

## **Why did the British lose the Battle of Saratoga?**

How could the world's superpower at the time lose such an important battle to a seemingly weak opponent?

### **Inquiry Abstract**

The Saratoga Campaign was a key element to the overall British strategy for victory in 1777 during the American Revolution. It ended up becoming arguably the most important victory in American History. The Battle of Saratoga was a turning point in the American Revolution and as a direct result of the victory; France entered the war on the side of the colonists. How could the world's superpower at the time lose such an important battle to a seemingly weak opponent? Was it a bad strategy? Was it miscommunication? Or was it the heroics of one of the most controversial man in United States' history? With this inquiry the students will investigate and form a hypothesis on how the British lost the Battle of Saratoga.

### **Grade Level**

This inquiry lesson is designed for a 12<sup>th</sup> grade class but could be adapted for any high school grade level. With further modifications to the procedure and some artifacts, this inquiry lesson could be used as a tool for teaching History as a discipline in high level 8<sup>th</sup> grade classrooms.

### **Objectives**

The main objective for this Inquiry Lesson is to show them that there is a complex and very interesting story behind all important events in history. Most High School students learn that the Battle of Saratoga was a turning point of the American Revolution but they don't get to dig any deeper; they don't get to see the main characters interactions and how the things that they did effect thousands of people. We take a lot of things for granted this day in age. Simple communication over large distances is a big one. Back then these were major problems and lead to even bigger problems for the British during the war.

In this Inquiry Lesson Plan students will:

1. Evaluate primary sources dealing with the Battle of Saratoga
  - 1.1 - Identify bias in primary sources
2. Evaluate secondary sources dealing with the causes of the British defeat at Saratoga
  - 2.1 – Realize that there are multiple interpretations of the same evidence and that each is just as relevant as the next
  - 2.2 – Identify bias in secondary sources (if they exist)
3. Create hypotheses based on primary and secondary sources
4. Reach tentative, well supported conclusions to a historical question
5. Explain differing interpretations on the same events that were gathered from different types of sources
6. Evaluate the validity of differing interpretations of events
7. Have fun

For the Teacher

1. Achieve Several 5s for PASS Standard Scores
2. Have fun

### **Connections to the Wisconsin Model Academic Standards**

B.12.1 – Explain different points of view on the same subject using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents and speeches.

B.12.2 – Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.

B.12.4 – Assess the validity of different interpretations of significant historical events.

### **Time Allotment**

The time required for this Inquiry Lesson is four (4) forty five (45) minute class periods due to the nature of an Inquiry and amount of data sets. An essay will be given as homework at the end of the inquiry and due the following day.

### **Materials Required**

Computer with Internet Access

-Websites

- <http://www.youtube.com/watch?v=BL4gZpscRQE>

- <http://www.youtube.com/watch?v=BXBu2NpB8DI&feature=related>

Projector

Microsoft Word

TV with S video Cable (if no projector)

Transparency Sheets (if no projector)

Overhead Projector (if no projector)

Vis a Vis Markers (if no projector)

Copies of the Hypothesis/Evidence Tracking Worksheet for each student

Data Set Packet (with Hook Painting Included) for each student

Pens/Pencils

Chalk board/White board

Chalk/Dry Erase Markers

One good teacher

## **Procedure**

### **Day 1**

#### **The Hook – 5 minutes**

Greet the students and inform them that for the next five days the class will be doing an Inquiry. Tell them that an inquiry is a great exercise because they get to practice the “art of historical thinking” as well as gain content knowledge about the subject. For the hook, hand out or put up (with a projector) the copy of the painting of Burgoyne’s surrender on October 17<sup>th</sup>, 1777. Ask the students to guess what year it is, what they think is going on in the picture, and who some of the major players are in the painting. The painting depicts General John Burgoyne surrendering his sword to General Horatio Gates after Burgoyne gets beat in battle and encircled. Hand to the students the *Saratoga Campaign Timeline*. It gives some basic background information about the Saratoga Campaign without giving away information that could undermine the mindset needed for a proper inquiry. Make sure the students know that the “Battle of Saratoga” was actually several engagements between British and colonists over roughly a 15-20 day span.

### **Framing the Lesson and Eliciting the First Hypotheses – 10 minutes**

Explain to the class that the purpose of this inquiry is not to just learn about the Battle of Saratoga but to practice History as a discipline. Ask the class what a hypothesis is. Make sure that the class knows that a hypothesis is an educated guess. Hand out the *Hypothesis/Evidence Tracking Worksheet* and explain to the class that as individuals, they should come up with and write down some educated guesses for the focus question: How did the British lose the Battle of Saratoga? Write the focus question on the board so that it is clearly visible to the class. Tell the class to think of a few hypotheses individually that explain why the British lost the Battle of Saratoga.

### **Eliciting Group Hypotheses – 7 minutes**

Break the students into small groups (3-5 students per group depending on class size. Shoot for about 5 groups total) and have them create a group list of hypotheses (eliminating redundancies).

### **Class List of Hypotheses – 10 minutes**

Create a class list of hypotheses. Preferably in a Microsoft Word document if the classroom has a projector. If not, a transparency would suffice. Ask for a volunteer with good handwriting to make the list. Start with one group and have them state a hypothesis, if it is too general; ask a few questions to narrow it down. After the first group gives ONE hypothesis, ask the second group for ONE hypothesis and continue in this fashion until each group has gone. Continue going around the room getting a hypothesis from each group until each groups' list is exhausted.

### **Creative Hypotheses – 3 minutes**

In their groups, have the students come up with one or two new hypothesis that are a little more unlikely but still have a possibility of being true (**No alien or mole people hypotheses**). A good example would be that General Burgoyne secretly wanted the colonists to win the war so he purposefully lost the battle.

### **Update the Class List – 5 minutes**

Have the groups give their more creative hypotheses and record them in the same fashion as the regular hypotheses; each group giving one at a time until their lists are exhausted.

### **Wrap up Day 1**

Give the students positive reinforcement about how well they did the first day of the inquiry. Make sure the class list is put in a safe spot so it doesn't get lost (It would be a good idea to copy the list after class so that there is a second list in case something happens to the first). Give the class a heads up about what they will be doing tomorrow. Tell them when they come in the next day to get out their *Hypothesis/Evidence Tracking Worksheet* and get with their groups right away so that they will be able to get everything done. Tell them that they will be working with data sets and that they are made up of both primary and secondary sources.

### **Day 2**

\*Before class, queue up Data Set #2 - George S. Stuart on General Burgoyne found at <http://www.youtube.com/watch?v=BL4gZpscRQE>

### **Intro – 5 minutes**

Greet the class, if they haven't moved to be with their groups or taken out their *Hypothesis/Evidence Tracking Worksheets*, have them do so. Put up the class list of hypotheses and ask for a new volunteer to record for the class.

### **Data Set #1 – Too Many Cooks – 15 minutes**

Have a student read Data Set #1 – An excerpt from *Too Many Cooks: British Planning before Saratoga* by William B. Willcox (Be sure to collect it after the student is finished reading). After the student is finished reading, ask the class to summarize what Data Set #1 was about. Make sure they hit on that the strategy for the Saratoga Campaign was a bad strategy in the view of Willcox. Then have the students, in their groups, discuss if any of the hypotheses on the class list are supported or undermined by the evidence from Data Set #1. If they feel that a hypothesis is supported, have them mark a “+” on their *Hypothesis/Evidence Tracking Worksheet* and write a short explanation about why it is supported. If the group feels that the evidence from Data Set #1 undermines a hypothesis, they should mark a “-“ by the hypothesis and provide a brief explanation. When things have quieted down or discussion in the groups seems to have halted, bring the class together and ask each group for ONE hypothesis that was either supported or undermined and have them state their case to the class. Encourage people to disagree if they do not find their explanation sufficient or if they believe that the group interpreted the evidence incorrectly. Go from group to group until the hypotheses that were supported or undermined are exhausted.

### **New Hypotheses – 5 minutes**

Ask the groups to brainstorm for any new hypotheses and to add them to their group list of hypotheses. Data Set #1 shouldn't give them enough information to create many different hypotheses. After 2-3 minutes, call the class together and have each group say a new hypothesis and add them to the class list until the groups' lists are exhausted.

### **Date Set #2 – George S. Stuart on General Burgoyne (0:00 to 1:56) – 10 minutes**

Play Data Set #2 for the class. When it gets to 1:56, stop the video and call on a student to summarize what Stuart said. Be sure that the students get two major things out of it. The first point being that in Stuart's opinion, the Strategy for the Saratoga Campaign was a good one. If the class doesn't catch this point the first time, ask the class to really listen to what Stuart says about the strategy of the campaign and then play the clip again. The second main point is that Stuart blames poor communication between Generals Burgoyne and Howe for Howe failing to accomplish his part of the strategy. The second point might be missed by the class so it might have to be coaxed out of them. Ask questions like “Why didn't General Howe, who was supposed to go up the Hudson, ever travel up the Hudson to meet General Burgoyne?” or “In Stuart's opinion, why didn't General Howe travel up the Hudson River to meet up with Burgoyne?” After the class recognized the two main points with Data Set #2, have them work in the groups on the *Hypothesis/Evidence Tracking Worksheet* and decide which hypotheses are supported or undermined. After about 3 minutes call for everyone's attention and go through the class list of hypotheses and have each group give ONE hypothesis that is either supported or undermined by Data Set #2. Continue around the class until the lists are exhausted.

### **New Hypotheses – 5 minutes**

Have the students, in their groups; come up with any new hypotheses for a few minutes. This shouldn't take long because Data Set #2 is primarily used as a counter-point to Data Set #1. New hypotheses will probably deal with communication issues between the cooperating armies. Once the groups have quieted as them for their new hypotheses and add them to the class list.

### **Wrap up – 5 minutes**

Give the students positive reinforcement even if many of the main points have to be coaxed out of them. Tell them that inquiry is difficult but that they are doing a great job (ONLY IF ITS TRUE!) and it will continue to get easier with experience. If the class isn't doing a good job, its okay to tell them. Give suggestions for how they could do better. Try to think what the source is really saying, read between the lines, discover bias, look deeper into the source, etc.

## **Day 3**

\*Before class: Queue Data Set #3 Benedict Arnold IV to 1:30. It's the Youtube video on Benedict Arnold's actions at the Battle of Saratoga.

(<http://www.youtube.com/watch?v=BXBu2NpB8DI&feature=related>)

### **Intro – 2 to 3 minutes**

Greet the students. There is a lot to get through today so it is important to get started as soon as possible. Since they should be getting better at evaluating evidence and creating hypotheses, they should be able to get through three data sets. Take out the class list and have a new student become to scribe for the day. Have the students take out their *Hypothesis/Evidence Tracking Worksheet* and get back into the same groups that they have been working in for the past two days.

### **Data Set #3 – General Gates' letter to the Continental Congress October 19, 1777. – 10 minutes**

Have a student read General Gates' letter to John Hancock which was sent the day after Burgoyne's surrender. It is informing the Congress that he has defeated General Burgoyne and forced his surrender to him. Have the student re-read the letter if needed. Release the students to their groups to decide if any of their hypotheses are supported or undermined. After about 5 minutes, call the class back together and going group by group, have them state which hypotheses are supported or undermined and reasons why. The main (and perhaps only) point that the students should get from this letter is that Gates implies that he has bested Burgoyne on the battlefield. If there is a hypotheses that Gates just had a better plan for battle, that hypotheses would be supported. This Data Set is primarily used to set up Data Set #4.

### **New Hypotheses – 2 to 3 minutes**

Have the groups think about new hypotheses for why the British lost the Battle of Saratoga. Gates gives no details of the battle so make sure the students come to the conclusion that Gates had the better plan for battle. Ask the questions "Who wrote this letter?" "What was his job?" "Who is the one taking credit for the victory in the letter?" if the students are not getting at it on their own.

**Data Set #4 – Benedict Arnold IV (1:30 to 3:53) – 10 minutes**

Play the video. Tell the groups to look over their hypotheses and figure out which are supported and which are undermined by the video clip. Give them about 2 minutes to talk it over and bring the class together. The video is pretty straightforward but if the class would like to watch the clip a second time, it is alright to do so. Have each group tell the class which hypothesis is supported or undermined. Remember: Only one per group. Go to each group and have them give their answer and their reasoning. Continue until the groups' lists are exhausted.

**New Hypotheses – 5 minutes**

Have the students (in their groups) quickly brainstorm about new hypotheses on why the British lost the Battle of Saratoga. If the students somehow missed the point that Maj. Gen. Arnold's efforts won the fight at Freeman's Farm, ask them if Arnold's efforts were important to victory; that should get them going. After about 3 minutes, call the class together and ask each group to give one new hypotheses, do this until the lists are exhausted.

**Data Set #5 – Hoffman Nickerson's The Turning Point of the American Revolution – 8 minutes**

Have a student read the excerpt from *The Turning Point of the American Revolution*. In their groups, let the students get to work deciding which hypotheses are supported or undermined. After about 3 minutes call everyone together and get from the groups what hypotheses were supported or undermined. Continue until their lists are exhausted.

**New hypotheses – 3 minutes**

Ask the class for new hypotheses. If you are short on time, they don't have to talk it over with the groups before talking about it in class. Make sure any new hypotheses are recorded by the class scribe.

**Wrap up – 4 minutes**

Give the class an update for how well they are doing. If they are doing great, tell them! If they aren't, ask them what is making this difficult and tell them that Historians face the same issues every day and that it's okay. With practice and thinking like a Historian more often, things will come easier.

**Day 4**

**Intro – 10 minutes**

Have the class get into their groups and take out their *Hypothesis/Evidence Tracking Worksheet* as well as find a volunteer to record for the class' list. Go down the list of hypotheses and say which hypotheses have been supported or undermined by which data sets and why the students thought that way.

**Data Set #6 – Letter from General Howe to Lord George Germain – 10 minutes**

Have a student read the excerpt of the letter aloud to the class. If need be, have the student read it a second time. In their groups, have the students decide which hypotheses are supported or undermined and the reasons why they thought the way that they did. After the discussion seems

to have ended (maybe about 5 minutes), bring the class together and have each group give their opinions about which hypotheses were supported or undermined by Data Set #6 (one at a time, until the lists are exhausted).

### **New Hypotheses – 5 minutes**

In their groups, have the students discuss new hypotheses. There aren't many new hypotheses that the students should get out of Data Set #6 so after about 2 or 3 minutes the class can be called together. Go around to each group and have the scribe add the new hypotheses to the class list. If the students haven't thought of a hypothesis that deals with poor communication between the cooperating armies, ask them about it.

### **Conclusion – 15 minutes**

Tell the students that they will have to chose ONE hypothesis that they believe is the most accurate/plausible given the information that has been given over the course of the inquiry and write an essay arguing their view. Tell the students that there is no "right answer" and their grade will be based on their argument and the evidence that supports it. If they cannot find enough evidence in the data sets to properly support the hypothesis that they chose, they have to use a new hypothesis. The students must cite the sources that they use to support their argument. The essay will be due at the beginning of class the next day. **GIVE A COPY OF THE DATA SET PACKETS TO EACH STUDENT.** The students can begin to work on their essays until the end of class.

### **Assessment**

Both formal and informal assessment is necessary to properly assess student understanding. For formal assessment, the conclusion essay and *Hypothesis/Evidence Tracking Worksheet* will be collected. For informal assessment, walk around the classroom and listen in during group discussion, don't let one person or group dominate the discussion, almost every student should be participating at some point in the inquiry process. Each students' input in group discussion and while the entire class is together will be a good indicator of how well they understand the material and discipline of History.

**The Hook** - Painting of General John Burgoyne Surrendering his Sword to General Horatio Gates

<http://hdl.loc.gov/loc.pnp/det.4a26396>





**Data Set #1 – Too Many Cooks**

Wilcox, William B. “Too Many Cooks: British Planning before Saratoga.” *The Journal of British Studies* Vol. 2 No. 1 (November 1962): 56 – 90.

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## Too Many Cooks: British Planning Before Saratoga

The climax in the long story of Britain’s blunders during the War of Independence is the campaign of 1777, the planning of which, in Whitehall and New York, was the worst that the British perpetrated in the seven years of hostilities. Their strategy in 1781 was even more disastrous in its outcome, but far more defensible in its design; the strategy of 1777 can scarcely be defended at all. It rested upon premises that many observers at the time recognized to be wildly fallacious, and it brought its due reward – the surrender that led directly to French intervention.

The campaign had no unifying concept. An army from Canada advanced by way of Lake Champlain and the Hudson toward Albany, where it was supposed to be joined by a small detachment marching down the Mohawk; far to the south a substantial garrison was immobilized on Manhattan, while the main field army attacked Philadelphia by the most roundabout route it could have chosen. The British thus had three armies (ignoring, as they tended to do, their small garrison on Rhode Island), each isolated from the other two; and the Americans were free to concentrate against whichever one they chose. This was dispersion of force carried to the point of absurdity. Why was the absurdity not apparent to the Commander in Chief? to General Burgoyne? to the King’s ministers in London?


**Data Set #2 - George S. Stuart on General Burgoyne (0:00 to 1:56)**

<http://www.youtube.com/watch?v=BL4gZpscRQE>



Data Set #3 – General Gates’ letter to the Continental Congress October 19, 1777.  
<http://memory.loc.gov/mss/mgw/mgw4/044/0900/0959.jpg>

Camp at Saratoga 19. Oct. 1777

Sir  I have the satisfaction to present your Excellency with the convention of Saratoga, by which His Excellency Lieutenant General Burgoyne has surrendered himself, & his whole army into my hands; & they are now upon their march to Boston. This signal & important event, is the more glorious, as it was effected with so little loss to the army of the United States.

This letter will be presented to your Excellency by my Adjutant General Colonel Wilkinson, to whom I must beg leave to refer your Excellency for the particulars that bear this great business to so happy & fortunate a conclusion. I desire to be permitted to recommend this gallant officer in the warmest manner to Congress, & entreat that he may be continued in His present place, with the brevet of a brigadier general. The Honorable Congress will believe me when I assure them, that from the beginning of this war, I have not met with a more promising military genius than Colonel Wilkinson; & whose services have been of the greatest benefit to this army.

I am Sir  
Your Excellency's  
Most obedient  
Humble servant  
Horatio Gates

His Excellency John Hancock Esq.

*See. 1777 Oct 16 Burgoyne - Saratoga Convention*

*enc in: Charles Thomson to Washington 1777 Oct 3*

**Data Set #4 – Benedict Arnold IV (1:30 to 3:53)**

<http://www.youtube.com/watch?v=BXBu2NpB8DI&feature=related>



FROM ORIGINAL PORTRAIT BY JOHN TRUMBULL.

<http://hdl.loc.gov/loc.pnp/cph.3b15941>

**Data Set #5 – The Turning Point of the Revolution**

Nickerson, Hoffman *The Turning Point of the Revolution or Burgoyne in America*. Port Washington: Kennikat Press, Inc. 1926, Pg. 372.

“One asks in vain his reasons for such a decision and indeed his conduct throughout the following days. It may have been that, after cherishing so long and with such determination the hope of victory over the increasing obstacles before him, the defeat of Oct. 7 had so cast him down as to disturb his judgment. His letter of Sept. 23<sup>rd</sup> to Clinton shows him still confident of success and contemptuous of Gates. If, indeed, as a local tradition says, he had committed the folly of spending the night of the 6<sup>th</sup> over his cards and liquor with Balcarres, and on top of that had had little rest during the night after his defeat, then he must have been physically unstrung.”

**Data Set #6 – Letter from General Howe to Lord George Germain**

Historical Manuscripts Commission, Report on the MSS. of Mrs. Stopford-Sackville, 1910, Vol. II. pg. 80.

October 22, 1777 – Letter from General Howe to Lord George Germain

“I am surprised to find the General's (Burgoyne's) declaration, in his message to Sir Henry Clinton by Captain Campbell, ' that he would not have given up his communications with Ticonderoga had he not expected a co-operating army at Albany,' since in my letter to Sir Guy Carleton, a copy of which was transmitted to your lordship in my despatch of 2 April 1777, No. 47, and of which his majesty was pleased to approve, I positively mentioned that no direct assistance could be given by the Southern army. This letter I am assured was received by Sir Guy Carleton and carried by him to Montreal, before General Burgoyne's departure from thence.”

Hypothesis/Evidence Tracking

Name: \_\_\_\_\_

How did the British lose the Battle of Saratoga?

Hypotheses	Supporting Evidence	Undermining Evidence

### **Inquiry Lesson Essay Grading Rubric**

<b>Points</b>	<b>Thesis Statement</b>	<b>Supporting Evidence</b>	<b>Structure</b>
<b>6</b>	- Clear thesis that is stated in the first paragraph	- Uses at least three of the data sets to argue their point	- No spelling or grammatical errors, at least 5 paragraphs
<b>4</b>	- Thesis is there but not clearly stated	- Uses two data sets to argue their point	- Few Spelling or grammatical errors, have 3-4 paragraphs
<b>2</b>	- Thesis is not stated	- Uses one or less data sets	- Many spelling and grammatical errors, less than 3 paragraphs



## **Evaluation/Reflection**

This inquiry lesson is a very important one. Some people might question if it is a big enough question to look at for an inquiry but I would argue that studying something that is as hotly debated among historians as this has true relevance. There are a lot of primary sources on the Battle of Saratoga from both the British and colonial sides and even more secondary sources trying to describe how one of the most powerful armies at the time could get captured by a relatively poor trained army of rebels. The debate surrounding the Battle of Saratoga is a prime example of how many different people, given the exact same information, can come to completely different conclusions and be able to back those conclusions up with enough evidence to have a serious argument. For a historian or even the casual history fan, focusing on the Battle of Saratoga is very exciting and is a great way to learn or to just practice the discipline of history.

This lesson was designed for 12<sup>th</sup> grade students but I believe that with some tweaks it can be adapted to students as young as 13-14 years old. In my hypothetical classroom, the students are in 12<sup>th</sup> grade History class in my hometown of Cedar Grove, Wisconsin.

## **Powerful and Authentic Social Studies Standards**

### **Higher Order Thinking**

My inquiry lesson scored a five on PASS Standard one. The students are synthesizing information, explaining, hypothesizing and arriving at conclusions that produce new meaning and understanding for them. A great way to get students interested in a History classroom is to discuss battles, this helped get almost everyone involved in the discussions right away. For those who were not engaged by talking about battles, encouragement to participate and letting them be the class scribe got them involved the whole lesson.

### **Deep Knowledge**

My inquiry lesson scored a five on PASS Standard two. The instruction addressed central ideas of History as a discipline because of the huge ongoing debates about the topic. Almost every student constructed multiple explanations and drew conclusions based on many different types of information.

### **Substantive Conversation**

My inquiry lesson scored a five on PASS Standard three. When the students debated in their groups about how data sets either supported or undermined a hypothesis, there were very good exchanges between students. The conversations were not dominated by a few individuals and because of the debating in groups, which also spilled over into the class discussions; the students improved their collective understanding of the Battle of Saratoga.

### **Connections to the World Beyond the Classroom**

My inquiry lesson scored a two on Pass Standard four. I would have scored a one for PASS Standard four but I heard some of the students talking about what they learned in the hall later in the day. With an inquiry this specific, it was hard to connect it with contemporary times. Thinking back on it, I could have talked more about the importance of communication on the battlefields of today. Using computers and satellites keep all people informed up to the minute

instead of writing multiple letters and sending them out in hopes that one reaches the target. I will have to work on this before I give this inquiry lesson again.

### **Ethical Valuing**

My inquiry lesson scored a one on PASS Standard five. Again, with a lesson this specific, core values of our country are not really discussed. If this inquiry was shifted a little bit towards investigating why the American hero Benedict Arnold could betray the cause, the discussion of core democratic values could and would take place. This could be something to look into for the future because at least two of the data sets in this inquiry could be used in an inquiry lesson dealing with Arnold's betrayal.

### **Integration**

My inquiry lesson scored a one on PASS Standard six. I thought that integrating this lesson with other disciplines or subjects might undermine my main goal of "doing History". If I took my own suggestion about discussing the importance of communication today, I could connect the past with present and achieve a higher score on this standard.

### **Improvements and Changes**

I am quite happy with this inquiry lesson plan. I think that it is very appropriate for the students that it is designed for but I wish that I could go even deeper. There is so much that I didn't even cover with this lesson that I feel like the class only got to scratch the surface. However, going deeper with this would mean that other things in the future would get less attention and even though I feel strongly that this subject is important, it isn't important enough to dive into for more than the four days that are scheduled for this lesson.

I said a few times in the lesson plan that it could be adapted to students in eighth grade. I think this could be done by swapping out some of the secondary sources (Data Sets 1 and 5) as well as the slightly weak Data Set 3 and replacing them with battlefield maps and discussing the advantages and disadvantages of both army's positions based not only on numbers, but geography. The Library of Congress has multiple maps dealing with this, some of which can be found at this address. <http://hdl.loc.gov/loc.gmd/g3803s.ar118200a> This change could also achieve a higher Integration score on the PASS Standards because of its integration with Geography.

### **Transcendent Teaching and Learning Issues**

The main thing I learned while creating this lesson was that making a truly great lesson plan takes time and that great teachers do not just throw some things together and then it works out. Everything is carefully thought out, carefully planned and continually adjusted over time. I have decided to become "a collector" because of this lesson plan. Anything that I can get my hands on that I believe could possibly be used in the future in my classroom, I will keep. I will eventually get to read and dissect all of the material and keep files about what exactly is in them.