



FROM EXECUTIVE PRODUCERS TONY SCOTT AND RIDLEY SCOTT

# GETTYSBURG

PREMIERES MAY 30 9p/8c

## Dear Educator,

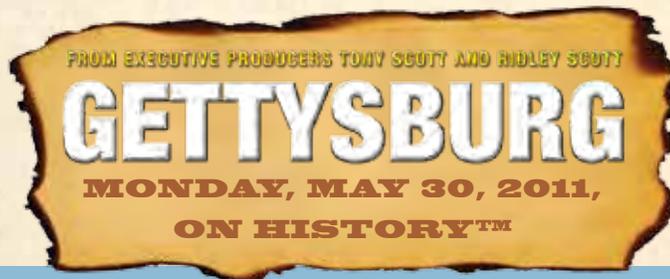
On July 1, 1863, General Robert E. Lee's 75,000-man Army of Northern Virginia and General George G. Meade's 95,000-man Army of the Potomac came together in a three-day series of encounters that came to be known as the Battle of Gettysburg. More men fought, and more men died, at Gettysburg than at any other battle on American soil. **Gettysburg**—airing on Monday, May 30, 2011, on HISTORY®—will provide you with an unprecedented opportunity to bring to life for your students one of the critical turning points of the American Civil War.

HISTORY has partnered with the award-winning curriculum specialists at Young Minds Inspired (YMI) to bring you this valuable educational program, which builds on important themes from **Gettysburg** to help your students better understand what happened on the battlefield and connect with the real people whose lives were touched by what they experienced there.

Although these materials are protected by copyright, you may make as many copies as you need for use in your classroom and to share with other teachers in your school. Please return the enclosed reply card to let us know your opinion of this program. You can also email us at [classroom@aetn.com](mailto:classroom@aetn.com) with questions or comments. We depend on your feedback to continue providing free educational programs that make a real difference in the classroom.

Sincerely,

Dr. Libby O'Connell  
Chief Historian, SVP  
HISTORY



In commemoration of the 150th Anniversary of the American Civil War, HISTORY invites all Americans to help preserve Civil War sites and stories through the Give 150™ national campaign.

Give 150™ donations will go directly to the Civil War Trust and the National Park Foundation, both non-profit 501 (c) 3 organizations, to help protect Civil War sites and lands, and support their interpretation. HISTORY will also provide the public with the opportunity to actively give back to your communities through service and preservation projects as part of this initiative.

Visit us online at [Give150.com](http://Give150.com)



### Program Objectives

- To engage students in learning about the Battle of Gettysburg, a critical battle and turning point in the Civil War.
- To introduce students to some of the people—both military and civilian—who were present at the Battle of Gettysburg.
- To encourage students to delve deeper into their own explorations of American history as it relates to the Civil War.
- To motivate students to use and appreciate primary sources as a means of gaining a deeper understanding of historical events.

### Target Audience

This program has been designed for students in 8th grade and high school history classes. It would also be useful for college students. **Note:** There are many intense battle scenes in this program and we recommend teachers use discretion in screening it to their students.

### Program Components

- This teacher's resource guide.
- Four reproducible student activity sheets.
- A colorful timeline wall poster for your classroom.
- A reply card for your important comments.

### How to Use This Guide

Review the activities in conjunction with the teacher's guide, then schedule them into your classroom lessons. Encourage students to share the experience of viewing **Gettysburg** with their families. Photocopy and distribute the four activity masters, and display the timeline poster prominently.

### National Standards for History

The activities in this teaching kit align with the National Standards for History. For detailed standards correlation, see [www.ymiclassroom.com/GettysburgStandards.pdf](http://www.ymiclassroom.com/GettysburgStandards.pdf).



is the only company developing free, innovative classroom materials that is owned and directed by award-winning former teachers. Visit our website at [www.ymiclassroom.com](http://www.ymiclassroom.com) to send feedback and download more free programs. For questions, contact us at 1-800-859-8005 or email us at [feedback@ymiclassroom.com](mailto:feedback@ymiclassroom.com).





## A Word about Primary Sources

Where possible, the activities in this guide direct students to review primary sources as part of their research. Primary sources are original records created at the time historical events occurred or firsthand reports preserved in the form of memoirs and oral histories. They include such objects as letters, manuscripts, journals, newspapers, photographs, and audio and video recordings. Here are several online collections of primary sources that contain material relating to the Battle of Gettysburg:

- Library of Congress American Memory Collection, [www.memory.loc.gov](http://www.memory.loc.gov)
- University of Michigan Making of America Library, <http://moa.umdl.umich.edu>
- Digital Collections: Civil War Archive – University of Mississippi [http://clio.lib.olemiss.edu/archives/civil\\_war.php](http://clio.lib.olemiss.edu/archives/civil_war.php)
- Students can also find primary sources and related resources at this site: [www.civilwar.org](http://www.civilwar.org)

Students can also find primary sources combined with material based on primary sources at this site:

- Eyewitness to History, American Civil War [www.eyewitnesstohistory.com/cwfrm.htm](http://www.eyewitnesstohistory.com/cwfrm.htm)

### Activity 1

## Turning Point

This activity is designed to provide your students with an understanding of the major military events that led up to the Battle of Gettysburg. A map that provides a comprehensive overview of Civil War battle sites is available at [www.civil-war-journeys.org/map\\_of\\_civil\\_war\\_battles.htm](http://www.civil-war-journeys.org/map_of_civil_war_battles.htm).

To help your students place these events in the overall context of the war, review the map as a class and then have students locate the battles on the map on the activity sheet.

In preparation for completing Part A of the activity, talk with your students about why the stakes at the Battle of Gettysburg were so high for the Confederacy and why it was considered a turning point in the war:

- Previous victories against the Union in Virginia had many Southerners thinking that the ultimate victory was close at hand.
- Confederate President Jefferson Davis and General Robert E. Lee believed that a victory in the North would get President Abraham Lincoln's attention, would cause him to listen to the complaints of the war-weary North, and would result in his letting the Confederate states secede.
- A victory also would help to persuade the British and French that the South could succeed, thereby increasing the prospects for assistance. Unfortunately, Lee's military strategy was miscalculated. The loss at Gettysburg, including the staggering number of casualties, dealt the Confederacy a blow from which it could not fully recover.

### ANSWER KEY:

July 21, 1861: First Battle of Bull Run (7), C  
 February 11-16, 1862: Battle of Fort Donelson (3), U  
 March 8-9, 1862: Battle of the Monitor vs. Merrimac (6), I  
 April 6-7, 1862: Battle of Shiloh (5), U  
 September 17, 1862: Battle of Antietam (1), U  
 December 11-15, 1862: Battle of Fredericksburg (4), C  
 April 30-May 6, 1863: Battle of Chancellorsville (2), C  
 May 18-July 4, 1863: Siege of Vicksburg (8), U

## ADDITIONAL READING AND RELATED RESOURCES

Consider having your students do some additional reading in preparation for viewing *Gettysburg* and for the ensuing class discussion. One good source is the account of the battle on the National Park Service's Gettysburg website at [www.nps.gov/archive/gett/getttour/main-ms.htm](http://www.nps.gov/archive/gett/getttour/main-ms.htm).

### Activity 2

## Making Sense of War

This activity is designed to provide students with a better understanding of the various incidents and encounters that comprised the Battle of Gettysburg. Before students begin, have them view additional maps of the battle—such as the one at [www.civilwar.org/battlefields/gettysburg/maps/pickettscharge.html](http://www.civilwar.org/battlefields/gettysburg/maps/pickettscharge.html)—to better understand what was taking place, and do some research about each of the events listed in Part A. While more advanced students can complete this activity on their own, completing it as a class will provide a good opportunity for students to discuss and consider how the events during the battle were interrelated. Encourage students to add other events that they feel should be noted as well.

### ANSWER KEY:

Day One: F, B, G, H  
 Day Two: E, K, A  
 Day Three: J, C, D, I

Before beginning Part B of the activity, have students do some research, using firsthand accounts and primary sources where possible, such as:

- Eyewitness to History: General John Imboden's description of Lee's state of mind at the conclusion of the battle and of the Confederate retreat [www.eyewitnesstohistory.com/gtburg2.htm](http://www.eyewitnesstohistory.com/gtburg2.htm)
- The letters of Union Lt. Colonel Rufus R. Dawes [www.nps.gov/archive/gett/getttour/sidebar/dawes.htm](http://www.nps.gov/archive/gett/getttour/sidebar/dawes.htm)
- The battle diary of Union Colonel Charles S. Wainwright [www.nps.gov/archive/gett/getttour/sidebar/wainwright.htm](http://www.nps.gov/archive/gett/getttour/sidebar/wainwright.htm)
- The memoirs of Confederate Colonel William C. Oates [www.nps.gov/archive/gett/getttour/sidebar/genoates.htm](http://www.nps.gov/archive/gett/getttour/sidebar/genoates.htm)



### Activity 3

## Tactics, Strategies, and Technology

In preparation for Part A, talk with your students about some of the new military tactics—including the Bureau of Military Information and balloon surveillance—and some of the new technologies that played an important role in the Civil War and the Battle of Gettysburg. For example:

- *The .52 caliber Sharps carbine.* The latest cavalry weapon, this breech-loading gun allowed Union troops to fire eight shots per minute, compared with the muzzle-loading weapons that allowed the Confederates to fire just two.
- *Model 1850 Officer's Sword.* The latest evolution in a weapon that dates to the third millennium B.C., this light, slashing weapon featured a 32 x 1-inch steel blade and a wooden handle.
- *The Minié ball.* A hollow base and groove stabilized the flight of this bullet, improving accuracy, but its design also led to horrific injuries.



- *Colt Army Model 1860.* The most popular pistol in the Union army, this weapon could take six rounds at once.
- *The Ordnance Rifle.* A Union artillery weapon made from strips of wrought iron, the Ordnance Rifle proved to be a tough and reliable weapon. The Confederate imitation, made of bronze, kept exploding.

Students can learn more about Civil War weapons and technology at these sites:

- The Civil War Soldier  
[www.nps.gov/archives/gett/soldierlife/webguns.htm](http://www.nps.gov/archives/gett/soldierlife/webguns.htm)
- Selected Weapons of the American Civil War  
<http://militaryhistory.about.com/od/smallarms/ig/Civil-War-Weapons-Gallery/>

### PRIMARY SOURCES

In preparation for Part B, have your students view some of the photos in the Library of Congress collection of Civil War photos at <http://memory.loc.gov/cgi-bin/query/v?ammem/cwar:0185-0209:T11>.

### Activity 4

## Motivations of War

In this activity, students will focus on the personal motivations that fueled the conflict at Gettysburg and the other battles of the Civil War. They will learn that there were many reasons for fighting and also a variety of visions for the future of the nation. They also will learn about the very real, very human emotions experienced by those in battle.



### PRIMARY SOURCES

Below are some links where your students can read the actual words of some of these people:

- Digital Collections: Civil War Archive – University of Mississippi  
[http://clio.lib.olemiss.edu/archives/civil\\_war.php](http://clio.lib.olemiss.edu/archives/civil_war.php)
- The Battle of Gettysburg by Those Who Witnessed It  
[www.nps.gov/archives/gett/getttour/voices.htm](http://www.nps.gov/archives/gett/getttour/voices.htm)
- The text of Robert E. Lee's emotional letter to his wife after the loss at Gettysburg  
[www.civilwar.org/education/history/primarysources/robert-e-lees-letter-to-his-2.html](http://www.civilwar.org/education/history/primarysources/robert-e-lees-letter-to-his-2.html)

### RESOURCES

- HISTORY® – [www.history.com](http://www.history.com) and [www.give150.com](http://www.give150.com)
- Gettysburg Welcome Center – [www.gettysburg.com](http://www.gettysburg.com)
- National Park Service, Gettysburg National Military Park – [www.nps.gov/gett/index.htm](http://www.nps.gov/gett/index.htm)
- The Civil War Trust – [www.civilwar.org](http://www.civilwar.org)
- Young Minds Inspired – [www.ymiclassroom.com](http://www.ymiclassroom.com)



# 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

[www.history.com/classroom](http://www.history.com/classroom)

**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.

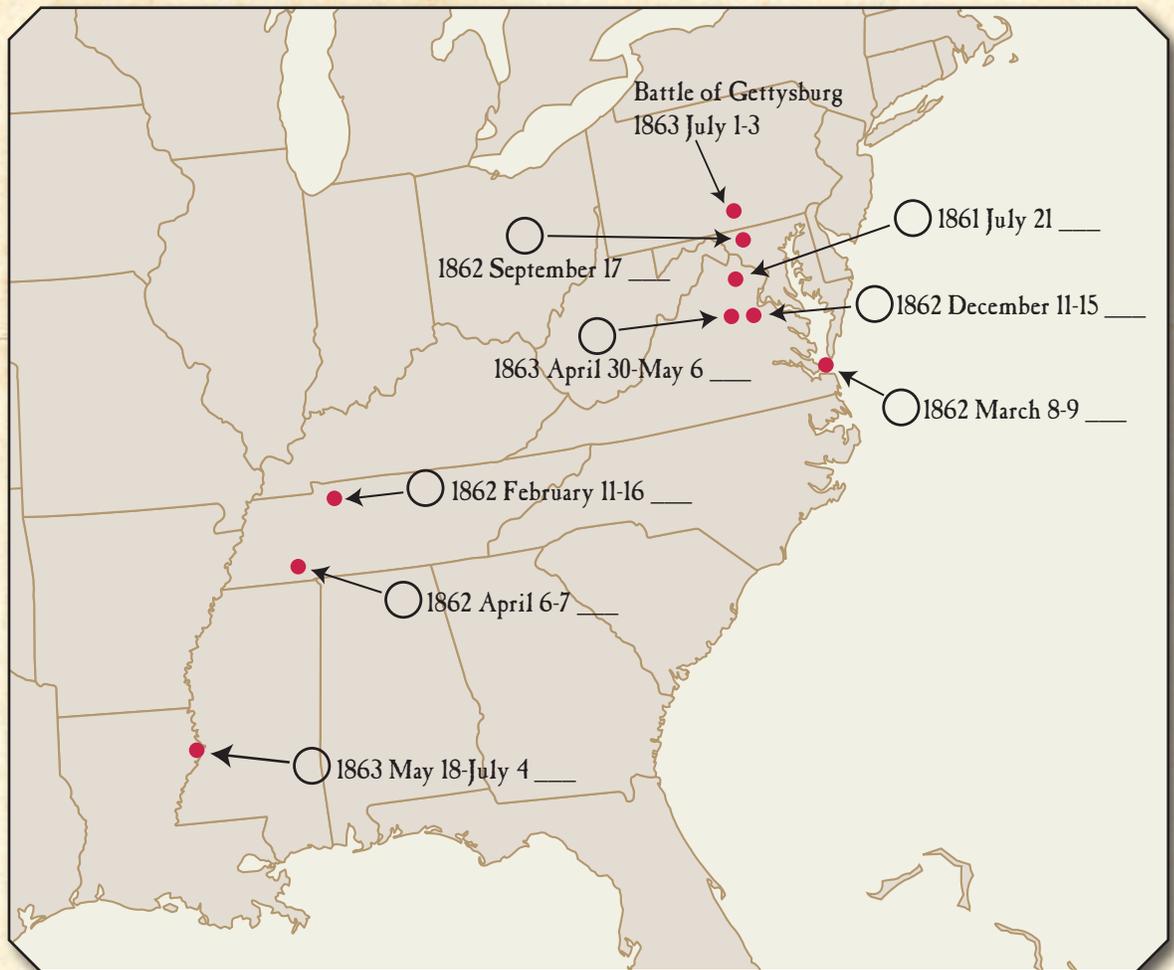
Some two years later, in June of 1863, Confederate General Robert E. Lee decided to take the war north. On July 1, the three-day Battle of Gettysburg began, pitting Lee's Army of Northern Virginia against Union General George G. Meade's Army of the Potomac. At its end, more than 51,000 soldiers—an estimated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

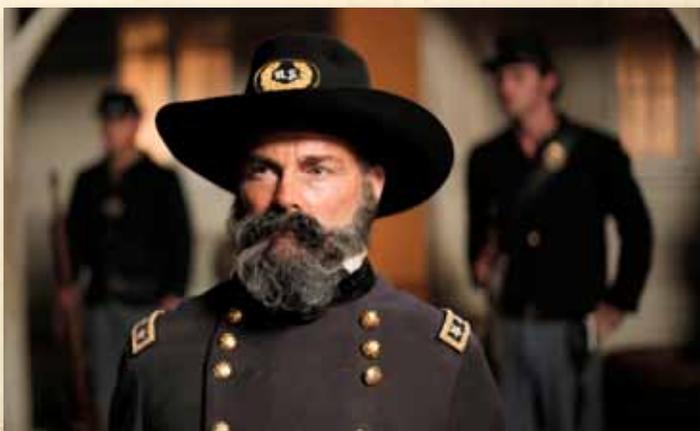
Why? \_\_\_\_\_

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**



# GETTYSBURG

FROM EXECUTIVE PRODUCERS TONY SCOTT AND RIDLEY SCOTT  
PREMIERES MAY 30 9p/8c



## CIVIL WAR TIMELINE



**December 20, 1860**  
South Carolina becomes the first state to secede from the Union.



**March 8-9, 1862**  
The Union blockade of the South is maintained when the Battle of the Monitor vs. the Merrimac at Hampton Roads, VA, ends in a draw.



**September 17, 1862**  
The Union gains a strategic advantage when the Confederate Army retreats following the Battle of Antietam, the bloodiest single-day battle in American history.



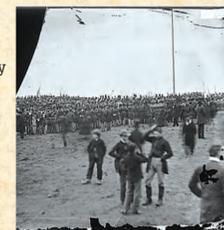
**December 11-15, 1862**  
The Confederate victory at the Battle of Fredericksburg prevents the Union from reaching the Confederate capital in Richmond, VA.

**May 18-July 4, 1863**  
The Union victory following the Siege of Vicksburg effectively splits the Confederacy in half.

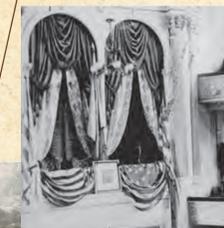
**September 18-20, 1863**  
The Confederate Army fails to press its advantage following a victory at the Battle of Chickamauga.



**November 19, 1863**  
President Lincoln makes a two-minute speech during the dedication of a cemetery for fallen Union soldiers in Gettysburg, PA. The speech is known as the Gettysburg Address, and it is widely considered to be one of the most powerful speeches in American history.



**November 15-December 22, 1864**  
Brigadier General William T. Sherman orders the burning of Atlanta and his troops embark on a campaign that leaves a path of destruction throughout Georgia during what is known as Sherman's March to the Sea.



**April 14, 1865**  
President Lincoln is assassinated.

**March 4, 1861**  
Abraham Lincoln is inaugurated.

**July 21, 1861**  
Confederate forces win the First Battle of Bull Run, the first major land battle of the Civil War.



# GETTYSBURG

**July 1-4, 1863.** The Union victory at the Battle of Gettysburg ends General Lee's drive to invade the North.

**September 2, 1864**  
As an aftermath of a lengthy siege on the city, Atlanta surrenders to Union troops.



1861

1862

1863

1864

1865

**November 6, 1860**  
Abraham Lincoln wins the presidential election.



**April 12, 1861**  
Confederate forces, led by General P.G.T. Beauregard, open fire on Fort Sumter, SC. The Civil War begins.



**February 8-9, 1861**  
The Confederate States of America is formed, with Jefferson Davis as president.

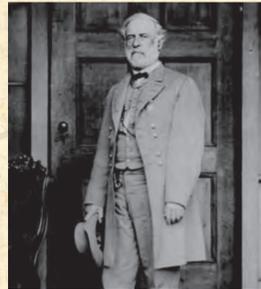


**August 28-30, 1862**  
The Confederacy wins an important victory at the Second Battle of Bull Run, also known as the Battle of Second Manassas.



**September 22, 1862**  
President Lincoln issues his preliminary Emancipation Proclamation stating that all slaves in the rebellious states would be free if the rebels did not end the fighting and rejoin the Union by January 1, 1863.

**April 30-May 6, 1863**  
The Confederate victory at the Battle of Chancellorsville provides General Robert E. Lee with what many consider to be his greatest victory.



**July 1**

**7:30 a.m.** Union cavalry troopers fire on Confederate infantry as it marches toward Gettysburg.  
**10:30 a.m.** Union infantry joins the fight along McPherson Ridge.  
**2:00 p.m.** The fight spreads to Oak Hill and Barlow's Knoll.  
**4:00 p.m.** Outnumbered, outflanked, and poorly positioned, the Union line collapses; Confederates capture the town.

**July 2**

**4:30 p.m.** Confederate troops attack Devil's Den and Little Round Top, capturing the former but not the latter.  
**5:30 p.m.** Americans North and South struggle for the Wheatfield as it changes hands six times.  
**6:00 p.m.** Confederates roll through Union positions at the Peach Orchard and threaten Cemetery Ridge; the Union line barely holds.  
**7:30 p.m.** Southerners attack East Cemetery Hill and then Culp's Hill with limited success.  
**9:00 p.m.** Fighting dies down.

**July 3**

**4:30 a.m.** Fighting continues on Culp's Hill; in seven hours, the Union regains all lost ground.  
**1:00 p.m.** The largest bombardment ever heard thunders from Seminary Ridge to Cemetery Ridge.  
**3:00 p.m.** 12,000 Confederate troops assault Cemetery Ridge; it will be forever known as Pickett's Charge.  
**4:00 p.m.** Pickett's Charge is turned back by Union forces.

**July 4**

**Daytime** The troops face each other across the bloodied fields; no major fighting.  
**Evening** Confederate troops begin the long retreat back to Virginia, which they reach ten days later.

**May 8-21, 1864**  
General Ulysses S. Grant continues his advance on Richmond following the inconclusive outcome at the Battle of Spotsylvania Courthouse.

**April 9, 1865**  
General Lee surrenders to General Grant following the Union victory at the Battle of Appomattox Courthouse. The Civil War ends.

