



LESSON 1.8

CAPTURE, PROTECT, RUN

LEVEL 1: RULES & TERMINOLOGY

Scholastic Curriculum

Version 1 | August 2018

LESSON 1.8

Capture, Protect, Run

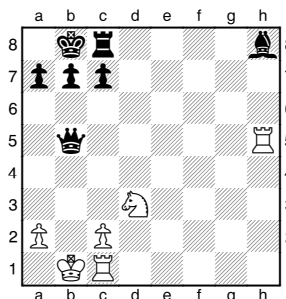
Lesson Structure

1. Chess Goals and Classroom Expectations

In the previous lesson students learned to recognize check and identify escape (or "flight") squares to move the king out of check. In this lesson students will learn other ways to get out of check—capturing the checking piece or using another piece to block (interpose) the check. Students should understand that the tactic they choose may depend on the checking piece (e.g., a knight cannot be blocked).

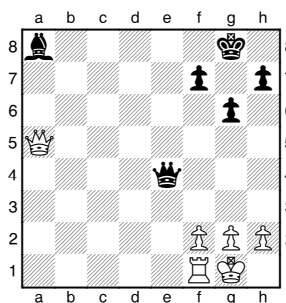
2. Chess Instruction

A. Getting Started: Set up the adjacent position, first without the pawn on c2. Ask students to find the only flight square (c2). Then, place a White pawn on c2, closing the only escape route. Introduce the other two methods of responding to check: blocking (in this case, the knight) or capturing the attacking piece (in this case, the rook). *Generate multiple examples.*



B. Activity 1.8.1

C. Responding to Check Threats: Explain to students that whether you escape, block, or capture depends on the situation. Using the adjacent position, ask students to discuss Black's best move after White plays Qd8+. Should Black run, protect, or capture? *Generate multiple examples.*
Suggested: **Activity 1.8.2**



3. Play

Play a full game or **Activity 1.8.3**

STANDARDS

- » **1.8A** Demonstrate how to get out of check through block, escape, or take.

MATERIALS

- » Demo Board or Tablet & Projector
- » Chessboards & Pieces
- » Worksheets:
[1.8.1 Check or Checkmate](#)

DIFFERENTIATION

ADVANCED STUDENTS:

- » Activity 1.8.4

NOVICE STUDENTS:

- » One-on-one instruction

VOCABULARY

» Check

A condition in chess that occurs when a player's king is under threat of capture on their opponent's next turn. If the player cannot remove the check, the king is in checkmate and the game is lost.

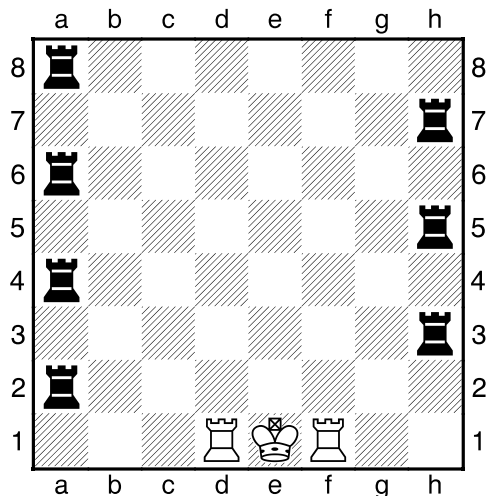
LESSON 1.8 Activities

Activity 1.8.1

Secret Service Agents

Materials: Chessboards & Pieces

Divide students into groups of 4-5 and set up the following example position:



Students must plan and implement a strategy to move the White king across the board without ever moving into check. Students will need to use the Secret Service Agents (rooks) to fend off attacks. White can make as many moves as needed, but cannot capture Black's rooks. Black's rooks do not move.

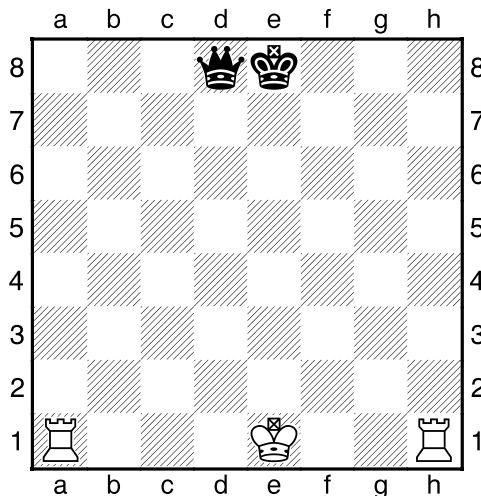
Variation: Exchange the pieces that need to be blocked and/or the king's Secret Service Agents. (For example, the king is protected by a queen versus a number of bishops on the board).

Activity 1.8.2

The Longest Yard

Materials: Chessboards & Pieces

Divide students into pairs and ask them to set up the following position:



Black makes the first move. The goal of each player is to create safe passage for their king across the board (to get their king to the opposite rank). If all other pieces (besides the king) are captured or checkmate occurs then the game is lost.

Make sure both players get a chance to play as Black and as White. Facilitate discussion on the pros and cons of each side of the board.

LESSON 1.8 Activities

Activity 1.8.3

Weighing the Options

Materials: Chessboards & Pieces

1. Divide students into pairs to play a full game of chess.
2. Instruct students to pause the game if a player is in check.
3. While the game is paused, students should work together to identify as many legal moves as possible to respond to the check.
4. After collaborating, the checked player decides to either avoid, block, or capture.

Activity 1.8.4

King of the Hill

Materials: Chessboards & Pieces

Divide students into pairs to play a game of chess. However, the object of the game is to be the first player to place their king on e5 (for White) or e4 (for Black) and not be under attack. Getting to those respective squares will be difficult and should enhance students' abilities to plan and see ahead.

Players must be aware of checks and reply to all check threats before the game can be won. *For example, if the king reaches e5 but the square is attacked then this cannot be considered a win for White.*

Worksheet 1.8.1

Check or Checkmate?



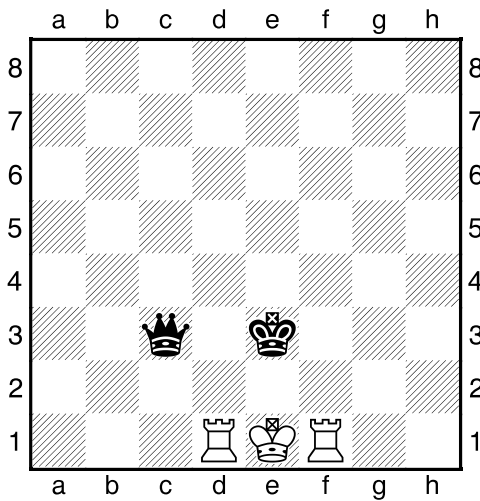
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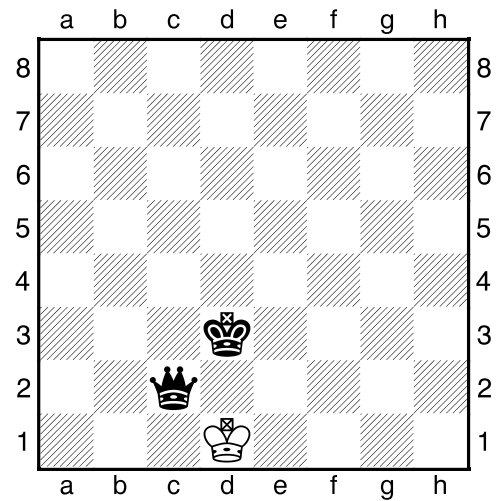
Grade: _____

For each position, determine if the king is in check or checkmate and find the best way to get out of check (if possible). Circle your answers below each diagram and use chess notation to record the best possible move.



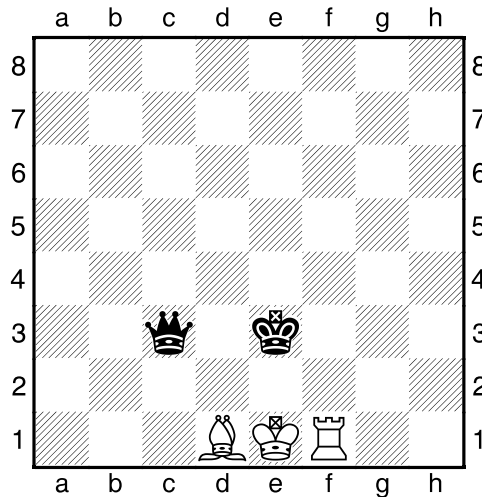
Check or Checkmate? | Block, Capture, or Run?

Best move: _____



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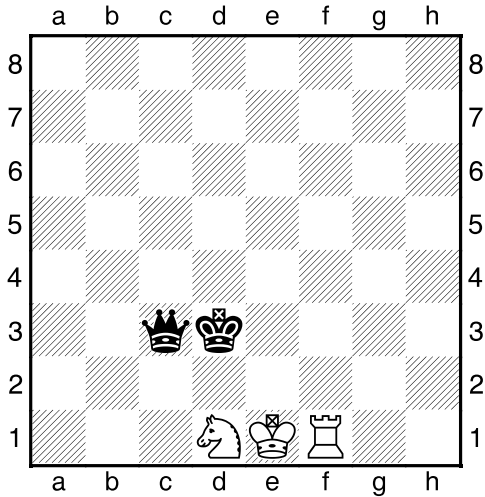
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Worksheet 1.8.1

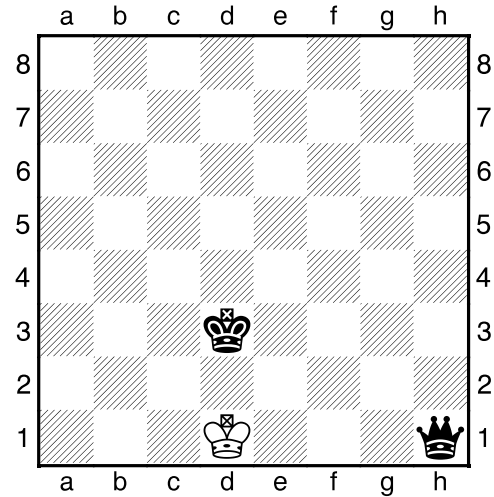
Check or Checkmate?

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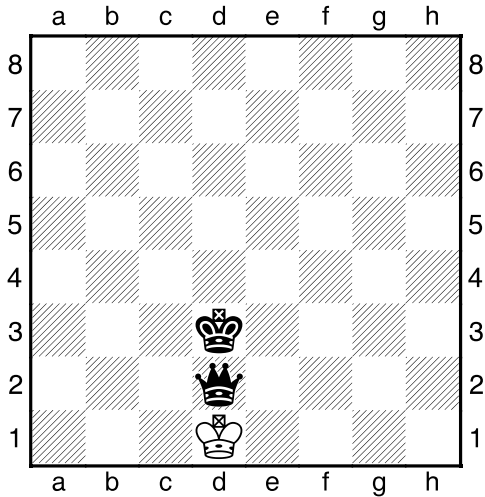
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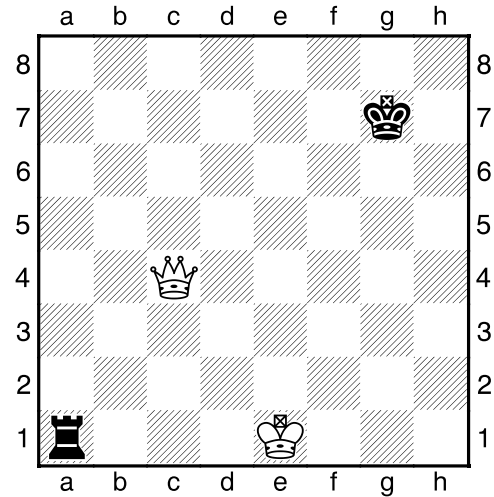
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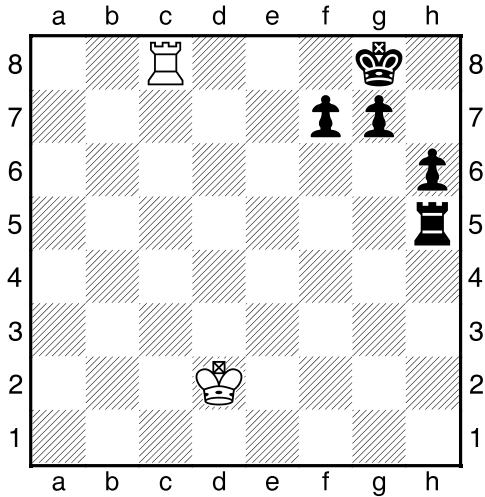
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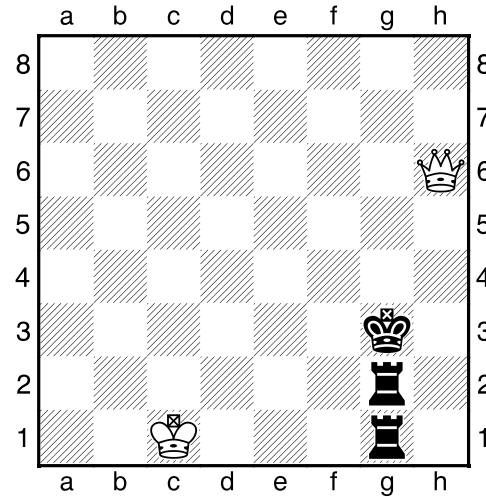
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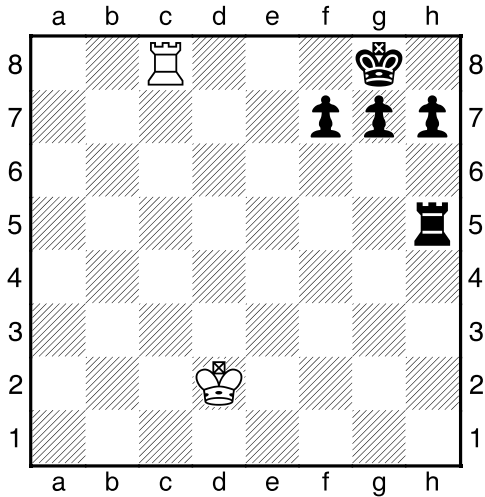
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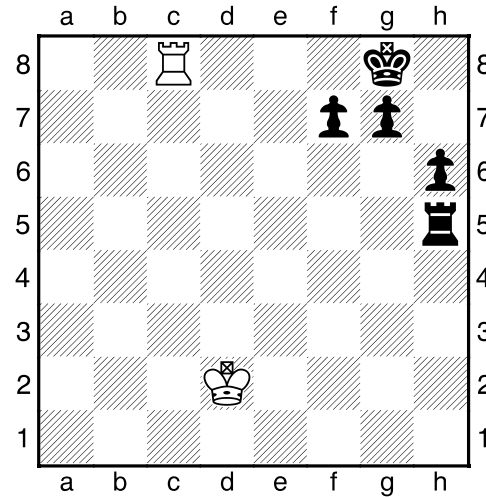
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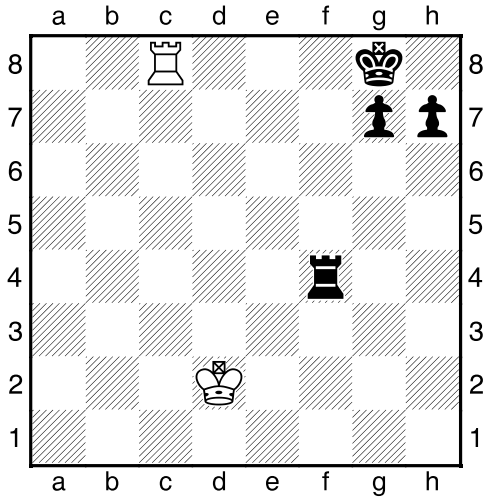
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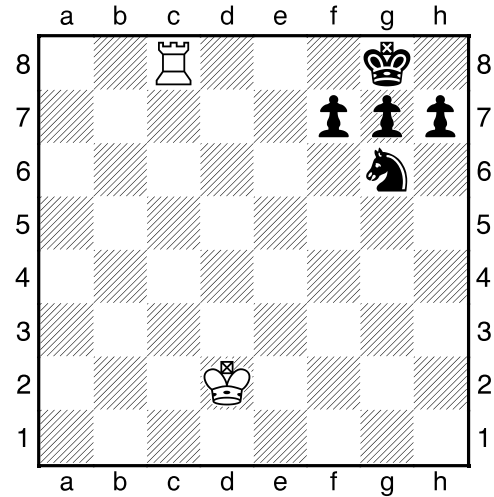
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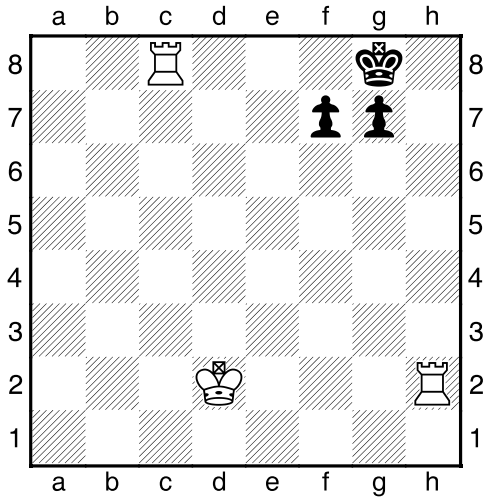
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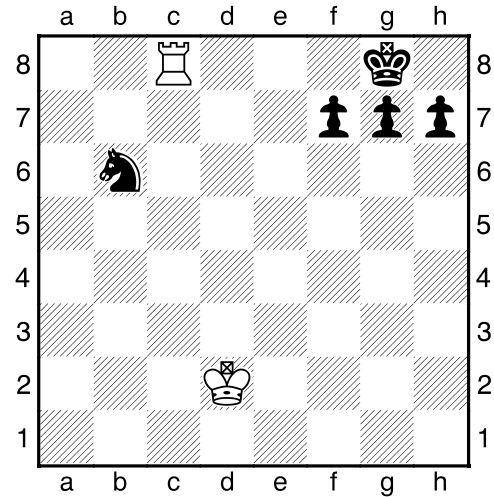
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