the CCSS Literacy Standards. The lessons are part of a unit taught by a secondary teacher from a MISIC member district. The learning activities and assessments were designed after reflection about the learning targets (standards), student development (whole child concepts), how students retain and retrieve learning, and common misunderstandings of the content in the lessons. The lessons model the two pillars of the Iowa Core literacy standards: standard 1 dealing with evidence and standard 10 dealing with text complexity and varied text sources. While the lessons may contribute to standards not listed, the intent of this model lesson was to select/align targets that were directly impacted by the learning activities and assessments.

Invitation to look at the lesson: Everyone pays attention to the generals and strategies involved in the Battle of Gettysburg. What role did geography play that was equally as important as the generals and strategy? This lesson will look at how geography specifically impacted one of the most important days in American history. Was the outcome determined more by geography than by humans?



Digital ID: (digital file from original neg.) cwpb 04003 <http://hdl.loc.gov/loc.pnp/cwpb.0400>
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 Pocahontas Area Schools
 November 30, 2012

Summary of this lesson: This lesson supports history and geography. There are few events from American history that resonate in importance as the Battle of Gettysburg. For three critical days in July of 1863 Union and Confederate armies waged a bitter struggle and the outcome could have meant the end of the United States as we know it. The stakes could not have been higher.

The students will role play being tour guides for the National Park Service at the Gettysburg Battlefield. Most people that come to the battlefield as interested in the generals or soldiers that fought but it is easy to forget how important geography was to the battle. They are informed that there will be a group of geography major students that want their tour to concentrate solely on the role geography played on the outcome of the Battle of Gettysburg. They have been selected to give the closing part of the tour. What will they say to these students? How will they display the importance of geographical factors on one of the most significant days in American history?

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Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • Learn how geography impacted the outcome of the Battle of Gettysburg • Appreciate how geography has played a crucial part in American history • Practice public speaking (incorporate geographical importance to history in the speech) 	
Recommended time frame	3-4 days	
Grade level(s)	9-12 Grade	
Curriculum fit	5 features of geography are incorporated into American history unit over the American Civil War.	
Materials	<ol style="list-style-type: none"> 1. Little Round Top activity. This is located in the handout section of this lesson plan. 2. Official report of Joshua Lawrence Chamberlain from Little Round Top. This is also included in the handout section of this lesson plan. 3. Other geographical factors at Gettysburg activity. This is also included in the handout section of this lesson plan. 	
Iowa Learning Standards		Back to Navigation Bar
	Geography Themes Place : A place is an area that is defined by everything in it. All places have features that give them personality and distinguish them from other places.	

Environment Interaction : Human-environment interaction looks at the relationships between people and their environment; how people adapt to the environment and how they change it.

Geographic Habits of Mind

INTERACTIONS: How our world works. Modern science characterizes our world as a set of interconnected physical, biological, and social systems. These systems create, move, and transform resources.

MISIC Geography Standards Covered

SS.09-12.03.02 Interpret and synthesize information from various representations of the earth, such as maps, globes, and photographs.

SS.09-12.03.03 Compare/contrast ways in which physical geography, environmental conditions, natural resource availability and human characteristics have led to changes in human society.

Iowa Core Literacy Speaking and Listening Standards

IL.11-12.SL.02.IA6 Participate in public performances.

Iowa Core Literacy Writing Standards

W.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Iowa Core Literacy Reading Standards

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Iowa Core Curriculum 21st Century Skills

ES.09-12.03.04 Demonstrate mental, physical, and emotional preparedness to accomplish the task.

ES.09-12.04.03 Assess one’s own mastery of skills.

Learning

Memory (Short term and long term) are important considerations to keep in mind during lesson development. Students need a chance to transfer short term memory to long term memory or they will “dump” much of the new learning. The lesson has been broken up into small learning objectives to allow for learning to match up to student requirements for success. Examples of this “chunking” of learning is looking at the map of Gettysburg and implementing it as a look at the importance of the strategic importance of Gettysburg.

Student Development

15-18 year olds reach higher levels of abstract thinking and problem solving. They can receive purposes, make plans, and carry them out, and evaluate the results. This set of lessons provides an opportunity for students to use their thinking and delivering an informational speech.

Procedures

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Day 1:

1. Bell Ringer: Show the following picture to the class.

<http://www.archives.gov/education/lessons/brady-photos/images/parade-6-me.gif>

Ask the class, “What type of geographical features could slow this fighting unit?” Why would it slow them down? Use the CAF (Consider All Factors) formative assessment in the Handout sections.

Explain what they will be doing in this set of lessons and what will be expected in their speech. What will be evaluated? How will they receive feedback?

2. Hand out the worksheet over the struggle at Little Round Top and the official account of Colonel Joshua Lawrence Chamberlain. These are both included in the handout section of this lesson.
3. Next, have them begin to work with a small group analyzing the official account of Joshua Lawrence Chamberlain (Commanding officer of the 20th Maine at the top of Little Round Top). What clues can be found that go along with the photographic and map image of Little Round Top?

Day 2:

1. Bell Ringer: Show the picture of the location of Gettysburg and Washington D.C.

http://collettevacations.com/maps/family/map_404.jpg

How does the information from this map explain the importance of the outcome of the Battle of Gettysburg? Handout “Other geographical features at Gettysburg handout”. Have students start to work through the sheet.

2. Start to write their closing for the group of geography students that are visiting Gettysburg. What will they say to the group of students?

Day 3:

1. Bell Ringer: Have students look at the following picture from the Library of Congress:

<http://www.loc.gov/pictures/resource/pga.03235/>

Use the Picture Analysis Form from the National Archives:

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

It was the strategy to march slowly in formation towards the enemy. Does this strategy make sense to you? How might you fight differently if you were a general? Would geographic considerations be in your mind?

Conduct a class discussion centering around the role geography played during the Battle of Gettysburg as way of making clear information they could use in their speeches.

Allow time for continuing to write their speeches as tomorrow is speech day.

Day 4:

Have students give their speeches to small groups (3-4 students). They need to rate themselves as well as receive information from each other. Explain importance of following the rubric intent. Students will provide teacher with paper copy of their speech so the teacher can provide feedback on content and vocabulary use.

Final ten minute discussion: What did they learn about the role of geography and the impact it has had on our civil war?

Evaluation

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Oral Presentation Rubric is in handout :

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2226842&

Extension

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1. Have students read the book, “Abraham Lincoln” from Trueflix. Trueflix is found on the **Iowa Area Education** Website. It can be found at the following URL:

<http://tfx.grolier.com/p/node-33965/10010384>

On page 19 in this book is a write up over the topic of slavery. Have the students write a letter from the perspective of an African American Slave encouraging Abraham Lincoln to write the Emancipation Proclamation. This would be a good accommodation for lower level readers. There is also a video there to allow for visual and audio learners to gain the knowledge and understanding.

2. Imagine you are in charge of training soldiers during the American Civil War. How would you re-write the tactics of fighting battles during the war? Why would you make those changes?
3. Write a letter from the perspective of a soldier on Little Round Top with Joshua Lawrence Chamberlain. What did you experience? What were your feelings?
4. There were thousands of injured soldiers after the Battle of Gettysburg. How did the town of Gettysburg handle all of these wounded soldiers? Make a skit describing the discussions citizens had.
5. Gettysburg is said to be one of the most haunted towns in all of the United States. What are some of these stories? Do they believe in these stories?
6. The Battle of Gettysburg began in part due to the rumor that Confederates believed that there were shoes in town. Make a diorama over the lack of supplies that plagued both the Union and Confederate troops. How did they overcome these obstacles?
7. What would be the job skills to be a good tour guide for the National Park Service? Make a help wanted Ad describing the requirements and skills to work tours like in this lesson. What 21st century skills from the Iowa Core Curriculum would be of importance?
8. Watch the new trailer for the new Steven Spielberg film, "Abraham Lincoln".
<http://www.youtube.com/watch?v=qiSAbAuLhqs> Watch the whole film (when it becomes available for rent) at home if you have the opportunity. How accurately is Abraham Lincoln portrayed in the clip? What corrections would you make to how he was portrayed and why?

Background Information and Misconceptions

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The Battle of Gettysburg was perhaps one of the most pivotal events in American history. The war up until that time had been going the Confederate's way and a major victory on Northern soil could have been enough to start to get some European nations to legitimate the Confederate States of America. This recognition could have caused many of the border states that had stayed loyal to the Union to think about joining the South. This event could have doomed the Union and led to the disintegration of the United States of America.

The goal of this lesson will be to incorporate geographical factors that led to a Union victory at the Battle of Gettysburg. It is very easy to get wrapped up in the soldiers and generals and how their actions impact military engagements. However, most people don't appreciate the role that geography plays in history. Specifically, terrain, general location, weather, and military strategy intertwine to impact historical events.

One of the first things that a general during the civil war wanted to know was, "Was this a good place for us to fight?" They were in a way just as concerned with the geography on a battlefield as they were with the generals on the opposing side. It was seen as good practice to try and fight on locations that you make your opponent have to fight on less advantageous terrain.

Students today seem do not have a great understanding as to the study of geography. It is often easy for many students to not attain the type of geographical skills needed to understand the world they live in. This activity has been designed to incorporate a very popular subject (The American Civil War) with an activity that all students have been exposed to (The Battle of Gettysburg). Many students seem to not engage in strictly geography lessons but it is hoped that integrating history and geography together will make it an effective unit of study.




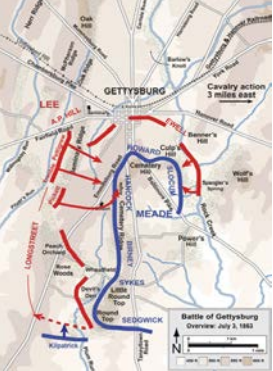

There are multiple ways that geographical concepts will be incorporated into this lesson. Maps, pictures and written accounts will be analyzed to give the students the concepts by which to give their speech. This lesson will incorporate not only content, but also reading, writing and speaking and listening standards. It is hoped that this will be educational yet fun way for students to gain geographical skills.



There are a few misunderstandings that students may need to overcome when learning from this lesson. One big issue will be the strategy that was employed during the American Civil War. They utilized tactics that believed that you needed to mass your troops for a bayonet charge against enemy placements. The term "Don't fire until you see the whites of their eyes" applies to this tactic. The strategies that show this in action is the Bell Ringer from day 1. The student challenge will be to understand that the effective firing range had increased from 80 yards to over 320 yards. This means that the strategies had not caught up to the technology which caused a great loss of human injuries and death.


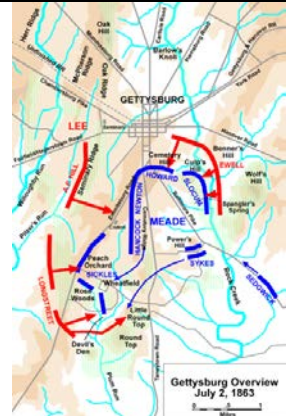

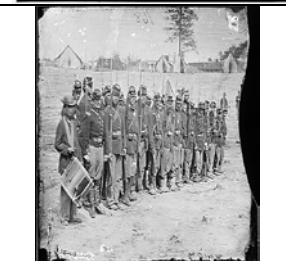
Another misconception was that the Union was definitely going to win the American Civil War. Most units over the American Civil War usually include the uphill challenge that the Confederacy faced in ways of less people and supplies. The thing that students need to overcome is that the Battle of Gettysburg, if the Confederacy had won, could have completely changed the outlook of the war. If the Confederacy could have won a battle on Northern soil then European nations like England and France might have seen them as an independent nation. This might have undermined Abraham Lincoln's attempt to keep the nation together.

The topic of geography is not provided as an independent class in many schools today. This is an unfortunate situation as an understanding of geographical concepts is key for understanding the 21st century. This lesson will work well as part of the five themes of geography or as integrated into an American history unit covering the results and implications of the American Civil War.

Primary Resources [Back to Navigation Bar](#)

Image	Description	Citation	URL
	<p>Gettysburg, Pennsylvania. Little Round Top</p>	<p>Digital ID: (digital file from original neg.) cwpb 04003 http://hdl.loc.gov/loc.pnp/cwpb.04003</p>	<p>http://www.loc.gov/pictures/resource/cwpb.04003/</p>
	<p>Attack on Little Round Top held by the 5th Corps commanded by General Sykes.</p>	<p>(digital file from original item) ppmsca 22564 http://hdl.loc.gov/loc.pnp/ppmsca.22564</p>	<p>http://www.loc.gov/pictures/resource/ppmsca.22564/</p>
	<p>Official report from Colonel Joshua Lawrence Chamberlain over Little Round Top.</p>	<p>American Civil War Society.</p>	<p>http://www.civilwar.net/searchofficialrecords.asp?searchofcialrecords=Chamberlain%20Gettysburg</p>
	<p>Map of terrain around Little Round Top at the Battle of Gettysburg.</p>	<p>Cosmic American History.</p>	<p>http://upload.wikimedia.org/wikipedia/commons/thumb/9/9e/Gettysburg_Battle_Map_Day3.png/391px-Gettysburg_Battle_Map_Day3.png</p>
	<p>Map of Pickett's Charge (July 3rd, 1863).</p>	<p>Civil War Preservation Trust</p>	<p>http://www.civilwar.org/battlefields/gettysburg/maps/picketts-charge-the.jpg</p>

	<p>Confederate view heading towards Seminary Ridge at Pickett's Charge.</p>		<p>http://www.drawtheword.goellnitz.org/wp-content/uploads/2010/07/3941198503_637a91e941_b.jpg</p>
	<p>Civil War Wool Uniforms</p>	<p>Digital ID: (digital file from b&w film copy neg.) cph 3b12654</p>	<p>http://www.loc.gov/pictures/item/2006690269/resource/</p>

	<p>Battle of Gettysburg.</p>	<p>Digital ID: (digital file from original print, color) pga 03235</p>	<p>http://www.loc.gov/pictures/resource/pga.03235/</p>
	<p>Map of all of the roads that met at Gettysburg.</p>	<p>Stories of the USA.</p>	<p>http://storiesofusa.com/images/battle-gettysburg-1863-3.png</p>
	<p>Statue of Union General John Reynolds</p>	<p>Digital ID: (digital file from intermediary roll film) det 4a11046 http://hdl.loc.gov/loc.pnp/det.4a11046</p>	<p>http://www.loc.gov/pictures/resource/det.4a11046/</p>
	<p>Troop of Union Civil War Soldiers</p>	<p>National Archives Collection</p>	<p>http://www.archives.gov/education/lessons/brady-photos/images/parade-6-me.gif</p>

Rubric

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Oral Presentation Rubric : Geography Saves America! The Battle of Gettysburg.

Teacher Name: _____

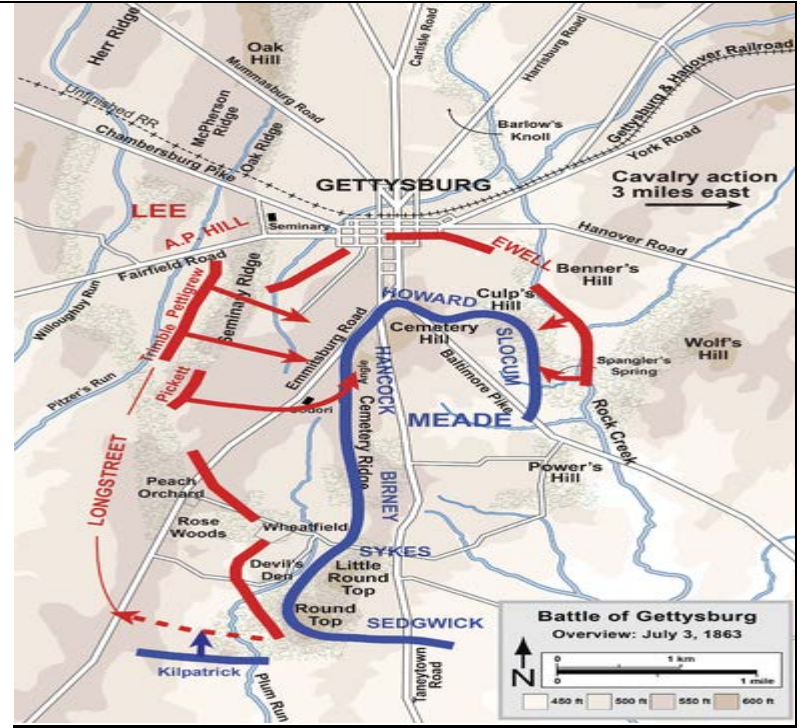
Student Name: _____

CATEGORY	4	3	2	1
Stays on Topic	Stays on topic(Geography and it\'s impact on the Battle of Gettysburg) all (100%) of the time.	Stays on topic(Geography and the Battle of Gettysburg) most (99-90%) of the time.	Stays on topic(Geography and the Battle of Gettysburg) some (89%-75%) of the time.	It was hard to tell what the topic was.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Content	Shows a full understanding of the role geography played at the Battle of Gettysburg.	Shows a good understanding of the role geography played at the Battle of Gettysburg.	Shows a good understanding of parts of the role that geography played at the Battle of Gettysburg.	Does not seem to understand the role geography played at the Battle of Gettysburg very well.
Uses Evidence and Content Vocabulary	100% of correct evidence and content vocabulary used.	85% of correct evidence and content vocabulary used.	70% of correct evidence and content vocabulary used.	No use of correct evidence and content vocabulary used.

Copy Ready Handouts

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Little Round Top



<http://www.loc.gov/pictures/resource/cwpb.04003/>

[http://upload.wikimedia.org/wikipedia/commons/thumb/9/9e/Gettysburg Battle Map Day3.png/391px-Gettysburg Battle Map Day3.png](http://upload.wikimedia.org/wikipedia/commons/thumb/9/9e/Gettysburg_Battle_Map_Day3.png/391px-Gettysburg_Battle_Map_Day3.png)

1. What geographical information were you able to gain from the official report of Joshua Lawrence Chamberlain?
2. What evidence from the above two pictures goes along with Chamberlain's accounts?

Colonel Joshua Lawrence Chamberlain – Gettysburg

Official Government Report



Report of Col. Joshua L. Chamberlain, Twentieth Maine Infantry
Field Near Emmitsburg - July 6, 1863

Sir:

In compliance with the request of the colonel commanding the brigade, I have the honor to submit a somewhat detailed report of the operations of the Twentieth Regiment Maine Volunteers in the battle of Gettysburg, on the 2d and 3d instant.:

Having acted as the advance guard, made necessary by the proximity of the enemy's cavalry, on the march of the day before, my command on reaching Hanover, Pa., just before sunset on that day, were much worn, and lost no time in getting ready for an expected bivouac. Rations were scarcely issued, and the men about preparing supper, when rumors that the enemy had been encountered that day near Gettysburg absorbed every other interest, and very soon orders came to march forthwith to Gettysburg.:

My men moved out with a promptitude and spirit extraordinary, the cheers and welcome they received on the road adding to their enthusiasm. After an hour or two of sleep by the roadside just before daybreak, we reached the heights southeasterly of Gettysburg at about 7 am, July 2.:

Massed at first with the rest of the division on the right of the road, we were moved several times farther toward the left. Although expecting every moment to be put into action and held strictly in line of battle, yet the men were able to take some rest and make the most of their rations.:

Somewhere near 4 p.m. a sharp cannonade, at some distance to our left and front, was the signal for a sudden and rapid movement of our whole division in the direction of this firing, which grew warmer as we approached. Passing an open field in the hollow ground in which some of our batteries were going into position, our brigade reached the skirt of a piece of woods, in the farther edge of which there was a heavy musketry fire, and when about to go forward into line we received from Colonel Vincent, commanding the brigade, orders to move to the left at the double-quick, when we took a farm road crossing Plum Run in order to gain a rugged mountain spur called Granite Spur, or Little Round Top.:

The enemy's artillery got range of our column as we were climbing the spur, and the crashing of the shells among the rocks and the tree tops made us move lively along the crest. One or two shells burst in our ranks. Passing to the southern slope of Little Round Top, Colonel Vincent indicated to me the ground my regiment was to occupy, informing me that this was the extreme left of our general line, and that a desperate attack was expected in order to

turn that position, concluding by telling me I was to "hold that ground at all hazards." This was the last word I heard from him.:

In order to commence by making my right firm, I formed my regiment on the right into line, giving such direction to the line as should best secure the advantage of the rough, rocky, and straggling wooded ground.:

The line faced generally toward a more conspicuous eminence southwest of ours, which is known as Sugar Loaf, or Round Top. Between this and my position intervened a smooth and thinly wooded hollow. My line formed, I immediately detached Company B, Captain Morrill commanding, to extend from my left flank across this hollow as a line of skirmishers, with directions to act as occasion might dictate, to prevent a surprise on my exposed flank and rear.:

The artillery fire on our position had meanwhile been constant and heavy, but my formation was scarcely complete when the artillery was replaced by a vigorous infantry assault upon the center of our brigade to my right, but it very soon involved the right of my regiment and gradually extended along my entire front. The action was quite sharp and at close quarters.:

In the midst of this, an officer from my center informed me that some important movement of the enemy was going on in his front, beyond that of the line with which we were engaged. Mounting a large rock, I was able to see a considerable body of the enemy moving by the flank in rear of their line engaged, and passing from the direction of the foot of Great Round Top through the valley toward the front of my left. The close engagement not allowing any change of front, I immediately stretched my regiment to the left, by taking intervals by the left flank, and at the same time "refusing" my left wing, so that it was nearly at right angles with my right, thus occupying about twice the extent of our ordinary front, some of the companies being brought into single rank when the nature of the ground gave sufficient strength or shelter. My officers and men understood wishes so well that this movement was executed under fire, the right wing keeping up fire, without giving the enemy any occasion to seize or even to suspect their advantage. But we were not a moment too soon; the enemy's flanking column having gained their desired direction, burst upon my left, where they evidently had expected an unguarded flank, with great demonstration.:

We opened a brisk fire at close range, which was so sudden and effective that they soon fell back among the rocks and low trees in the valley, only to burst forth again with a shout, and rapidly advanced, firing as they came. They pushed up to within a dozen yards of us before the terrible effectiveness of our fire compelled them to break and take shelter.:

They renewed the assault on our whole front, and for an hour the fighting was severe. Squads of the enemy broke through our line in several places, and the fight was literally hand to hand. The edge of the fight rolled backward and forward like a wave. The dead and wounded were now in our front and then in our rear. Forced from our position, we desperately recovered it, and pushed the enemy down to the foot of the slope. The intervals of the struggle were seized to remove our wounded (and those of the enemy also), to gather ammunition from the cartridge-boxes of disabled friend or foe on the field, and even to secure better muskets than the Enfields, which we found did not stand service well. Rude shelters were thrown up of the loose rocks that covered the ground.:

Captain Woodward, commanding the Eighty-third Pennsylvania Volunteers, on my right, gallantly maintaining his fight, judiciously and with hearty co-operation made his movements conform to my necessities, so that my right was at no time exposed to a flank attack.:

The enemy seemed to have gathered all their energies for their final assault. We had gotten our thin line into as good a shape as possible, when a strong force emerged from the scrub wood in the valley, as well as I could judge, in two lines in echelon by the right, and, opening a heavy fire, the first line came on as if they meant to sweep everything before them. We opened on them as well as we could with our scanty ammunition snatched from the field.:

It did not seem possible to withstand another shock like this now coming on. Our loss had been severe. One-half of my left wing had fallen, and a third of my regiment lay just behind us, dead or badly wounded. At this moment my anxiety was increased by a great roar of musketry in my rear, on the farther or northerly slope of Little Round Top, apparently on the flank of the regular brigade, which was in support of Hazlett's battery on the crest behind us. The bullets from this attack struck into my left rear, and I feared that the enemy might have nearly surrounded the Little Round Top, and only a desperate chance was left for us. My ammunition was soon exhausted. My men were firing their last shot and getting ready to club their muskets.:

It was imperative to strike before we were struck by this overwhelming force in a hand-to-hand fight, which we could not probably have withstood or survived. At that crisis, I ordered the bayonet. The word was enough. It ran like fire along the line, from man to man, and rose into a shout, with which they sprang forward upon the enemy, now not 30 yards away. The effect was surprising; many of the enemy's first line threw down their arms and surrendered. An officer fired his pistol at my head with one hand, while he handed me his sword with the other. Holding fast by our right, and swinging forward our left, we made an extended right wheel, before which the enemy's second line broke and fell back, fighting from tree to tree, many being captured, until we had swept the valley and cleared the front of nearly our entire brigade.:

Meantime Captain Morrill with his skirmishers sent out from my left flank, with some dozen or fifteen of the U.S. Sharpshooters who had put themselves under his direction, fell upon the enemy as they were breaking, and by his demonstrations, as well as his well-directed fire, added much to the effect of the charge.:

Having thus cleared the valley and driven the enemy up the western slope of the Great Round Top, not wishing to press so far out as to hazard the ground I was to hold by leaving it exposed to a sudden rush of the enemy, I succeeded (although with some effort to stop my men, who declared they were "on the road to Richmond") in getting the regiment into good order and resuming our original position.:

Four hundred prisoners, including two field and several line officers, were sent to the rear. These were mainly from the Fifteenth and Forty-seventh Alabama Regiments, with some of the Fourth and Fifth Texas. One hundred and fifty of the enemy were found killed and wounded in our front.:

At dusk, Colonel Rice informed me of the fall of Colonel Vincent, which had devolved the command of the brigade on him, and that Colonel Fisher had come up with a brigade to our support. These troops were massed in our rear. It was the understanding, as Colonel Rice informed me, that Colonel Fisher's brigade was to advance and seize the western slope of Great Round Top, where the enemy had shortly before been driven. But, after considerable delay, this intention for some reason was not carried into execution.:

We were apprehensive that if the enemy were allowed to strengthen himself in that position, he would have a great advantage in renewing the attack on us at daylight or before. Colonel Rice then directed me to make the movement to seize that crest.:

It was now 9 p.m. Without waiting to get ammunition, but trusting in part to the very circumstance of not exposing our movement or our small front by firing, and with bayonets fixed, the little handful of 200 men pressed up the mountain side in very extended order, as the steep and jagged surface of the ground compelled. We heard squads of the enemy falling back before us, and, when near the crest, we met a scattering and uncertain fire, which caused us the great loss of the gallant Lieutenant Linscott, who fell, mortally wounded. In the silent advance in the darkness we laid hold of 25 prisoners, among them a staff officer of General Law, commanding the brigade immediately opposed to us during the fight. Reaching the crest, and reconnoitering the ground, I placed the men in a strong position among the rocks, and informed Colonel Rice, requesting also ammunition and some support to our right, which was very near the enemy, their movements and words even being now distinctly heard by us.:

Some confusion soon after resulted from the attempt of some regiment of Colonel Fisher's brigade to come to our support. They had found a wood road up the mountain, which brought them on my right flank, and also in proximity to the enemy, massed a little below. Hearing their approach, and thinking a movement from that quarter could only be from the enemy, I made disposition to receive them as such. In the confusion which attended the attempt to form them in support of my right, the enemy opened a brisk fire, which disconcerted my efforts to form them and disheartened the supports themselves, so that I saw no more of them that night.:

Feeling somewhat insecure in this isolated position, I sent in for the Eighty-third Pennsylvania, which came speedily, followed by the Forty-fourth New York, and, having seen these well posted, I sent a strong picket to the front, with instructions to report to me every half hour during the night, and allowed the rest of my men to sleep on their arms.:

At some time about midnight, two regiments of Colonel Fisher's brigade came up the mountain beyond my left, and took position near the summit; but as the enemy did not threaten from that direction, I made no effort to connect with them.:

We went into the fight with 386, all told 358 guns. Every pioneer and musician who could carry a musket went into the ranks. Even the sick and foot-sore, who could not keep up in the march, came up as soon as they could find their regiments, and took their places in line of battle, while it was battle, indeed. Some prisoners I had under guard, under sentence of court-martial, I was obliged to put into the fight, and they bore their part well, for which I shall recommend a commutation of their sentence.:

The loss, so far as I can ascertain it, is 136-30 of whom were killed, and among the wounded are many mortally.:

Captain Billings, Lieutenant Kendall, and Lieutenant Linscott are officers whose loss we deeply mourn - efficient soldiers, and pure and high-minded men.:

In such an engagement there were many incidents of heroism and noble character which should have place even in an official report; but, under present circumstances, I am unable to do justice to them. I will say of that regiment that the resolution, courage, and heroic fortitude which enabled us to withstand so formidable an attack have happily led to so conspicuous a result that they may safely trust to history to record their merits.:

About noon on the 3d of July, we were withdrawn, and formed on the right of the brigade, in the front edge of a piece of woods near the left center of our main line of battle, where we were held in readiness to support our troops, then receiving the severe attack of the afternoon of that day.:

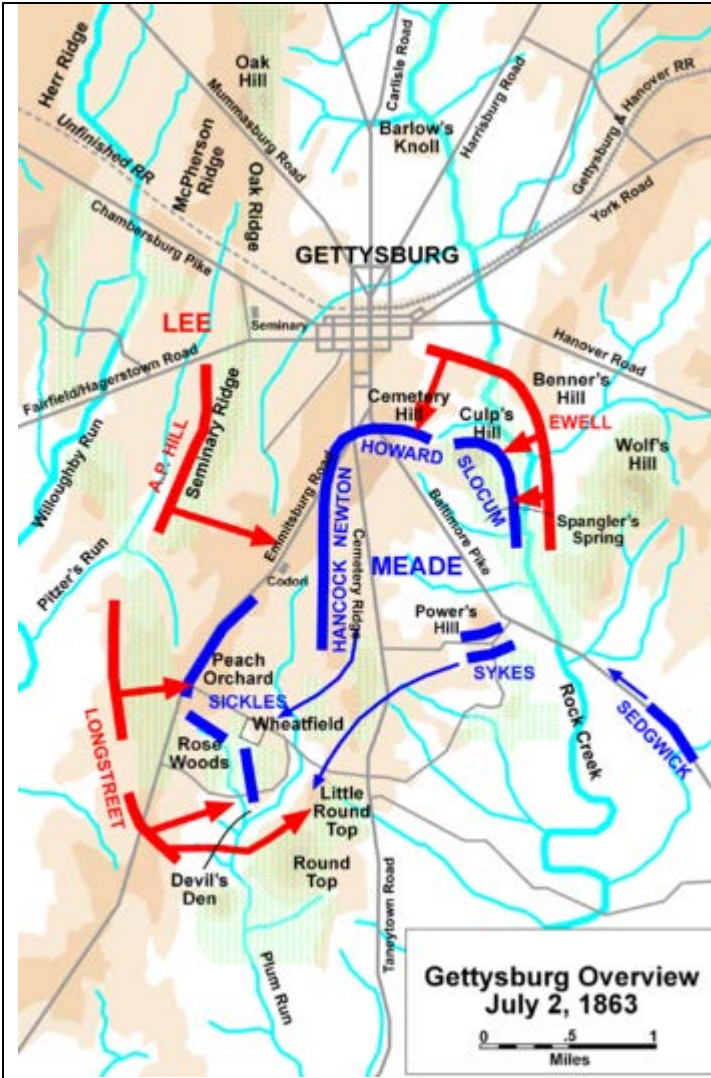
On the 4th, we made a reconnaissance to the front, to ascertain the movements of the enemy, but finding that they had retired, at least beyond Willoughby's Run, we returned to Little Round Top, where we buried our dead in the place where we had laid them during the fight, marking each grave by a head-board made of ammunition boxes, with each dead soldier's name cut upon it. We also buried 50 of the enemy's dead in front of our position of July 2. We then looked after our wounded, whom I had taken the responsibility of putting into the houses of citizens in the vicinity of Little Round Top, and, on the morning of the 5th, took up our march on the Emmitsburg road.:

I have the honor to be, your obedient servant,:

Joshua L. Chamberlain,:
Colonel, Commanding Twentieth Maine Volunteers.:

Lieut. George B. Herendeen,:
A. A. A. G., Third Brig., First Div., Fifth Army Corps.

Other Geographical factors at Gettysburg



<http://storiesofusa.com/images/battle-gettysburg-1863-3.png>

<http://www.loc.gov/pictures/item/2006690269/resource/>

1. Look at the map above over the battle of Gettysburg. How many roads intersect and meet at Gettysburg? What role do you think this plays in the fact that the Battle of Gettysburg was the largest battle in the American Civil War? (Be sure to use road names in your answer)

CAF = Consider All Factors
(Aligned With Day 1 Activity)

Your Thinking

+

Other's Thinking