

# Turning Point

FROM EXECUTIVE PRODUCERS TONY SCOTT AND RIDLEY SCOTT  
**HISTORY** **GETTYSBURG**  
MADE EVERY DAY PREMIERES MAY 30 9p/8c  
 on HISTORY, May 30, 2011

**GIVE 150**  
1862-2012 PRESERVE OUR PAST. PROTECT OUR FUTURE.

**HISTORY**  
MADE EVERY DAY

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**Part A.** On April 12, 1861, Confederate forces, led by General Pierre G.T. Beauregard, opened fire on Fort Sumter, South Carolina. The American Civil War had begun.

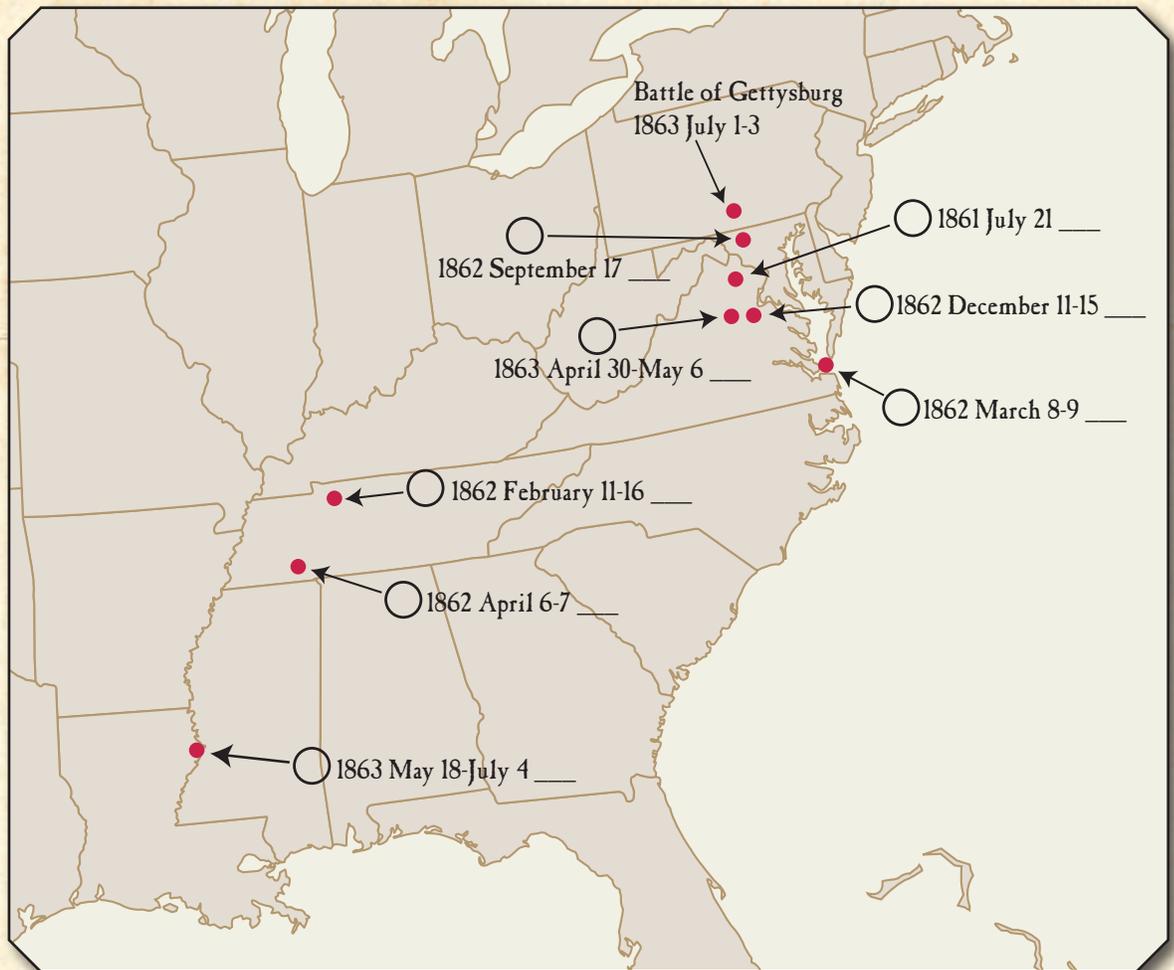
Some two years later, in June of 1863, Confederate General Robert E. Lee decided to take the war north. On July 1, the three-day Battle of Gettysburg began, pitting Lee's Army of Northern Virginia against Union General George G. Meade's Army of the Potomac. At its end, more than 51,000 soldiers—an estimated 23,000 Union and 28,000 Confederate troops—had died.

Although Lee had concentrated his full strength in the engagement, the Union emerged victorious and, while the

war would rage for two more years, the Confederacy would never fully recover from the losses it incurred at Gettysburg. As you view *Gettysburg* on HISTORY®, May 30, 2011, you will experience the drama of these three pivotal days in American history.

The map on this page shows the date and location of the major military encounters that led up to the Battle of Gettysburg. Use the timeline wall poster to identify each battle, then write its number, as shown on the list below, in the appropriate space on the map. Also note the outcome for each battle: **U** for a Union victory, **C** for a Confederate victory, and **I** for Inconclusive on the line provided. Be prepared to discuss why each of these encounters was important.

1. Battle of Antietam
2. Battle of Chancellorsville
3. Battle of Fort Donelson
4. Battle of Fredericksburg
5. Battle of Shiloh
6. Battle of the Monitor vs. Merrimac
7. First Battle of Bull Run
8. Siege of Vicksburg



Are there other military engagements leading up to Gettysburg that you believe should be added to the map? List them here and on the back, along with a brief description of their significance.

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**Part B.** As you watch *Gettysburg*, you will, in effect, become an eyewitness to this history-defining battle. Make notes about the events depicted in the program. Then, in preparation for a class discussion, consider which event(s) or episode(s) were most critical to the outcome.



# Making Sense of War

The Battle of Gettysburg took place on three hot summer days in July 1863, after a chance encounter between Confederate and Union troops on the road to Gettysburg. More men fought—and more men died—at Gettysburg than at any other battle during the war.

What we refer to today as the Battle of Gettysburg was in fact a series of military encounters that took place over three days. This three-day-campaign involved a number of regiments led by several military leaders. It took place in and around the town. You will become a part of many of those events as you view *Gettysburg* on May 30, 2011, on HISTORY®.



**Part A.** Use what you learned while viewing *Gettysburg* and arrange the events in the second column in their proper sequence in the timeline in column one. On a separate sheet of paper, make notes about the significance of each event.

## Day 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- A. Fighting becomes intense across Cemetery Hill and Culp's Hill.
- B. General Richard Ewell's troops engage the Union First Corps.
- C. General J.E.B. Stuart's cavalry confronts the Union rear along Cemetery Ridge.
- D. General Pickett's troops charge Cemetery Ridge.
- E. The Confederates take Rose Farm, the Peach Orchard, the Wheatfield, Trostle Farm, and Devil's Den.

## Day 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- F. Lieutenant Marcellus Jones fires on an infantry brigade from General A.P. Hill's corps as they march toward Gettysburg.
- G. The Union's First and Eleventh Corps retreat through town to Cemetery Hill and Culp's Hill.

## Day 3

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- H. Thinking the Confederates have won, General Lee tells General Ewell to attack Cemetery Hill "if practicable." Ewell decides against it.
- I. Confederate troops begin preparing to retreat.
- J. Sniper fire between the Confederate troops barricaded in town and Union troops on Cemetery Hill continues throughout the day.
- K. Union troops charge down Little Round Top.

**Part B.** Imagine that you are a war correspondent covering the Battle of Gettysburg. How would you cover it? Which events would you highlight? Who would you interview? Think about your timeline, the maps of the battle that you have viewed, and some of the primary accounts written by battle participants. Which accounts do you find to be the most compelling? Why? Use the back of this paper to make your notes. Then write the story that you would file with your editors.

# Activity 3

REPRODUCIBLE  
MASTER

# Tactics, Strategies, and Technology

FROM EXECUTIVE PRODUCERS TONY SCOTT AND RIDLEY SCOTT

# GETTYSBURG

on HISTORY, May 30, 2011



www.history.com/classroom

While the Civil War was a time of great social and political upheaval, it also was a time of great technological change. Battlefield innovations included the .52 caliber Sharps Carbine, the Model 1850 Officer's Sword, the Minié ball, the Colt Army Model 1860, and the Ordnance Rifle. As you view *Gettysburg* on HISTORY®, premiering May 30, 2011, see how many of these innovations you can spot.

In the space below, explain how you think that strategy and/or technology affected the outcome of the battle. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Intelligence gathering also played an important role in the war effort. Balloon reconnaissance—conducted primarily by the Union army—provided panoramic views of the landscape, including the positions of enemy troops. Federal troops gathered enemy secrets from runaway slaves and free blacks, while the Confederates made effective use of scouts and guerilla units such as Colonel John Singleton Mosby's Partisan Rangers. One of the most significant advances in the field of intelligence gathering, was the organization in 1863 of the Union army's Bureau of Military Information (BMI), the precursor to today's Central Intelligence Agency. Using a small group of full-time agents supplemented with civilian informants, this unit gathered information from a variety of sources, including prisoners of war.



**Part B:** The Civil War was the first American war to be documented through the lens of a camera. However, because the process was so elaborate and time-consuming, it was not possible to take photographs of the action on the battlefields. All the images are portraits, landscapes, and—sadly—images of the dead.

In 1861, photographer Mathew Brady secured permission from President Lincoln to follow the troops and document the events of the war. Although it is still widely believed that Brady took most of the photographs that bear his name, the reality is that he took very few of them. Field photographers who were financed by Brady, including Scottish immigrant Alexander Gardner along with others who were employed by the Union military command, took the photos. Brady focused on acquiring and publishing the images made by those he supported.

Take a look at some of the Civil War images in the Brady collection that are available online at the Library of Congress website at <http://memory.loc.gov/cgi-bin/query/v?ammem/cwar:0185-0209:T11>.

**Part A.** Think about each of the battlefield innovations listed above and why they were important in the war effort. After viewing *Gettysburg*, select one event from the Battle of Gettysburg in which strategy and/or technology played an important role in determining the outcome.

Which of these images do you think would have had the most impact on those who viewed them? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

The event/innovation I chose is \_\_\_\_\_

This event/innovation was important because \_\_\_\_\_

Do you think these images are any less dramatic and moving than the images of war we see on the television news today?

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

The strategy and/or technology that helped to determine its outcome was/were \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Motivations of War

Americans on both the Union and Confederate sides of the Civil War conflict were motivated by strong beliefs. Many Northerners joined the army to preserve the Union and to defend the principles stated in the Constitution. Many Northern soldiers and those who supported them also believed strongly that slavery was morally wrong and was a scar on the nation. Many Southerners joined the army to defend their right to self-government. Though few Confederate soldiers were slave owners themselves, many of them were determined to help maintain the racial order in the South, which was based on slavery.

*"Some of the wounded found their way into our house... Here was women's work... We made bandages and scraped lint so that we might dress the wounds of these poor men..."*

**GETTYSBURG RESIDENT AND UNION SYMPATHIZER FANNIE BUEHLER**

**Part A:** Spend some time exploring the letters and journals of these and other soldiers and civilians who were present at the Battle of Gettysburg. Your teacher will supply websites with primary sources.

Of the first-hand accounts you read, which one affected you the most? \_\_\_\_\_

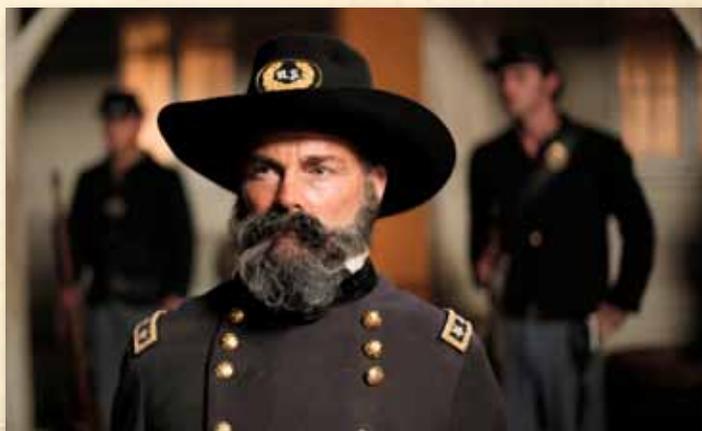
Why? \_\_\_\_\_

Did you find differences in the attitudes and emotions of those on the Union and the Confederate sides? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part B:** Now, imagine that you are someone who was present at the Battle of Gettysburg—a Union or Confederate soldier, a Gettysburg resident, or someone else. Keeping in mind the first-hand comments that you have read, write a letter to a loved one, explaining your feelings about this pivotal battle. Use the space below to begin.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Civil War soldiers, military leaders, and civilians had multiple motivations for participating in the war. Men and women on both sides of the war felt a strong sense of honor and duty.

In *Gettysburg* on HISTORY®, May 30, 2011, we hear the actual words of some of those who were there, either as participants, as medical personnel, or as civilians. And those words tell us a great deal about their hopes and fears and their reactions to what they experienced. For example:

*"Patriotism has well nigh played with me... I would not undergo the hardships of the soldier life during the coming summer for any amount... I would desire that you look me up a 'Sub'..."*

**CONFEDERATE PRIVATE JEREMIAH GAGE**

*"All around lay the dead and wounded, and to the novice in war as I was, the scene was truly appalling."*

**UNION COLONEL JAMES WALLACE**

*"If every human being could have witnessed the result of the mad passions of men as I saw that night, war would cease..."*

**CONFEDERATE PHYSICIAN LEGRAND WILSON, COMMENTING ON THE AFTERMATH OF THE FIRST DAY OF FIGHTING**