



General Alexander (Graeme Malcolm) rallying his troops

“The Revolution comes alive in the streets. A break-through evocation.”

~Paul Byard, Director,
Historic Preservation Program,
Columbia University

“A fine, bold work.”

~ Barbara Abrash, Associate Director,
Center for Media, Culture and History,
NYU


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The Brave Man Curriculum Guide

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Brooklyn Daily Eagle



What People are Saying

“The irony of our loss of the historical past and of our inheritance of the historical present is very powerfully made.”

~ John Lahr

“The Brave Man was a big hit with my three sophomore sections of American History.

The film touched off discussion about the importance of the Continental Army as a symbol of nationhood, about General Washington's decision to preserve rather than waste his troops, and about why Britain did not win the war. Interesting questions were raised about the motives of those who volunteered, the courage it took to be a soldier in the 18th century, and the power of ideas to motivate fighters.

I plan to make it a permanent part of my American History curriculum.”

~Karen Talus,
History teacher
Packer Collegiate Institute
Brooklyn, New York

For more about the film, please visit our website at:
www.thebraveman.com

For filmmaker Joe McCarthy's Fresh Air interview with Terry Gross go to:
freshair.npr.org/guestInfoFA.cfm?name=josephmccarthy



The two armies face off.

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Introduction

Experiencing History

The Brave Man explores how the past can be discovered in the present. We are children of history. Through history we learn who we are, where we came from, how we got into our present situation, and even possibilities of where it might lead.

Experiencing the Film

A humid August morning in Brooklyn. The year is 1776. Thirty-five thousand British regulars and Hessian mercenaries bear down upon Washington's recently formed American army of twelve thousand men, only three thousand of whom are trained and ready for battle. The British threaten to snuff out the Revolution before it has a chance to begin. Yet the actions of one man, General William Alexander, leading a group of four hundred Maryland soldiers, prevented a decisive British victory that day. *The Brave Man* tells his story and the story of the Battle of Brooklyn, one of the bloodiest but least-known conflicts of the War for Independence.

In keeping with the revolutionary history it tells, *The Brave Man* is revolutionary in form. Written and directed by the Brooklyn-based filmmaker Joseph McCarthy, the film stars Graeme Malcolm as General Alexander. Malcolm first appears onscreen as our historic tour guide/narrator but gradually he takes on the traits and mannerisms of the General, eventually plunging like a mad King Lear, into a wild, imaginative retelling of the Battle of Brooklyn on the very ground where the battle was fought. The film matches the modern locations with the actual locations of the battle and the sight of a Revolutionary War officer taking refuge near a Staples superstore is a jarring reminder of the history that lives beneath the city's streets. The film demonstrates that one can see history in a contemporary landscape if one looks carefully enough.

Shot with a caught-on-the-run style, *The Brave Man* employs maps, a fleet of red cars, a historic stone house, clever transitions between past and present, and a powerful soundtrack to evoke the history rather than simply reenact it. It not only asks the audience to imagine the fear, confusion, and courage of the men who fought and died but also reminds us to see them not simply as heroes but also as men. As the battle develops, the film explores William Alexander's life-story and his very personal and not-so-noble reasons for facing down the British. It juxtaposes like this one—the personal vendetta with a national cause, a contemporary street corner with a colonial cannon—that make *The Brave Man* an unprecedented motion picture experience.



Malcolm's transformation from narrator to general begins.



Have you ever wondered why North Americans hold the dinner fork in their right hand when they eat? It seems the fork didn't arrive in America until 50 years after it was invented in England. Before that in the colonies, people ate with a spoon and a knife. They held the food with the spoon while they cut it. They couldn't pick up the food with the knife so they changed hands to pick it up with the spoon. That became good manners and is why we eat with our fork in our right hands.

The Declaration of Independence was signed in ink in Philadelphia, and signed in blood in Brooklyn.



The first charge.

Curricular Themes

Warfare in Colonial Times

The main reason why 18th century battles were fought by formations of men in lines had to do with the poor quality of their weapons. The musket was inaccurate but deadly at close range. The film details the close range of the fighting, the time it took to reload and fire a weapon, and the discipline at the culmination of an attack, the “charge,” where hand-to-hand fighting generally caused one side or the other to break and run rather than fight.

The Impact of the Battle of Brooklyn

This was the first and only time George Washington put his entire army on the field against the entire English army. All the battles after this were smaller and more equally balanced, until Yorktown where the Americans trapped the British and forced them to surrender. By preserving his troops and only fighting small battles, he could keep the British guessing and at the same time wear out their patience. It took five years, but it worked. The fledgling American army, beaten decisively in the field in its first battle, would go on to learn the art of war and become a force among the best in the world.

Uncovering History, A Battle Lost and Hidden

It is often hard to see history on a contemporary landscape. But if one squints a little, even if the land has been subject to extensive urban growth, it is still possible to sense the shape and scale of events. In the film, we see the Americans lining up near the top of a ridge waiting for the British to attack. Even though the top of the ridge in modern Brooklyn has been scraped off and the gullies filled, one can still discern where the battle lines were. Later, when Alexander attacks the house, we see the asphalt playfield as a cornfield, which it was during Colonial times.

Heroes

What is a hero? We use the word hero a lot. But it is a simple word with many complex meanings. What causes people to act heroically? What were the motivations of William Alexander? As his motivations are revealed in the film, do they change our understanding of his actions? Can a “bad” person act heroically? Can a hero act “badly”?

Issues of Class

During the 18th Century, and well into the 19th, the upper class led the military. Often commissions were purchased rather than earned. The foot soldiers and sailors often came from the lowest classes, and their leaders felt little compunction about losing them. *The Brave Man* highlights these class differences by pointing out how Alexander was treated after his capture. While Alexander dined with his captors, his men were treated brutally and would eventually be imprisoned below the decks of decrepit ships in New York harbor. Until the end of Alexander’s life, even though he was bankrupt, he still managed to maintain the façade of wealth.

Thirteen Colonies or The United States?

The Declaration of Independence brought the Colonies together to fight the English. But were we one country or a collection of states? When did the colonies end and the United States begin? Why is our great national celebration the Declaration of Independence and not the ratification of the Constitution?

Modern Historic Storytelling

The Brave Man is told in an unconventional way. The film combines historical recreation with modern touches. A single actor plays both the narrator and General Alexander. Many of the battle scenes take place on the same geographical locations as the original battle. While the British and Colonial soldiers are accurately dressed, the General’s costume changes throughout the film. In other places, the British army is portrayed as cars and bicycles. What lessons can be learned from this storytelling?

Brooklyn’s History and the Revolution

Brooklyn was a bucolic farming area at the time of the Revolution. Its critical importance to the first days of the revolution has been forgotten, as has New York City’s. It was New York’s breadbasket, providing food and other goods to the bustling town on Manhattan Island. Its total population at the time was 250 people, clustered in a few houses around the dock on the East River. The British attacked in Brooklyn because they feared that if Washington controlled the Heights they could bombard New York with cannon. On the third night after the battle, Washington escaped to Manhattan with his remaining troops and supplies.



What defines a hero?



The British forces on the move.

Discussion and Project Guides

Discussion Questions

Elementary School

1. Describe the way the soldiers fought.
2. Why do you think the British were called Lobsterbacks?
3. Why do you think the red cars and bicycles were used? What did they stand for?
4. Why do you think the film takes place in modern day if it tells a story that happened over 200 years ago?
5. Why is history important? What is lost when historical buildings disappear?

Projects

1. Every town has a history: Design a historical tour or report of your town or neighborhood:
 - a. When was your town first settled? Who first lived there? When did they come? Where did they come from? How did the town grow?
 - b. Can you find remnants of those first settlers in town? Are there houses, farms, walls or cemeteries? Are the streets laid out just as they've always been? The railroad tracks?
 - c. Is there a famous local story or person in your town? Are there people with the names of the original settlers? Write a short play or interview that tells the story of your local history.
2. Research your state and the Revolutionary War: How was your state involved in the War for Independence? If it was not a part of the war, how did your state come into statehood?

Discussion Questions

Middle School

1. What does it mean to sign something in ink and in blood?
2. What does it mean that if this battle had been lost there might not have been another?
3. Why did the soldiers fight in long lines instead of taking cover behind rocks and trees?
4. Why was it important that soldiers had come from many of the colonies to join George Washington in New York?
5. How can a battle be both a defeat and a victory?

Projects

1. Local History: Not every town was the scene of a Revolutionary War battle, but every town does have a history. Design a historical tour or report of your town or neighborhood
2. Battle Monuments: Most famous battles in American History have a monument dedicated to the people who fought and died: Lexington and Concord, Gettysburg, Pearl Harbor. Unfortunately, no memorial remains near the graves of those who fought and died in the Battle of Brooklyn. They are buried deep under land fill and asphalt. Design an appropriate memorial to commemorate them.
3. Examine the Declaration of Independence. What does it tell you about how the English treated the people in the colonies? Why was England afraid to give the citizens of the colonies the same rights citizens of England had?

High School

Discussion Questions

1. Discuss the difference between the way battles were fought during the Revolution and how they are fought now.
2. How was the battle both a defeat and a victory for the Americans?
3. Looking at a map of the East Coast, what do you think of Washington's decision to defend New York?
4. Discuss the meaning of loyalty during the Revolution. Was William Alexander or Benedict Arnold the traitor? If the war had ended differently, would the answer change?
5. Did the Declaration of Independence speak for a unified country or a collection of colonies?

Projects

1. Research New York's defenses in the first days of the Revolution or an event from the time line. Create a short play that tells the story of one of the events.
2. General Washington refused to receive General Howe's letters because Howe refused to address him as General, even though Washington had already driven Howe out of Boston. What does this tell you about the manners and social communications of the period? How far apart in customs and expectation were the leaders of the revolution and the leaders of England? Was this a revolution or a Civil War?
3. Write and create a newspaper about the Battle of Brooklyn. Include advertisements, editorials, and political cartoons that are appropriate for the day. For ideas look at the back of this guide.

College

Discussion Questions

1. Film Techniques: How does the way the story is told affect the message? Consider the techniques used to tell this story. Are they effective? What issues about our preservation of history does the use of the modern setting raise in this film?
2. Motivations: What were General Alexander's motives? How did his motives affect your understanding of the man? How might his story been changed if he had been awarded his land grants? What were the motives of the Marylanders?
3. David Ramsay, the first historian of the Revolution, wrote that the war "not only required but created talents." Does the film supply evidence to support that view?
4. How many Oedipal stories can you discern in the film?

Projects

1. Class issues. Describe the treatment of debtors in the colonies. Research how POWs from the lower classes were treated. How is it different from General Alexander's treatment at the hands of the British?
2. Film Studies/ Art. Art is often used to explore complex issues and tell complex stories. Create an outline to retell a event in history using every day props and materials. Consider the setting your characters will inhabit.
3. Research the Alexander family's impact on New York - 1715 to 1860.

Key Leaders

British Forces

King George III

Ruler of Great Britain

Admiral Richard Howe

Leader of the British Navy

General William Howe

Richard's brother. Leader of the British Army

General Henry Clinton

Field Commander of the British Army

General Charles Cornwallis

Leader of the army that surrounded the Americans

General Leopold de Heister

Commander of the Hessian mercenaries

Continental Forces

General George Washington

Commander of the Continental Army

General William Alexander

An American general in the Battle of Brooklyn. Led the attack on the Old Stone House.

General Israel Putnam

Hero of Bunker Hill

Chronology



- ### The Battle of Brooklyn Summer 1776
- 1 *June 1776*
First contingent of British fleet arrives in NY harbor
 - 2 *Mid-August*
British forces total 32,000 men
Colonial forces total 13,000 men
 - 3 *August 22*
Howe moves 25,000 troops to Graves End
 - 4 *August 24 & 25*
Washington reinforces Brooklyn Heights with men from Manhattan
 - 5 *August 27, Evening*
Battle of the Watermelon Patch
 - 6 *August 28, Dawn*
General Grant's position
 - 7 *August 28, Dawn*
General de Heister's position
 - 8 *August 28, 4am*
Alexander moves south to confront Grant
 - 9 *August 28, 9am*
Gen. Cornwallis signals by cannon that he has surrounded the Colonial army
 - 10 *August 28, 11am*
Alexander retreats to Gowanus Valley
 - 11 *August 28, Noon-4pm*
Alexander and the Marylanders repeatedly attack the British at the Old Stone House
 - 12 *August 28, 4pm*
Alexander surrenders

1775 The Revolutionary War Begins				1776 The Year of Independence																	
<i>April 18-</i> Rides of Paul Revere and William Dawes	<i>April 23-</i> King George declares the colonies are in rebellion	<i>May 10-</i> Ethan Allen and the Green Mountain Boys Seize Fort Ticonderoga	<i>June 15-</i> Washington named Commander in Chief	<i>November 13-</i> Montgomery captures Montreal for Americans	<i>January 15-</i> Paine's "Common Sense" published	<i>March 3-</i> Continental fleet captures New Providence Island in the Bahamas	<i>July 4-</i> Declaration of Independence adopted	<i>July 7-</i> Washington reads the Declaration in New York	<i>August 28-</i> British win the Battle of Long Island (Battle of Brooklyn)	<i>September 16-</i> British win the Battle of Harlem Heights	<i>November 16-</i> British capture Fort Washington, NY and Fort Lee, NJ	<i>April 19-</i> Battle of Lexington and Concord	<i>May 10-</i> First meeting in Philadelphia of the Second Continental Congress	<i>June 17-</i> Battle of Bunker Hill (fought on Breed's Hill)	<i>December 30-</i> Benedict Arnold's attack on Quebec fails	<i>February 27-</i> Patriot triumph at Moore's Creek, NC	<i>March 17-</i> The British evacuate Boston under threat of cannons captured at Fort Ticonderoga	<i>August 2-</i> Declaration of Independence signed in Philadelphia	<i>September 15-</i> British occupy New York City	<i>October 11-</i> Benedict Arnold defeated at Lake Champlain	<i>December 26-</i> Washington Crosses the Delaware and captures Trenton

Vocabulary

Balls: Lead balls were shot from rifles and muskets

Cannon: Large weapon mounted on wheels that fires balls projected by gunpowder

Colony: A place controlled by a distant country

Continental Congress: A meeting of representatives of the 13 American Colonies

Continental Army: Called the Continentals. George Washington's army with men from all the colonies

Declaration: A solemn spoken or written statement

Drilling, to drill: The exercises soldiers do to practice together

Flank: The sides of something. An attack on the flank is against the side of an army

Flintlock: A gun requiring a flint to ignite its powder

Foraging: Searching for food by gathering food from the ground or hunting

Fortification: Defenses created to protect soldiers; A fort

Grenadiers: Originally, these were soldiers who attacked with grenades. Later they became the first strike force

Hamstring: To cripple a person or animal by cutting the tendon behind the knee

Hedgerow: A fence built of stones from a field

Hessians: Mercenary soldiers from Hesse Cassel, an area of Europe that is now part of Germany

Independence: Free, self-governing

Land Grants: Gifts of land by a government to individuals or companies to encourage development.

Liberty: Freedom to act, speak and worship as one wishes.

Parliament: The legislative body of England

Lobsterbacks: A name given to British soldiers because in their red jackets they looked like cooked lobsters from the back

Mercenary: Soldier rented by one country to another to fight

Mettle: Courage, spirit

Militia: Citizen soldiers, no professionals

Musket: A smooth barreled gun

Privateer: A non-military ship licensed to attack enemy vessels

Regiment: A large group of soldiers under one leader

Rifle: A gun with grooves inside the barrel to improve accuracy

Siege: A way to capture a city by surrounding it

Small bore rifle: A rifle with a small barrel that fired small bullets or balls

Spanish Armada: Large fleet organized by Spain to attack England in 1588

Tax: Money collected from the people to support the government

?

*What was "Soldier's Blush"?
When 18th Century soldiers formed up in two rows to fire at an enemy, the shorter men lined up in front. The men in back put their guns between the heads of the men in front, and sometimes the powder from their weapons flashed, burning the left cheeks of the men in front. It poked their cheeks and left them with a red scar.*

Supplemental Historical Material

William Alexander, Lord Stirling: A Short Biography

General William Alexander could be described as "America's forgotten hero." In choosing to attack a British army that overwhelmingly outnumbered his small company during the Battle of Brooklyn, he may well have saved the American Revolution. At the time, he was fifty-one—an old man for the period. A life-long New Yorker with a huge estate in New Jersey, he had been an early supporter of the Revolution. When the British fleet moved into New York harbor, he had been put in charge of its defenses. Nine forts were built, two along the shores of Manhattan, one in what is now Battery Park, and six at various strategic points in Brooklyn.

After his release by the British following the Battle of Brooklyn, Alexander fought with Washington throughout the war, playing important parts in the battles of Trenton and Princeton, Brandywine and Monmouth, and led a raid on Staten Island. He was with the Army at Valley Forge, took over command of West Point after Benedict Arnold turned traitor, and when Washington led his army south to chase Cornwallis, Alexander was named General of the Army of the North. He was an important second-tier general who was respected and recognized by his peers. After the Battle of Brooklyn, several correspondents described him as "the bravest man in America."

But he was more than a soldier. From the time of his birth in 1726 he and his family had played important roles in New York's development. His father, James, who had immigrated to America in 1715, was soon named surveyor of the Colony of New York, and shortly thereafter became the same for the Colony of New Jersey. He also became an attorney and married into the powerful DePeyster family. He began buying land, which as surveyor he was often the first to see, and eventually became one of the richest men in all the colonies.

James was also active in politics, and as a Whig, lobbied for more independence for the colonies. During the period from 1735 to 1737, he joined with two other attorneys to defend John Peter Zengler, editor of *The (New York Weekly) Journal* against the charge of libeling the king and his representatives. Zengler could have been hanged for the crime, but he was acquitted when the jury over-ruled the judges, and the decision established the right of free-speech in the colonies.

Young William was well-educated and prepared for a leadership role in New York. Over the course of his life he would undertake many commercial ventures, none of which would be especially successful and many of which were brutal failures. He too married well—into the Livingston family—and had two daughters, Mary & Catherine.



Brooklyn Heights at the time of the revolution.

In 1757, he began to pursue a golden opportunity. He and his family believed that he was the rightful heir to the estate of the Earl of Stirling. Stirling is part of Scotland, north of Edinburgh, and it had been given to one of his relatives in 1603 for service to the then king, James I. The issue of importance here is that the king also gave the new Earl possession of half of Long Island, and all of Maine, New Brunswick, Nova Scotia and Newfoundland, which by 1760 were immensely valuable.

Alexander spent the next four years in Great Britain chasing this inheritance by gaining the recognition of first the family in Scotland, then the Scottish courts and parliament. He lived in London among the leaders of society as he lobbied Parliament for recognition of his claim. Eventually, and at the cost of much of his fortune, he realized that his efforts would be futile. There was little chance that the King or Parliament would give away so valuable a prize, no matter what might be the validity of his claims.

By the early 1770's Alexander was bankrupt. Only his position in society kept him afloat despite expensive failures in mining operations and a failed sale of lottery tickets for his huge and heavily mortgaged real estate holdings. In the end, only his leadership in the Revolutionary army kept him out of jail. When he died in Albany in 1783 of gout, still commander of the Army in the North, his creditors stripped his mansion and his estates and put his wife out on the street. She lived out her life in a Manhattan rooming house.

The descendents of William Alexander still live in the City of New York.



General Alexander (Malcolm) rests against the Old Stone House .



Matteo Pericoli ©2001

The Old Stone House in 1845.

The Old Stone House

The Old Stone House, also known as the Vechte-Cortelyou House, stands as a testament to the Revolutionary War and to Brooklyn's history. The Old Stone House, built in 1699, was among the oldest in a fertile farming valley that provided food for the growing city of New York. Seventy-seven years later, barely six weeks after George Washington read the Declaration of Independence to his army in New York, the house played a central role in the first battle of the Revolution.

During the later part of the 19th century, the Old Stone House evolved with the city and the landscape from a farmhouse into a de facto community center. Toward the end of the century, as a deteriorated shell, it was taken over by a real estate development that actually buried it—still standing—in 13 feet of landfill. The nearby graves of the heroes who died in America's first battle were also lost.

Twentieth-Century Revival

The Old Stone House was rebuilt in 1934 based upon paintings and photographs made of the building before its burial. Approximately 80% of the current building was constructed from the original stones. The new building was sited about fifty feet from its original foundations and turned approximately 70 degrees clockwise.

By the mid-1980s, the renovated building had deteriorated significantly, as had the surrounding neighborhood. A small group of people formed the First Battle Revival Alliance (FBRA) to renovate the building as a center to commemorate the Battle of Brooklyn. In 1997, the house was re-opened as a historic interpretive center as part of the Parks Department's Historic House Trust. The house, with its Battle of Brooklyn exhibit in the first floor gallery space, is a vivid memorial to the men who died there to give us the liberties we treasure.

Visit www.oldstonehouse.org to learn more.

Landmarking

Landmarking originally meant recognizing a unique quality in a place or an edifice. A battlefield, church or building might be set off and protected so future generations could have a personal experience of them. Recently entire neighborhoods have been landmarked. In 1955, Boston's famous Beacon Hill was the first to be so designated for the collective quality of its houses and streets. In effect, the entire ambiance and history of the place was deemed important to be preserved. The second neighborhood in America to be landmarked was Brooklyn Heights, where Washington had watched the Battle of Brooklyn with the rest of his army. New York City now has eighty-nine landmark neighborhoods. Wherever history can be found in a community or landscape, there may be reasons to preserve it.

Visit these web sites for more information:

National Trust for Historic Preservation
www.nationaltrust.org

NYC Landmarks Commission
www.nyc.gov/html/lpc/

Historic House Trust
www.preserve.org/hht/info.htm

Boston's Freedom Trail
www.thefreedomtrail.org

Reinactors

There are many organizations dedicated to preserving the memory of the American Revolution by reenacting battles. One of them is the Brigade of the American Revolution. Since 1962 the Brigade has been recreating a broad spectrum of the 18th Century world. Its activities include military encampments, tactical exercises, firelock shooting competitions, craft demonstrations and social activities. The Brigade also conducts annual schools and educational seminars featuring expert from several fields of 18th Century study.

The Brigade is a non-profit living history association dedicated to recreating the life and times of the common soldier of the American War for Independence, 1775-1783. Members represent elements of all the armies then involved: Continental, Militia, British, Loyalist, German, French, Spanish, and Native American forces plus civilian men, women and children.

Membership is open to all.

Brigade of the American Revolution
PO Box 14
Westwood, New Jersey
07675-0014
www.brigade.org

American Army Escapes Brooklyn

Redcoat's General Howe "Astonished"

By John Gallagher
Special to the Brooklyn Daily Eagle

FULTON FERRY LANDING Saturday, August 30—By dawn this morning more than 9,000 soldiers of the American Army in Brooklyn were successfully evacuated to Manhattan.

Except for five ancient Spanish naval cannon, they evacuated with all their equipment, horses, and supplies. Three deserters, rumored to have stayed behind to loot were seen from the Manhattan shore swinging in the wind, hanged by the British who were too late to stop the evacuation.

Throughout the night, under cover of fog, boatload after boatload of soldiers who had suffered reverses in the recent battle were ferried across the East River by the fisherman-soldiers of Col. Israel Hutchinson's 27th Continentals and Col. John Glover's 14th Continentals (The Marblehead Regiment).

One of Glover's seamen noted he had made 20 crossings of the mile-wide East River and was ready to "make many more" to save the army. He added, before rowing back to Brooklyn, "the winds were calm, were they up, we'd 'ave been swamped, as we'd have no more than an inch or two of freeboard" above the water.

While the evacuation proceeded smoothly, there were moments of panic at its beginning. According to Colonel Nicholas Fish, Major of Brigade to General John Morin Scott (whose position is to insure political discipline among the troops) General Washington quickly restored order. When some soldiers were fighting to board one of the boats, Washington picked up a large stone and threatened to "smash it to hell." Fish ordered news of the General's action spread to the other units and "order prevailed."

Major Benjamin Tallmadge of Long Island noted as units were withdrawn from the line of fortifications others were issued extra grenades and cartridges and ordered to fill the evacuated spaces.

The evacuation proceeded through the night with soldiers ordered to be silent. However, it has been learned, one British loyalist living within the American lines on Brooklyn Neck, had sent her slave with news of the evacuation to the British. He was intercepted by a Hessian unit who could not understand his English, or even his Dutch though the language was closer to their German. Near dawn, an English officer interrogated him. And on learning his message, alerted the troops.

General Robertson of the First British Line led a party into the American camp just as the last boats were leaving and discharged their muskets against the boats. He noted a tall American officer dressed in a traveling cape was the last on board. General Washington came ashore in Manhattan with the last of his troops.

Recently arriving in Manhattan, one Colonel Kemble, adjutant to General Howe, noted his [Howe's] "great astonishment that they had evacuated all their works" in Brooklyn Neck "without a shot being fired at them."

One tale of daring during the extraordinary evacuation concerns Major Tallmadge, who, having crossed with his regiment, noted he had left his horse tied to a post near the Brooklyn landing. He asked for a volunteer or two, recrossed and successfully rescued the horse.

Tallmadge summed up the evacuation: "It was one of the most anxious, busy nights I ever recollect and in being the third in which hardly any of us had closed our eyes in sleep, we were all greatly fatigued." And, it is to be assumed, relieved.

Although risky, complicated and highly dangerous, Washington's maneuver was successful. At night he moved his force of about 9300 men, all his supplies, artillery, and horses silently to safety.

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*Source for *The Brave Man*

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Additional information can be found on the internet using the following Internet Key Words:

American Revolution,
Battle of Brooklyn,
Battle of Long Island,
General Washington,
Lord Stirling,
Major-General William Alexander,
General Israel Putnam,
General John Sullivan,
Major Mordecai Gist,
General William Howe,
Admiral Lord Howe,
Major-General James Grant,
General Henry Clinton,
General Charles Cornwallis,
General Leopold Philip de Heister

Biographies and Credits

Joseph McCarthy *producer, director, writer*

Long a producer of documentary and corporate films and videos, and a corporate communications consultant and executive, Joe has also retained his interest in history, stories and entertainment. He lives in Brooklyn, not far from the scene of the battle.

Graeme Malcolm *narrator, General William Alexander/Lord Stirling*

Graeme is Scots born, British trained and a resident of New York where he works steadily in theater and film. His credits include: Theater: *Aida, The King and I, M. Butterfly, Hapgood, Death and the King's Horseman, Aristocrats, A Fool's Errand*. TV: *Law & Order, Follow the River, The Mabinogi*. Film: *Everything's Jake, The Eden Myth, The Adventures of Sebastian Cole*.

Chuck Levey *director of photography*

Since the beginning of his career as a Director of Photography, Chuck has shot for both the big and the little screen. Four of his films have been nominated for Academy Awards, and his film *Woodstock* won. He's personally been nominated for nine Emmy awards in Cinematography and has won four. He was born in Brooklyn, not far from the battlefield.

Jesse Walker *editor*

Jesse has been working in the film and television industry for over twenty years. His career has spanned Presidential campaigns, TV promotions, PBS news, and producing and editing corporate documentaries. Jesse's studio is in Manhattan, but he lives in Brooklyn, his home town, not far from the Old Stone House.

Matt Kaplowitz *sound design*

Matt is widely regarded for his award-winning sound design, original compositions, and final audio mixes for all media, from radio to the Internet, for television and Broadway, CDs and CD-ROMs. He has received a Grammy, an Emmy, and numerous other awards for composition, sound mixing, and sound design. He lived for eight years in Brooklyn's Ft. Green section—named after one of the forts built by William Alexander.

Matteo Pericoli *map designer and artist*

Matteo hand-drew and painted the maps used in *The Brave Man*, the landscapes depicting the Gowanus Valley, the Old Stone House (known as the Vechte House in the film) and the picture of the village of Brooklyn in the 1770's. His work as an illustrator has been published in many renowned American and Italian magazines. Random House recently published his accordion-format book *Manhattan Unfurled*. Born in Milan in 1968, Matteo moved to New York in 1995.

Baltic Street Media, Inc. *production company*

Baltic Street Media, Inc. has been chartered to create educational and historical programs for print, television, theatre, cinema and the Internet. A 501 (c) 3 incorporated in 2000 as an educational foundation in the State of New York. Its first project has been to produce *The Brave Man*, and it is looking forward to developing more programs. The company is located at 146 Baltic Street, Brooklyn, NY 11201 and on the web at www.thebraveman.com.

Mediaworks, Inc. *graphic design*

Mediaworks designed and produced this curriculum guide. The company is a platform independent think tank and production company located at 532 Broadway, New York, NY 10012 and on the web at www.mediaworksnyc.com.