

Appendix B — The complete source-to-parenting map

This map accounts for all thirteen source chapters and all 385 numbered units in the Giles basic text. The source prints I.5–6 and II.13–14 as combined passages, so it contains 383 passage blocks representing 385 numbers. Numbering belongs to this edition; it is not a claim that Sun Tzu himself supplied a canonical list of 385 separate principles.

Ranges below group related passages. “Adapt” means that a strategic idea is recast for a family purpose. “Qualify” means that only part of the comparison is useful and its limits matter. “Reject literal transfer” means that the original method is acknowledged but is not recommended for parenting. All family applications are modern interpretations. Ancient military quantities, cosmology, and categorical guarantees are not modern evidence about children.

I. Laying Plans — Chapter 1

- **1–2: take the undertaking seriously. Adapt.** Give deliberate attention to family leadership because decisions have consequences beyond an immediate argument.
- **3–14: five factors and comparative assessment. Adapt and qualify.** Examine shared purpose, timing, surroundings, adult qualities, organization, resources, practice, and consistency. The seven comparisons inform an audit of conditions; they do not rank a child against a parent or guarantee an outcome.
- **15–17: counsel and adjustment. Adapt.** Evaluate whether advice fits, accept useful information, and modify a plan when circumstances change.
- **18–25: deception, bait, provocation, disruption, surprise, and secrecy. Reject literal transfer.** Do not engineer a child's anger, divide supportive relationships, conceal a punitive ambush, or misrepresent real choices. Prepare honestly and protect appropriate adult privacy.
- **26: preparation before action. Adapt and qualify.** Think through the situation before responding; careful planning improves the basis for judgment without making a child's response certain.

II. Waging War — Chapter 2

- **1–7: cost, fatigue, and prolonged conflict. Adapt and qualify.** Count the time, attention, and relational costs of repeated disputes. The original army sizes and expenditures remain historical illustrations, not family measurements.
- **8–15: provisioning and resource depletion. Qualify.** Design a sustainable household approach. Reject taking a child's necessities or exploiting dependence as an analogue of foraging from an enemy.
- **16–18: anger, rewards, captured equipment, and humane treatment. Qualify and reject literal transfer.** Do not cultivate hostility or treat children as captives. Use recognition thoughtfully and allow a resolved matter to end without a victory performance.
- **19–20: an effective endpoint and the leader's responsibility. Adapt.** Complete the actual task and preserve the household's ability to function afterward.

III. Attack by Stratagem — Chapter 3

- **1–7: preserve what matters, avoid sieges, and restrain irritation. Adapt and qualify.** Remove avoidable obstacles and protect the relationship. Do not reinterpret breaking resistance as a parenting objective or divide a child's supportive alliances.
- **8–10: relative strength and avoiding futile contests. Qualify.** Match demands to capacity and avoid escalation; military force ratios have no prescriptive meaning for a family.
- **11–16: leadership and interference from uninformed authority. Adapt.** Caregivers coordinate, attend to the facts on the scene, and avoid impossible or contradictory instructions.
- **17: five essentials for victory. Adapt and qualify.** Choose which issues need action, match resources to demands, establish shared purpose, prepare, and give responsible caregivers room to use judgment. Do not exploit a child's unreadiness.
- **18: knowledge of self and other. Adapt and qualify.** Understand the child's perspective and your own triggers; no knowledge guarantees success in every encounter.

IV. Tactical Dispositions — Chapter 4

- **1–7: security, opportunity, and limits of control. Adapt and qualify.** Prepare the environment and your response while acknowledging that another person's choice cannot be guaranteed.
- **8–15: quiet success and preparation before confrontation. Adapt and qualify.** Value ordinary prevention over dramatic enforcement; reject the promise of error-free or invulnerable parenting.
- **16–18: values, organization, measurement, and comparison. Adapt.** Use clear expectations and modest observations to assess whether an arrangement helps.
- **19–20: overwhelming weight and released water. Qualify.** Let supportive conditions make action easier; do not overwhelm a child with superior power.

V. Energy — Chapter 5

- **1–4: organization, signals, and coordinated methods. Adapt and qualify.** Distribute clear responsibilities and make the next action understandable. Reject destructive force as a parenting model.
- **5–11: direct and indirect methods; combinations of notes, colors, and tastes. Adapt and qualify.** Combine explicit teaching with supportive surroundings. The ancient lists illustrate variety; they are not scientific inventories to teach as modern fact.
- **12–15: momentum and decisive timing. Qualify.** Help a manageable next step begin; discard the violent imagery as an instruction.
- **16–20: apparent disorder, hidden strength, false appearances, and bait. Qualify and reject literal transfer.** A household can remain orderly without rigid uniformity. Do not feign helplessness, manipulate emotion, or disguise an ambush as an invitation.
- **21–23: combined effort and the rolling-stone analogy. Adapt.** Improve the arrangement instead of demanding that isolated individuals supply all the effort.

VI. Weak Points and Strong — Chapter 6

- **1–4: readiness, initiative, inducement, and deprivation. Qualify and reject literal transfer.** Prepare and take responsibility for the setting; never use hunger, exhaustion, harassment, or harm to gain compliance.
- **5–12: unguarded points, secrecy, and forced engagement. Reject literal transfer.** Learn where support is needed rather than where a child is vulnerable to pressure. Do not corner, expose, or bait the child.
- **13–21: concentration, divided effort, timing, and distance. Adapt and qualify.** Focus on a meaningful priority and coordinate adult support. Do not scatter a child's defenses or translate military numbers into parenting formulas.
- **22–27: inquiry, provocation, comparison, and concealed strategy. Qualify.** Ask and observe without deliberately provoking or secretly testing the child. Let information guide a transparent plan.
- **28–34: adaptation, water, and changing conditions. Adapt and qualify.** Preserve the purpose while varying the method for the person and moment. Ancient elements and celestial cycles illustrate change, not a developmental mechanism.

VII. Maneuvering — Chapter 7

- **1–5: bringing people together and indirect routes. Adapt.** Prepare transitions and coordinate people before requiring movement.
- **6–11: the costs of forced marches and inadequate supplies. Adapt and qualify.** Include preparation, pauses, and capacity in a schedule. Do not treat the historical distances or fractions as child limits.
- **12–14: allies, local knowledge, and guides. Adapt.** Learn the setting and use appropriate help from people familiar with it.
- **15–22: concealment, concentration, speed, plunder, and deliberation. Qualify and reject literal transfer.** Choose timing deliberately, share work fairly, and acknowledge contribution. Discard deception, plunder, and intimidating surprise.
- **23–26: drums, banners, and coordinated signals. Adapt.** Use a clear and accessible way to communicate the next step.
- **27–32: morale, composure, strength, and circumstance. Adapt and qualify.** Notice readiness and preserve adult composure without exploiting fatigue or assuming a universal daily mood pattern.
- **33–37: unfavorable approaches, bait, retreat, and an open exit. Adapt and qualify.** Avoid unnecessary provocation and preserve a dignified route back to cooperation and safety.

VIII. Variation of Tactics — Chapter 8

- **1–6: conditions, exceptions, and orders that should be declined. Adapt.** Reconsider a method or rule when it defeats its purpose or requires harm.

- **7–9: advantage and disadvantage together. Adapt.** Examine tradeoffs rather than counting only a method's hoped-for benefit.
- **10: damage, disruption, and false attractions. Reject literal transfer.** Flexible leadership does not authorize inventive coercion.
- **11: readiness over wishful thinking. Adapt.** Prepare for ordinary risks and changed plans without presuming misconduct.
- **12–14: five dangerous faults. Adapt and qualify.** Examine escalation, avoidance, temper, concern for appearances, and excessive rescue. They are reflection questions, not diagnoses or an exhaustive explanation of family difficulty.

IX. The Army on the March — Chapter 9

- **1–10: four physical settings and practical positioning. Qualify.** Examine surroundings and obstacles. Military crossing and ambush tactics are not behavioral instructions.
- **11–17: conditions, weather, dangerous places, and vigilance. Adapt and qualify.** Improve the setting and respond to actual hazards. Reject guarantees about disease prevention and schemes to expose others to danger.
- **18–28: signs of movement, intention, bait, and deception. Qualify.** Observe carefully but do not turn ambiguous behavior or bodily cues into proof of motive or dishonesty.
- **29–35: needs, exhaustion, disturbance, and morale. Adapt and qualify.** Consider context and capacity as possibilities requiring inquiry, not certainty from a single sign.
- **36–41: excessive incentives or punishment, bluster, caution, and support. Adapt.** Review an escalating response system, attend to evidence, and obtain appropriate help.
- **42–45: attachment, humane treatment, discipline, and consistency. Adapt and qualify.** Combine care with clear, reliable expectations; submission and usefulness are not measures of a child's worth.

X. Terrain — Chapter 10

- **1–13: six kinds of ground. Adapt and qualify.** Use the six explicitly modern family settings to select a fitting response; they are not a psychological classification inherited from Sun Tzu.
- **14–20: six leadership failures. Adapt and qualify.** Examine demands, boundaries, excessive control, adult conflict, organization, and misjudgment without assuming all child difficulties are caused by parents.
- **21–24: judgment, responsibility, and freedom from vanity. Adapt.** Assess circumstances and act for the child's welfare rather than an audience's approval.
- **25–26: affection alongside authority. Adapt and qualify.** Preserve unconditional care and real responsibilities; reject descriptions of children as useless.
- **27–31: integrated knowledge of self, others, and conditions. Adapt and qualify.** Combine information before acting and remain open to uncertainty; discard absolute guarantees.

XI. The Nine Situations — Chapter 11

- **1–14: nine situations and responses. Adapt and qualify.** The chapter presents a modern family counterpart for each situation. Reject plunder and manufactured desperation.
- **15–19: disrupting cooperation, taking what is valued, and surprise. Reject literal transfer.** Do not isolate a child, hold cherished relationships hostage, or exploit vulnerability. Identify the actual problem and act proportionately.
- **20–22: cohesion, resources, well-being, and conserved effort. Adapt and qualify.** Sustain support through significant change; reject predatory provisioning and deliberate mystification.
- **23–28: inescapable danger, fear, omens, sacrifice, and courage. Qualify and reject literal transfer.** Do not engineer danger or demand proof of love through suffering. Make room for distress and use reliable information rather than guarantees based on superstition.
- **29–34: coordinated mutual aid and varied abilities. Adapt and qualify.** Support shared work with roles that fit capacity. Do not force identical performance or equate unity with compelled submission.
- **35–40: just conduct, secrecy, deception, destroyed exits, and peril. Qualify and reject literal transfer.** Retain adult integrity and calm; reject withholding relevant truth, removing safe exits, or deliberately endangering children.
- **41–51: revisiting situations, connections, supplies, and pressure. Adapt and qualify.** Reassess the stage and provide support; reverse the instruction to remove retreat by making safe options available.
- **52–55: knowledgeable alliances and intimidation. Qualify.** Coordinate with appropriate adults and learn the setting. Reject isolation, coercive alliances, and intimidation as family methods.
- **56–59: arbitrary rewards, hidden bad news, and engineered danger. Reject literal transfer.** Keep expectations comprehensible, tell usable truths, and never create a crisis to secure obedience.
- **60–68: timing, exploitation, secrecy, restricted contact, and decisive action. Qualify and reject literal transfer.** Match leadership to the moment while rejecting assassination analogies, coercive leverage, isolation, and deceptive surprise. Protect safe channels of help.

XII. The Attack by Fire — Chapter 12

- **1–5: destructive methods, readiness, and conditions. Qualify.** Study escalation as something to prevent; do not reproduce attack methods or ancient astronomical timing as practical family advice.
- **6–12: reactions to fire, wind, and timing. Qualify.** Notice conditions that intensify conflict and prepare a safe pause. The original tactical instructions are not emotional manipulation techniques.
- **13–16: fire, water, follow-through, and resources. Qualify.** Choose a proportionate response that serves a real objective, then complete necessary repair.
- **17–19: act for a legitimate purpose, not anger or spite. Adapt.** Delay nonurgent decisions made to discharge the adult's feelings.
- **20–22: changing emotion and irreversible harm. Adapt and qualify.** Protect what anger may damage, while recognizing that repair is possible and sometimes requires sustained help.

XIII. The Use of Spies — Chapter 13

- **1–6: the cost of ignorance and human sources of information. Adapt and qualify.** Seek relevant, reliable information and the child's account. Historical claims about foreknowledge do not imply that evidence-based inference is useless.
- **7–13: five kinds of spies. Reject literal transfer.** Do not recruit siblings or friends, buy confidences, or use people to carry false reports. The original categories are named and distinguished from appropriate adult coordination.
- **14–18: care, judgment, secrecy, and verification. Qualify.** Treat private information responsibly and check what is known. Privacy protection is not a mandate for covert monitoring.
- **19–20: punishment for disclosure and targeting individuals. Reject literal transfer.** Protect safety disclosures and refuse retaliatory, violent, or humiliating methods.
- **21–25: converted spies and coordinated intelligence. Reject literal transfer.** Replace informant networks with direct communication, relevant adult support, and proportionate supervision.
- **26–27: historical examples and the value of informed leadership. Qualify.** The dynastic examples remain claims in the ancient source, not independently verified history in this book. Retain the importance of informed, responsible action.