

# 1. The Chess Board and Pawn Movement

## Objectives:

1. Name squares and chessmen at start of game
2. Set up the chessmen at the start of the game
3. State and apply rules of movement for the pawns

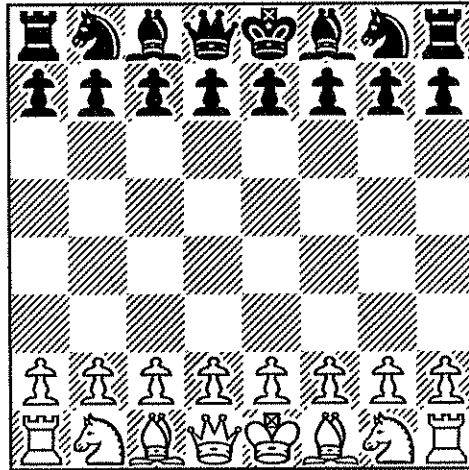
The main objective of this lesson is to teach the rules of movement for the pawns, including *en passant*. A little about the board is also taught, as well as how the chessmen are set up at the beginning of the game.

Students will play the pawn game to practice the rules of movement for the pawn.

## Outline of lesson:

1. The chess board
2. Setting up the chessmen
3. Using the pawns
4. Student competition with the pawn game
5. Problems that are likely to arise
6. Review Questions

## PART 1: THE CHESS BOARD



### number of squares

Ask a student to tell the number of squares on the board, and how s/he knew there were that many. Point out that there are eight rows and eight columns.

### colors

Refer to the colors of the 64 squares as light/dark, not white/black or white/green. (Different boards are different colors and the different sides will be called white and black. Referring to the squares as light and dark lessens confusion and ambiguity.)

### light on the right

Correctly placing the board requires a light square in each player's right-hand corner. The teacher might wish to place some boards incorrectly so some student-pairs must rotate the board in order to have a light square in the right-hand corner.

### names of squares

Explain letters/numbers, and that each square has unique name. Have students sitting at the side of the board with low numbers simultaneously point to squares like b4 and h1. Have partners simultaneously point to other squares, like c5 and g8.

Without giving names to each square, we would not be able to communicate as effectively. Being able to write down the moves to games they play will later be the most effective learning device a player has.

**PART 2:  
SETTING  
UP THE  
CHESSMEN**

For now, the white chessmen are always to be set up on the side of the board with the low numbers, so that the square "h1" is in white's right-hand corner. Eventually, the students will assign "h1" to white's right-hand corner regardless of which side of the board the white chessmen are on, or whether the board has letters or numbers printed on it at all.

**using chess  
notation**

The students should consistently use chess notation to communicate their ideas. Questions to students should regularly require students to answer by naming squares on the board.

**rooks, knights,  
bishops**

Set up and name the rooks, knights and bishops, beginning with the rooks, then the knights, then the bishops.

**definition of rank,  
queen on its color**

Point out that there are only two squares left on the first rank (row), one dark, one light. The rule is "queen on its color." White queen: light square; black queen: dark square.

**pawns vs. pieces**

Set up the pawns on the second rank. Explain that the pawns are not pieces. Pawns are pawns. Pieces are rook, knight, bishop, queen, and king. The pawns and the pieces together are the chessmen.

**definition of files,  
kingside,  
queenside**

Explain that the right half of the board from white's perspective--consisting of the four columns (files) on the right (the e, f, g and h files)--is called the kingside and the left half of the board (the a, b, c and d files) is called the queenside.

**first rank, last  
rank**

Explain that each player has his or her own first rank, but that white's first rank is also the first rank on the board. Explain ranks by counting rows, showing that black's fifth rank is white's fourth rank, and the fourth rank on the board. Notice that each player's first rank is the other's eighth and last rank.

**white moves first**

In chess, white always moves first and the players always alternate turns.

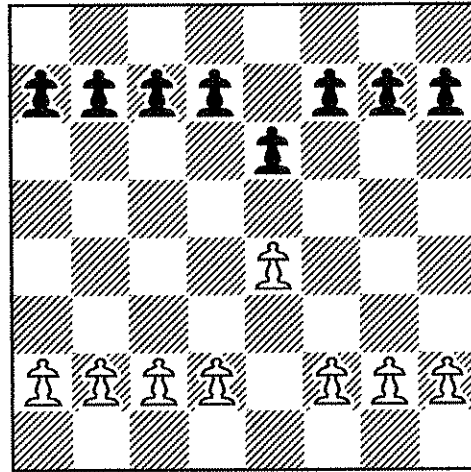
### PART 3: USING THE PAWNS

Have the students remove the pieces, leaving only the pawns on the board. Demonstrate the pawn rules:

#### forward only

Pawns move **only forward**, one or two squares from the starting rank, but after that only one square forward.

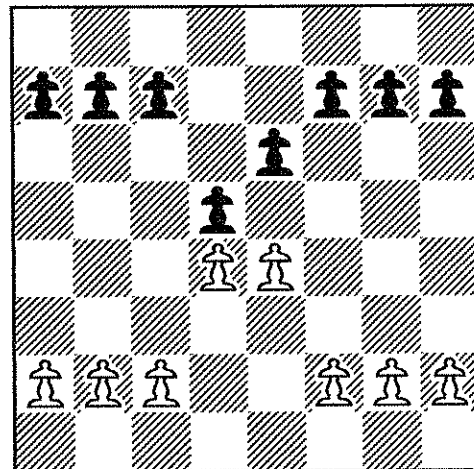
In this position, the white side has just moved a pawn from e2 – e4 on the first move and black responded with the move e7 – e6.



#### capture diagonally

Pawns capture diagonally forward only. Next play the move d2 – d4 for white and d7 – d5 for black. Ask what choices the white player has now.

White may capture e4 x d5. White also may move from e4 – e5. Captures are **not** required in chess. White also may move any other pawn, except the d pawn, which is blocked.



#### blocked pawns

Pawns may not "push through" each other, nor may they jump.

#### pawns attack each other

Notice that diagonally adjacent pawns attack each other simultaneously. If a white pawn can capture a black pawn, then, on its turn, the black pawn can capture the white pawn.

#### may not capture own men

In chess, you may never capture your own man.

#### capture and recapture; protect and trade

Play the move e4 x d5. Ask what black's most likely response is. The answer is that black's pawn on e6, which was **protecting** the pawn on d5, will now capture the pawn on d5. This exchange of pawns is known as a **trade**.

**controlling squares**

Define "controlling squares": chessmen "control" the squares that they attack, not necessarily the squares to which they can move and never the squares they occupy.

Pawns do not control the squares to which they can move. In the capture/recapture position above, each of the e pawns controls the d5 square but e4 does not control e5. If e4 x d5, then it is likely that black would respond with e6 x d5.

Emphasize that **squares are controlled** by the men that attack them regardless of the man that happens to be on that square. Have students name squares when they answer questions (e.g., "The white pawn on e4 is attacking black's pawn on d5, and black's pawn on e6 is defending (or protecting) the black pawn on d5").

***en passant* captures: capture "in passing"**

Demonstrate *en passant*. The *en passant* rule is:

- (1) A player has a pawn on its fifth rank.
- (2) An opponent's pawn uses the double move to pass by the square on which it could have been captured by the player's pawn on its fifth rank.
- (3) The player can capture the opponent's pawn **diagonally, as if the opponent's pawn had moved only one square.**

***en passant* cannot be delayed**

Explain that the *en passant* capture must be played immediately or never. *En passant* cannot be delayed.

Have students move their pawns so that every student gets an opportunity to practice the *en passant* rule. Alternate white/black practicing *en passant*.

Demonstrate a delayed *en passant* capture that is not allowed. Demonstrate that if the opponent's pawn moves only one square (either from its starting position or after it has moved) and lands directly next to the player's pawn, then *en passant* cannot be done.

Be thorough with *en passant*. It is nearly always a source of confusion for beginning players.

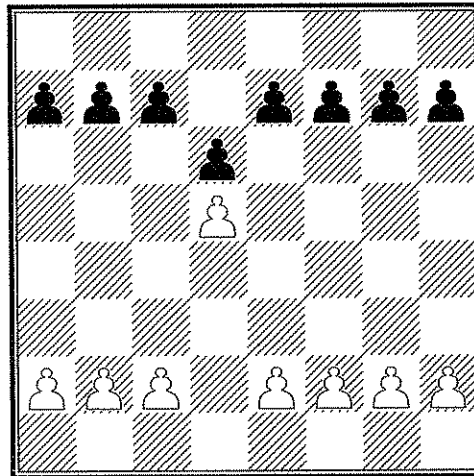
**Alternative method of teaching *en passant***

Start with the board set up with eight pawns in the starting position for both sides. Move white's d pawn forward two squares (d2 – d4) and ask whether that was a good move.

Whether it was strategically a good move or not does not matter, but the students should agree that the move was legal. Then move black's pawn from d7 – d6 and ask the same question. Again, the move was legal.

Now move white's d pawn forward another square (d4 – d5) and again get the students to acknowledge the move was legal. The position will be as shown below.

**Encourage critical thinking**



Ask whether white may move his d pawn now.

The answer, of course, is, "no." But, to encourage the students to think for themselves and to think critically, ask why white may not move the d pawn.

Answers about the pawn being blocked, not being allowed to move sideways or backwards should all be noted as being correct, but

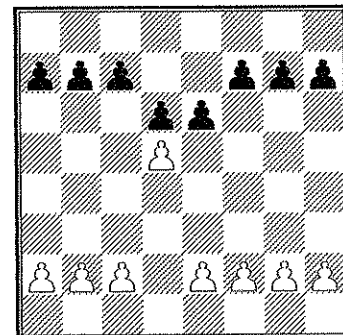
the most important reason that white's d pawn may not be moved is because white has just moved and now it is black's turn.

Now move black's pawn from e7 - e6 (diagram.)

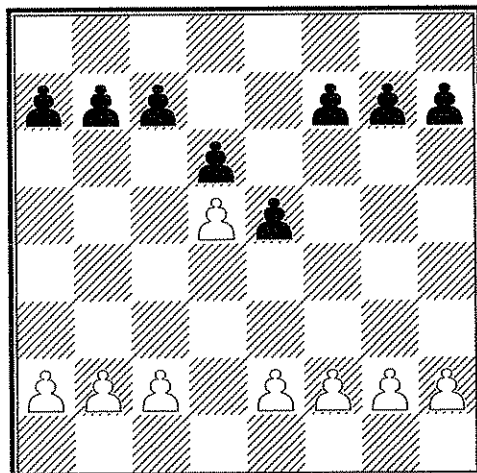
**Review concept of protecting**

Ask what white can do with the d pawn now. White may capture the e pawn. What else may white do with the pawn? White may protect it by moving c2 – c4 or e2 – e4.

Note that if there were a reason to want the pawn on d5, capturing removes that pawn but protecting will keep a pawn on that square.



***En passant***



Next, move the pawn from e6 back to e7 and ask, "If the pawn had used its double move to go from e7 directly to e5, and had not moved to e6, what could white do with its pawn on d5?"

Protecting remains an option, but now white may use the *en passant* rule to capture the pawn on e5 by moving from d5 – e6.

The same rules shown on page 1-5 need to be reviewed at this time.

**PART 4:  
STUDENT  
COMPETITION  
WITH THE  
PAWN GAME**

Have the students set up the pawns in the starting position. Explain the rules of the pawn game.

**winning and  
drawing the pawn  
game**

There are three ways to win the pawn game: (1) advance a pawn to the last rank (2) capture all of your opponents pawns, or (3) achieve a position in which it is your opponent's turn to move, but your opponent has no legal move and you do. If neither player has a legal move because all of the pawns on the board are blocked, then the game is a tie or, as it is called in chess, a "draw."

**throwing away  
pawns**

Before the students begin, demonstrate a position in which one player moves a pawn so that his opponent can capture it and the player cannot recapture. Emphasize that everyone should avoid "throwing away" pawns in this manner.

**the element of  
time and winning  
the pawn game**

Explain that the winner is much more likely to get a pawn to the end than to capture all of the opponent's pawns. This idea is used to teach the student that **time** (number of moves) is more important than **material** (number of men.)

**drawing the pawn game**

The only acceptable way for a game to be a draw is if both players have no legal moves. Students **should not** be allowed to agree to a draw.

**a pawn game tournament**

Students should play the pawn game right away. As in all chess competition, there are rules of etiquette that must be followed at all times. See *Appendix 1: Rules of Etiquette for Chess Competition*, in this manual.

**touch move**

Included in Appendix 1 is reference to the Touch-Move Rule. This rule, which always must be followed strictly, has several parts.

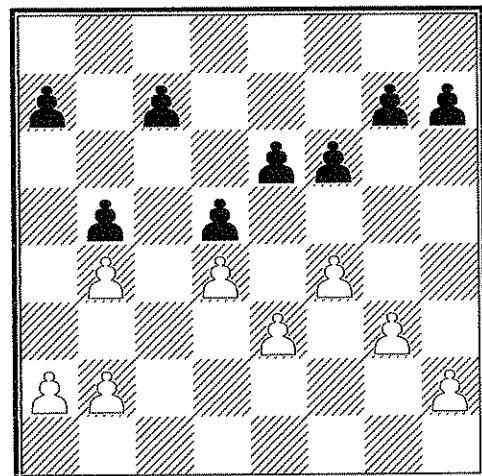
- 1) Players must move the first man they touch.
- 2) Players must capture any opposing man they touch.
- 3) Once they let go of the man, their turn is over.

However, accidentally touching a piece does not require that the piece be moved. If a player wants to adjust a piece that is not in the middle of a square, the player may whisper, "I adjust" and the piece does not need to be moved. Finally, the Touch-Move Rule never requires that the player make an illegal move. If no legal move may be made with the touched piece, the player may make any legal move available just as if no piece had been touched.

See *Appendix 2: Directing a Tournament for Beginners*, in this manual. These rules should be used for all tournaments.

**PART 5:  
PROBLEMS  
THAT ARE  
LIKELY TO  
ARISE****illegal positions**

You might run into impossible positions because students move pawns diagonally at times other than a capture. For example, you might see a position that looks like the diagram on the right. This position is impossible because white has two pawns along the b-file, yet none of black's men has been captured. Often, the best way to handle a situation when an illegal position is on the board is to



have the two students begin their game again. This approach does not work if a player who is losing tries to foil the game by making illegal



moves with the hope that s/he can obtain a fresh start. If a player makes illegal moves repeatedly, it is likely that the player needs to be forfeited for poor sportsmanship.

***en passant***

It is common for students to confuse the *en passant* rule. Students will try to capture with pawns that are blocked on the fourth rank because their opponent's last move was the double move blocking the pawn. Or students might try to use the *en passant* rule to capture a pawn that has not just used the double move to pass by the square on which it could have been captured had it moved just one square. The teacher must repeat the rules several times and provide numerous examples of legal *en passant* captures.

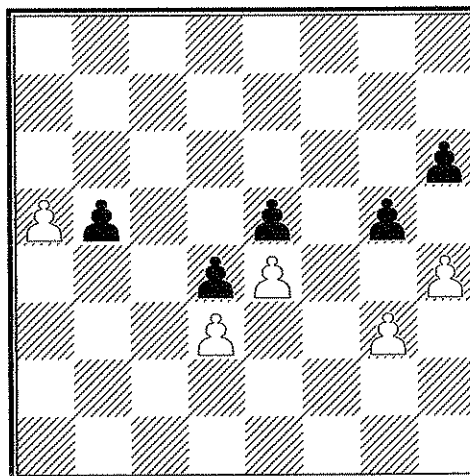
**PART 6:  
BASIC  
STRATEGY  
Creating a passed pawn**

The most common method of winning involves getting a pawn to the last (eighth) rank. To accomplish this, a player must create a "passed pawn."

A passed pawn is a pawn that does not have an opposing pawn ahead of it on the same file or an adjacent file. Another way of explaining a passed pawn is by defining it as a pawn that cannot be blocked or captured by another pawn no matter how far it moves.

In the diagram on the right, there are two passed pawns. White's passed pawn is on a5. Black's passed pawn is on b5.

The pawns on the d and e files are blocked. The pawns on the g and h files may move or capture, but are not passed.



In this position, the white side is winning because its passed pawn is closer to the eighth rank than is black's passed pawn, so if white uses the good strategy of just moving its passed pawn on every turn, white will win the game.

**PART 7:  
REVIEW**

Students must review the rules they have learned.

**REVIEW  
QUESTIONS**

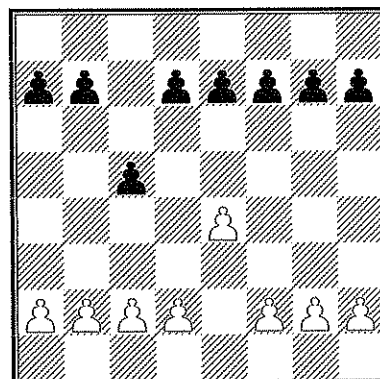
Review Questions:

Who moves first in a game of chess? (White)

What color square is in the corner at the bottom right of the board?  
(Light)

How many different options does white have at the beginning of a pawn game? That is, how many different pawn moves are legal on the first move? (16)

The position shown here resulted from each player making one move. Name the moves played. (White played 1. e2-e4. Black responded with 1...c7-c5.)



How many different options does White have now? (15)

Define a rank. (The horizontal rows of the chess board)

Define a file. (The vertical columns of the chess board)