

## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number /Title</b>	155-H-0020 Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
<b>Task Number(s)/ Title(s)</b>	155-197-0020 Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
<b>Effective Date</b>	TBD
<b>Supersedes TSP(s)</b>	This TSP supersedes MQS 1 S1-9017.01-0018 TSP U.S. Military History
<b>TSP User</b>	Use this TSP as part of precommissioning training for the Reserve Officer Training Corps (ROTC), the Officer Candidate School (OCS), and the Warrant Officer Candidate School (WOCS).
<b>Proponent</b>	The proponent for this document is U. S. Army Training and Doctrine Command, Military History Office, Ft Eustis, VA  Mr. Stephen McGeorge: DSN 501-6654, e-mail: Stephen.c.mcgeorge.civ@mail.mil Mr. Benjamin King: DSN: 501-6652, e-mail: Benjamin.d.king8.civ@mail.mil
<b>Comments/ Recommendations</b>	Send comments and recommendations directly to: Commander, TRADOC ATTN: ATBOMH Fort Eustis, VA 23604-
<b>Foreign Restrictions</b>	The materials contained in this course have been reviewed by the product <b>Disclosure</b> developers in coordination with the Fort Eustis foreign disclosure authority. This product is releasable to military students from all requesting foreign countries without restriction.

### PREFACE

**Purpose** This training support package provides the instructor with a standardized lesson plan for presenting resident instruction for task 155-197-0020.

<b>Task</b>	155-197-0020
<b>Task title:</b>	Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.
<b>Conditions:</b>	Given an assignment to integrate military history into the education of officers in a tactical environment and copies of Richard W. Stewart, gen. ed., <i>American Military History: The United States Army and the Forging of a Nation, 1775-1917</i> , Volume I, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2009); Richard W. Stewart, gen. ed., <i>American Military History: The United States Army in a Global Era, 1917-2008</i> , Volume II, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2010); William G. Robertson, gen. ed., <i>In Contact!: Case Studies from the Long War</i> , Volume I (Ft. Leavenworth, Kansas: Combat Studies Institute Press, 2006); Jon T. Hoffman, gen. ed., <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> , Global War on Terrorism Series (Washington, D.C.: United States Army Center of Military History, 2009); Matthew Moten, gen. ed., <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Todd S. Brown, <i>Battleground Iraq: Journal of a Company Commander</i> (Washington, D.C.: Department of the Army, 2007); Staff of the U.S. Army Combat Studies Institute, <i>Wanat: Combat Action in Afghanistan, 2008</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Walter E. Kretchik, Robert F. Baumann, and John T. Fishel, <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> (Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College Press, 1998); FM 1 <i>The Army</i> ; FM 3-0 <i>Operations</i> ; FM 6-22 <i>Army Leadership</i> , and CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i> .
<b>Standard:</b>	Employ American military history tool for studying military professionalism and for applying critical-thinking skills and decision-making skills to military problems while pursuing your education as an officer.

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**Integrate the Basic Knowledge of Military History into Your Education as a Future Officer**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

COURSE NUMBER	COURSE TITLE
	ROTC
	OCS
	WOCS

**Task(s) Taught or Supported**

TASK NUMBER	TASK TITLE
155-197-0020	Integrate the Basic Knowledge of Military History into Your Education as a Future Officer.

**Reinforced Task(s)**

TASK NUMBER	TASK TITLE
	none

**Academic Hours**

The academic hours required to teach this course are as follows:

	PEACETIME	MOBILIZATION
	HOURS/METHODS	HOURS/METHODS
	43:00 / CO	43:00 / CO
Test	2:00 /T	2:00/T
*Test Review	/	/

Total Hours	45:00	45:00
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**Personnel Requirements**

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**Equipment Required**

Powerpoint projector and screen.

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**Materials Required**

Instructor Materials: Power Point slides and this TSP.  
Student Materials: Student handout sheets.

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**Classroom, Training Area, and Range Requirements**

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Classroom to accommodate 30 students.

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**Ammunition Requirements**

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None.

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**Note:** Before presenting this lesson, thoroughly prepare by studying this lesson and identified reference material.

**Instructional Guidance**

None.

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**Proponent Lesson Plan Approvals**

NAME	Rank	Position	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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**SECTION II. INTRODUCTION**

Method of instruction: CO  
Instructor to student ratio is: 1: 25  
Time of instruction: 00:10  
Media used: Powerpoint Slides 1-5

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- Note:** Show Viewgraph 1: Task Title.
- Note:** Show Powerpoint Slides 2-5: Terminal Learning Objective.
- Note:** Inform the students of the following terminal learning objective requirements.

**Terminal** At the completion of this lesson you [the student] will:

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**Learning Objective**

<b>Action:</b>	Apply knowledge of U.S. military history to the education of officers.
<b>Conditions:</b>	Given an assignment to integrate military history into the education of officers in a tactical environment and copies of Richard W. Stewart, gen. ed., <i>American Military History: The United States Army and the Forging of a Nation, 1775-1917</i> , Volume I, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2009); Richard W. Stewart, gen. ed., <i>American Military History: The United States Army in a Global Era, 1917-2008</i> , Volume II, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2010); William G. Robertson, gen. ed., <i>In Contact!: Case Studies from the Long War</i> , Volume I (Ft. Leavenworth, Kansas: Combat Studies Institute Press, 2006); Jon T. Hoffman, gen. ed., <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> , Global War on Terrorism Series (Washington, D.C.: United States Army Center of Military History, 2009); Matthew Moten, gen. ed., <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Todd S. Brown, <i>Battleground Iraq: Journal of a Company Commander</i> (Washington, D.C.: Department of the Army, 2007); Staff of the U.S. Army Combat Studies Institute, <i>Wanat: Combat Action in Afghanistan, 2008</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Walter E. Kretchik, Robert F. Baumann, and John T. Fishel, <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> (Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College Press, 1998); FM 1 <i>The Army</i> ; FM 3-0 <i>Operations</i> ; FM 6-22 <i>Army Leadership</i> , and CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i> .
<b>Standard:</b>	Employ American military history as a tool for studying military professionalism and for applying critical-thinking skills and decision-making skills to military problems while pursuing your education as an officer.

**Safety Requirements**

None.

**Risk Assessment Level**

None.

**Environmental Considerations**

None.



**Evaluation** Your instructors will determine when and where you will be evaluated. The Performance Tests in Section V detail how you will be evaluated and the length of those evaluations.

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**Instructional Lead-in** You learned the basics of the nine principles of war through historical example, and now you will add considerably to that knowledge by studying all of U.S. military history in its Western context.

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**SECTION III. PRESENTATION**

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**Note:** Active student involvement is the key to meaningful learning. To that end, this TSP has been prepared to help instructors/facilitators generate maximum response among their students. Included are question and answer periods for the class at large. The instructor or facilitator notes included in this TSP provide assistance for the instructor/facilitator on subject matter and the use of Powerpoint Slides.

**Note:** In ELO A, the word slides should be presented in the order they appear. The graphics slides, however, may be rearranged to suit the instructor/facilitator, which would of course alter how the narrative material presented in the ELO relates to the all the slides.

Note: Show Power Point Slide 1- Introduction

**A. ENABLING LEARNING OBJECTIVE A**

**Note:** Inform the students of the enabling learning objective requirements.

Action:	Analyze the definition of Military History, the theory and practice of war, and the American Military System as an intellectual framework for applying critical-thinking skills and problem-solving skills to the study of historical military problems.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what Military History is and the levels of military operations are. *Identifies what the Theory and Practice of War are. *Identifies what the American Military System is.

1. **Learning Step/Activity 1** - Communicate what Military History is and the levels of military operations are.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Power Point Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show PP S 2 - What is Military History?, Theory and Practice of War, The American Military System

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2. **Learning Step/Activity 2** - Communicate what the Theory and Practice of War are  
Communicate the principles of war.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: PPS

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show PP S 2 - What is Military History?, Theory and Practice of War, The American Military System

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3. **Learning Step/Activity 3** - Communicate what the American Military System is.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: PPS

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show PP S 2 - What is Military History?, Theory and Practice of War, The American Military System

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Conduct a check on learning

**Note:** Show PPS 3 – Check on learning Introduction

What are the theory and practice of War?

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## **B. ENABLING LEARNING OBJECTIVE B**

**Note:** Inform the students of the enabling learning objective requirements.

**Note:** Show Powerpoint Slide 4 ELO B: Chapter 2 [v.1], The Beginnings

B. Enabling Learning Objective B

Action:	Analyze the beginnings of the American military experience from the European heritage through the Colonial heritage, 1607-1763.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what the European Heritage was. *Identifies what the Military Revolution was. *Identifies what 18 <sup>th</sup> Century Warfare was. *Identifies what the Colonial Scene was. *Identifies what the Colonial Militia was. *Identifies what the role of the colonies in World Conflict was. *Identifies what the significance of the American Rifle was. *Identifies what the Colonial heritage was.

1. **Learning Step/Activity 1** – Communicate what the European Heritage was.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

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2. **Learning Step/Activity 2** – Communicate what the Military Revolution was.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

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3. **Learning Step/Activity 3** – Communicate what 18<sup>th</sup> Century Warfare was

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

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4. **Learning Step/Activity 4** – Communicate what the Colonial Scene was te

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 5: The European Heritage - The Military Revolution, Eighteenth Century European Warfare, The Colonial Scene

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5. **Learning Step/Activity 5** – Communicate what the Colonial Militia was.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

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6. **Learning Step/Activity 6** – Communicate what the role of the colonies in World Conflict was

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

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7. **Learning Step/Activity 7** – Communicate Identifies what the significance of the American Rifle was

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

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8. **Learning Step/Activity 8** – Communicate what the Colonial heritage was  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 6: Colonial Militia, The Colonies in the World Conflict, 1689-1783, The American Rifle, The Colonial Heritage

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### Conduct a Check on Learning

**Note:** Show Powerpoint Slide 7 Check on learning: The Beginnings

**Note:** Solicit and answer the students' questions. This is not a graded activity.

How did our early colonial experience modify our European Military Heritage?

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### C. ENABLING LEARNING OBJECTIVE C

**Note:** Inform the students of the enabling learning objective requirements.

**Note:** Show PPS 8: ELO C: Chapter 3 [v.1], The American Revolution, First Phase

#### C. Enabling Learning Objective C

Action:	Analyze the first phase of the American Revolution from its outbreak through the Battles of Trenton and Princeton, 1775-1777.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies why did the war breakout. *Identifies how the Continental Army was formed. *Identifies the significance of the invasion of Canada and the fall of Boston *Identifies the significance of the new nation. *Identifies how the Continental Army Evolved *Identifies what the British problem was. *Identifies the significance of strategy.

	*Identifies the significance of the British Offensive of 1776. *Identifies the significance of the battles of Trenton and Princeton.
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1. **Learning Step/Activity 1** – Communicate why did the war breakout.

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

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2. **Learning Step/Activity 2** – Communicate how the Continental Army was formed

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

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3. **Learning Step/Activity 3** – Communicate the invasion of Canada and the fall of Boston

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

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4. **Learning Step/Activity 4** – Communicate About the new nation.

Method of instruction: CO

Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

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5. **Learning Step/Activity 5** – Communicate how the Continental Army Evolved

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 9: The Outbreak, Formation of the Continental Army, The Invasion of Canada and the Fall of Boston, The New Nation, Evolution of the Continental Army

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6. **Learning Step/Activity 6** – Communicate what the British problem was

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

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7. **Learning Step/Activity 7** – Communicate About strategy

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

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8.                   **Learning Step/Activity 8** – Communicate About the British Offensive of 1776  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

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9.                   **Learning Step/Activity 9** – Communicate About the battles of Trenton and Princeton  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 10: The British Problem, Of Strategy, The British Offensive in 1776, Trenton and Princeton

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### **Conduct a Check on Learning**

**Note:** Show Powerpoint Slide 11: Check on Learning, The American Revolution, First Phase

**Note:** Solicit and answer the students' questions. This is not a graded activity.

What role did Congress play in setting military policy and determining military operations in the opening days of the Revolution? Why is this important?

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### **D.                   ENABLING LEARNING OBJECTIVE D**

**Note:** Show Powerpoint Slide 12: ELO D: Chapter 4 [v.1], The Winning of Independence, 1777-1783

**Note:** Inform the students of the enabling learning objective requirements.

#### **D. Enabling Learning Objective D**

Action:	Analyze the winning of American independence from Valley Forge through the Treaty of Paris, 1777-1783.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson



Standards:	<ul style="list-style-type: none"> <li>*Identifies what the significance of the campaign of 1777 was.</li> <li>*Identifies what the significance of Valley Forge was.</li> <li>*Identifies what the first fruits of the French alliance were.</li> <li>*Identifies what the new conditions of the war were.</li> <li>*Identifies what the British Successes in the South were.</li> <li>*Identifies what nadir of the American Cause was.</li> <li>*Identifies The significance of Greene's southern campaign</li> <li>*Identifies what the Siege of Yorktown entailed.</li> <li>*Identifies The significance of Cornwallis' surrender.</li> <li>*Identifies what the reasons, lessons and meaning were.</li> </ul>
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1. **Learning Step/Activity 1** – Communicate what the significance of the campaign of 1777 was

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

2. **Learning Step/Activity 2** – Communicate the significance of Valley Forge

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South  
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3. **Learning Step/Activity 3** – Communicate the first fruits of the French alliance

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

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4. **Learning Step/Activity 4** – Communicate what the new conditions of the war were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

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5. **Learning Step/Activity 5** – Communicate what the British Successes in the South were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 13: The Campaign of 1777, Valley Forge, First Fruits of the French Alliance, The New Conditions of the War, British Successes in the South

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6. **Learning Step/Activity 6** – Communicate what the nadir of the American Cause was

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

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7. **Learning Step/Activity 7** – Communicate The significance of Greene's southern campaign

Method of instruction: CO

Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

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8. **Learning Step/Activity 8** – Communicate what the Siege of Yorktown entailed

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

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9. **Learning Step/Activity 9** – Communicate The significance of Cornwallis' surrender

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

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10. **Learning Step/Activity 10** – Communicate what the reasons, lessons and meaning were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 14: Nadir of the American Cause, Greene's Southern, Campaign, Yorktown: The Final Act, Surrender of Cornwallis, The Summing Up: Reasons, Lessons, and Meaning

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**Conduct a Check on Learning**

**Note:** Show Powerpoint Slide 15: Check on Learning, The Winning of Independence, 1777-1783

**Note:** Solicit and answer the students' questions. This is not a graded activity.

What were the critical elements of the American victory at Yorktown?

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**E. ENABLING LEARNING OBJECTIVE E**

**Note:** Show Powerpoint Slide 16: ELO E: Chapter 5 [v.1], The Formative Years, 1783-1812

**Note:** Inform the students of the enabling learning objective requirements.

**E. Enabling Learning Objective E**

Action:	Analyze the formative years of the American military experience from the question of a peacetime Army through American reaction to the Napoleonic Wars, 1783-1812.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what was the question of a peacetime army. *Identifies what the defects in the Articles of Confederation were. *Identifies why the efforts to improve the militia failed. *Identifies what the military realities of the Federalist period were. *Identifies what the Indian expeditions of the period were. *Identifies the significance of the Battle of Fallen Timbers. *Identifies what the perils of neutrality were. *Identifies what the Quasi-War with France entailed. *Identifies what defense under Jefferson entailed. *Identifies what the Army's role in westward expansion was. *Identifies what the American reaction to the Napoleonic Wars was.

1. **Learning Step/Activity 1** – Communicate what the question of a peacetime army was.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

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2. **Learning Step/Activity 2** – Communicate what the defects in the Articles of Confederation were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

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3. **Learning Step/Activity 3** – Communicate why the efforts to improve the militia failed

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

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4. **Learning Step/Activity 4** – Communicate what the military realities of the Federalist period were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

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5. **Learning Step/Activity 5** – Communicate what the Indian expeditions of the period were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

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6. **Learning Step/Activity 6** – Communicate the significance of the Battle of Fallen Timbers.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 17: The Question of a Peacetime Army, Toward a More Perfect Union, The Militia, Military Realities in the Federalist Period, The Indian Experience, Battle of Fallen Timbers

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7. **Learning Step/Activity 7** – Communicate what the perils of neutrality were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

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8. **Learning Step/Activity 8** – Communicate what the Quasi-War with France entailed

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

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9. **Learning Step/Activity 9** – Communicate what defense under Jefferson entailed

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

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10. **Learning Step/Activity 10** – Communicate what the Army's role in westward expansion was

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

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11. **Learning Step/Activity 11** – Communicate what the American reaction to the Napoleonic Wars was.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 18: The Perils of Neutrality, The Quasi War with France, Defense under Jefferson, The Army and Westward Expansion, American Reaction to the Napoleonic Wars

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 19: Check on Learning: The Formative Years, 1783-1812

How has the concept of militia changed since the early days of the republic?

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**F. ENABLING LEARNING OBJECTIVE F**

**Note:** Show Powerpoint Slide 20: ELO F: Chapter 6 [v.1], The War of 1812

**Note:** Inform the students of the enabling learning objective requirements.

F. Enabling Learning Objective F

Action:	Analyze the War of 1812 from its origins through the final land battle at New Orleans in 1815.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies what the origins of the war were.</li> <li>*Identifies what the opposing forces were.</li> <li>*Identifies what the strategic patterns were.</li> <li>*Identifies what the first campaigns were.</li> <li>*Identifies what the significant events of the second year of the war, 1813, were.</li> <li>*Identifies what the significant events of the last year of the war, 1814, were.</li> <li>*Identifies the significance of the Battle of New Orleans.</li> </ul>

1. **Learning Step/Activity 1** – Communicate what the origins of the war were

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

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2. **Learning Step/Activity 2** – Communicate what the opposing forces were.

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

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3. **Learning Step/Activity 3** – Communicate what the strategic patterns were

Method of instruction: CO



Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

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4. **Learning Step/Activity 4** – Communicate what the first campaigns were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

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5. **Learning Step/Activity 5** – Communicate what the significant events of the second year of the war, 1813, were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

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6. **Learning Step/Activity 6** – Communicate what the significant events of the last year of the war, 1814, were

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

7. **Learning Step/Activity 7** – Communicate the significance of the Battle of New Orleans

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 21: Origins of the War, The Opening Forces, The Strategic Pattern, The First Campaigns, The Second Year, 1813, The Last Year of the War, 1814, New Orleans: The Final Battle

**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 22: Check on Learning: The War of 1812

How did the effectiveness of the militiamen and regulars compare in this war?

**G. ENABLING LEARNING OBJECTIVE G**

**Note:** Show Powerpoint Slide 23: ELO G: Chapter 7 [v.1], Toward a Professional Army

**Note:** Inform the students of the enabling learning objective requirements.

G. Enabling Learning Objective G

Action:	Analyze the evolution of an organized American Army through the rise of the professional officer, 1815-1845.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies how the Army was organized and trained.</li> <li>*Identifies what the First Seminole War entailed.</li> <li>*Identifies how John C. Calhoun organized the War Department.</li> <li>*Identifies how pioneering in the west affected the Army.</li> <li>*Identifies what the Second Seminole War entailed.</li> <li>*Identifies what the significance of westward expansion and the Texas Issue was.</li> <li>*Identifies how the professional officer evolved as a result of the conflicts prior to the Mexican</li> </ul>

1. **Learning Step/Activity 1** – Communicate how the Army was organized and trained.

Method of instruction: CO

Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

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2. **Learning Step/Activity 2** – Communicate what the First Seminole War entailed  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

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3. **Learning Step/Activity 3** – Communicate how John C. Calhoun organized the War Department

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

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4. **Learning Step/Activity 4** – Communicate how pioneering in the west affected the Army

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 24: Organizing and Army, The War Hatchet Raised in Florida, John C. Calhoun and the War Department, Pioneering in the West

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5. **Learning Step/Activity 5** – Communicate what the Second Seminole War entailed

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 25: The Second Seminole War, 1835-1842, Westward Expansion and the Texas Issue, The Professional Officer,

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6. **Learning Step/Activity 6** – Communicate what the significance of westward expansion and the Texas Issue was

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 25: The Second Seminole War, 1835-1842, Westward Expansion and the Texas Issue, The Professional Officer,

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7. **Learning Step/Activity 7** – Communicate how the professional officer evolved as a result of the conflicts prior to the Mexican War.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 25: The Second Seminole War, 1835-1842, Westward Expansion and the Texas Issue, The Professional Officer,

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 26: Check on Learning: Toward a Professional Army

Compare and contrast the Army on the eve of the War of 1812 to the Army on the eve of the war with Mexico. What were the similarities and differences? What factors accounted for the changes?

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## H. ENABLING LEARNING OBJECTIVE H

**Note:** Show Powerpoint Slide 27: ELO H: Chapter 8 [v.1], The Mexican War and After

**Note:** Inform the students of the enabling learning objective requirements.

### H. Enabling Learning Objective H

Action:	Analyze the Mexican War and afterwards from the period of watchful waiting on the border through the state of weapons and tactics on the eve of the American Civil War, 1845-1861.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the period of watchful waiting. *Identifies the significance of the Battles of Palo Alto and Resaca de la Palma *Identifies the significance of the declaration of war. *Identifies the significance of the Monterrey Campaign. *Identifies the significance of the Battle of Buena Vista *Identifies the significance of the landing at Vera Cruz. *Identifies the significance of the battle of Cerro Gordo *Identifies the significance of the battles of Contreras, Churubusco, Chapultepec. *Identifies the significance of the occupation and negotiation in Mexico City *Identifies the significance of the challenges of the Army on the new frontier. *Identifies the significance of the need to increase the peacetime Army. *Identifies the significance of weapons and tactics on the eve of the Civil War.

1. **Learning Step/Activity 1** – Communicate the significance of the period of watchful waiting  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Resaca de la Palma, War is Declared, The Monterrey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

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2. **Learning Step/Activity 2** – Communicate the significance of the Battles of Palo Alto and Resaca de la Palma  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

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3. **Learning Step/Activity 3** – Communicate the significance of the declaration of war

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

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4. **Learning Step/Activity 4** – Communicate the significance of the Monterrey Campaign

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

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5. **Learning Step/Activity 5** – Communicate the significance of the Battle of Buena Vista

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

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6. **Learning Step/Activity 6** – Communicate the significance of the landing at Vera Cruz

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 28: The Period of Watchful Waiting, The Battles of Palo Alto and Reseca de la Palma, War is Declared, The Monterey Campaign, The Battle of Buena Vista, The Landing at Vera Cruz

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7. **Learning Step/Activity 7** – Communicate the significance of the battle of Cerro Gordo

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

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9. **Learning Step/Activity 8** – Communicate the significance of the battles of Contreras, Churubusco, Chapultepec

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

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9. **Learning Step/Activity 9** – Communicate the significance of the occupation and negotiation in Mexico City

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

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10. **Learning Step/Activity 10** – Communicate the significance of the challenges of the Army on the new frontier

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

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11. **Learning Step/Activity 11** – Communicate the significance of the need to increase the peacetime Army

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

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12. **Learning Step/Activity 12** – Communicate the significance of weapons and tactics on the eve of the Civil War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.



**Note:** Show Powerpoint Slide 29: The Battle of Cerro Gordo, Contreras, Churubusco, Chapultepec, Occupation and Negotiation in Mexico City, The Army on the New Frontier, Increasing the Peacetime Army, Weapons and Tactics on the Eve of the Civil War

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide30: Check on Learning: The Mexican War and After

How risky was the strategy of a three-pringed attack on Mexico? What could have gone wrong?

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## I. ENABLING LEARNING OBJECTIVE I

**Note:** Show Powerpoint Slide 31: ELO I: Chapter 9 [v.1], The Civil War, 1861

**Note:** Inform the students of the enabling learning objective requirements.

### I. Enabling Learning Objective I

Action:	Analyze the Civil War in 1861 from secession through the bombardment of Ft. Sumter, the Battle of First Bull Run, and the preparations by North and South for hard war.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Secession, Sumter, and Standing to Arms *Identifies the capabilities of the opponents. *Identifies the significance of First Bull Run (First Manassas) *Identifies the significance of the Second Uprising 1861.

#### 1. **Learning Step/Activity 1** – Communicate the significance of Secession, Sumter, and Standing to Arms

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

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#### 2. **Learning Step/Activity 2** – Communicate the capabilities of the opponents

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

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3. **Learning Step/Activity 3** – Communicate the significance of First Bull Run (First Manassas)  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

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4. **Learning Step/Activity 4** – Communicate the significance of the Second Uprising 1861  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 32: Secession, Sumter, and Standing to Arms, The Opponents, First Bull Run (Manassas), The Second Uprising in 1861

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 33: Check on Learning: The Civil War, 1861

What advantages and disadvantages did each side have at the beginning of the war? Discuss their relative importance to the ultimate outcome.

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## **J. ENABLING LEARNING OBJECTIVE J**

**Note:** Show Powerpoint Slide 34: ELO J: Chapter 10 [v.1]' The Civil War, 1862

**Note:** Inform the students of the enabling learning objective requirements.

J. Enabling Learning Objective J

Action:	Analyze the Civil War in 1862 from the war in the East through the war west of the Mississippi River.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the War in the East: The Army of the Potomac Moves South *Identifies the significance of Jackson's Valley Campaign *Identifies the significance of the Peninsula Campaign. *Identifies the significance of the Seven Days' Battles *Identifies the significance of Second Bull Run *Identifies the significance of Lee's invasion of Maryland. *Identifies the significance of Lincoln's Emancipation Proclamation. *Identifies the significance of the Battle of Fredericksburg. *Identifies the significance of the war in the west. *Identifies the significance of the Capture of Forts Henry and Donaldson. *Identifies the significance of the Confederate counterattack at Shiloh. *Identifies the significance of the war in the west from Perryville to Stones River. *Identifies the significance of the war west of the Mississippi

1. **Learning Step/Activity 1** – Communicate the significance of the War in the East: The Army of the Potomac Moves South

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

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2. **Learning Step/Activity 2** – Communicate the significance of Jackson's Valley Campaign

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

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3. **Learning Step/Activity 3** – Communicate the significance of the Peninsula Campaign

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

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4. **Learning Step/Activity 4** – Communicate the significance of the Seven Days' Battles

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

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5. **Learning Step/Activity 5** – Communicate the significance of Second Bull Run

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 35: The War in the East: The Army of the Potomac Moves South, Jackson's Valley Campaign, The Peninsula Campaign, The Seven Days' Battles, Second Bull Run

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6. **Learning Step/Activity 6** – Communicate the significance of Lee's invasion of Maryland

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln's Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

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7.                   **Learning Step/Activity 7** – Communicate the significance of Lincoln’s Emancipation Proclamation  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln’s Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

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8.                   **Learning Step/Activity 8** – Communicate the significance of the Battle of Fredericksburg  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln’s Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

- 
9.                   **Learning Step/Activity 9** – Communicate the significance of the war in the west: the Twin Rivers Campaign  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 36: Lee Invades Maryland, Lincoln’s Emancipation Proclamation, Fiasco at Fredericksburg, The War in the West: The Twin Rivers Campaign

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10.                   **Learning Step/Activity 10** – Communicate the significance of the Capture of Forts Henry and Donelson  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00

Media: [Powerpoint Slides](#)

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

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11. **Learning Step/Activity 11** – Communicate the significance of the Confederate counterattack at Shiloh

Method of instruction: [CO](#)

Instructor to student ratio is: [1:25](#)

Time of instruction [1:00](#)

Media: [Powerpoint Slides](#)

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

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12. **Learning Step/Activity 12** – Communicate the significance of the war in the west from Perryville to Stones River.

Method of instruction: [CO](#)

Instructor to student ratio is: [1:25](#)

Time of instruction [1:00](#)

Media: [Powerpoint Slides](#)

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

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13. **Learning Step/Activity 13** – Communicate the significance of the war west of the Mississippi

Method of instruction: [CO](#)

Instructor to student ratio is: [1:25](#)

Time of instruction [1:00](#)

Media: [Powerpoint Slides](#)

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 37: Capture of Forts Henry and Donelson, Confederate Counterattack at Shiloh, Perryville to Stones River, The War West of the Mississippi

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 38: Check on Learning: The Civil War, 1862

Which theater of war was most decisive and why?

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**K. ENABLING LEARNING OBJECTIVE K**

**Note:** Show Powerpoint Slide 39: ELO K: Chapter 11 [v.1], The Civil War, 1863

**Note:** Inform the students of the enabling learning objective requirements.

**K. Enabling Learning Objective K**

Action:	Analyze the Civil War in 1863 from the Battle of Chancellorsville through the Battle of Chattanooga.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of the war in the east and Hooker's crossing of the Rappahannock</li> <li>*Identifies the significance of Lee's risk at the Battle of Chancellorsville.</li> <li>*Identifies the significance of the search for tactical and strategic alternatives.</li> <li>*Identifies the significance of the Battle of Gettysburg.</li> <li>*Identifies the significance of the war in the west and confusion in clearing the Mississippi River</li> <li>*Identifies the significance of Grant's campaign against Vicksburg.</li> <li>*Identifies the significance of the Chickamauga Campaign.</li> <li>*Identifies the significance of Grant at Chattanooga.</li> </ul>

1. **Learning Step/Activity 1** – Communicate the significance of the war in the east and Hooker's crossing of the Rappahannock River

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

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2. **Learning Step/Activity 2** – Communicate the significance of Lee's risk at the Battle of Chancellorsville

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

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3. **Learning Step/Activity 3** – Communicate the significance of the search for tactical and strategic alternatives

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

- 
4. **Learning Step/Activity 4** – Communicate the significance of the Battle of Gettysburg

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 40: The East: Hooker Crosses the Rappahannock, Chancellorsville: Lee's Boldest Risk, Lee's Second Invasion of the North, Gettysburg

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5. **Learning Step/Activity 5** – Communicate the significance of the war in the west and confusion in clearing the Mississippi River.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides



**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

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6. **Learning Step/Activity 6** – Communicate the significance of Grant's campaign against Vicksburg

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

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7. **Learning Step/Activity 7** – Communicate the significance of the Chickamauga Campaign

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

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8. **Learning Step/Activity 8** – Communicate the significance of Grant at Chattanooga

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 41: The West: Confusion over Clearing the Mississippi, Grant's Campaign against Vicksburg, The Chickamauga Campaign, Grant at Chattanooga

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 42: Check on Learning: The Civil War, 1863

Compare Lee's second invasion of the North with his first. What are the similarities and differences in rationale, plans, and outcomes?

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**L. ENABLING LEARNING OBJECTIVE L**

**Note:** Show Powerpoint Slide 43: ELO L: Chapter 12 [v.1], The Civil War, 1864-1865

**Note:** Inform the students of the enabling learning objective requirements.

L. Enabling Learning Objective L

Action:	Analyze the Civil War in 1864-1865 from the establishment of Federal unity of command through war's end.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies how the Union achieved unity of Command *Identifies the significance of Lee Cornered at Richmond. *Identifies the significance of Sherman's great wheel to the east. *Identifies the significance of the Battle of Nashville. *Identifies the significance of Lee's last 100 days. *Identifies the significance of the dimensions of the war.

1. **Learning Step/Activity 1** – Communicate how the Union achieved unity of Command

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

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2. **Learning Step/Activity 2** – Communicate the significance of Lee Cornered at Richmond

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

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3. **Learning Step/Activity 3** – Communicate the significance of Sherman's great wheel to the east

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

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4. **Learning Step/Activity 4** – Communicate the significance of the Battle of Nashville

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

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5. **Learning Step/Activity 5** – Communicate the significance of Lee's last 100 days

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

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6. **Learning Step/Activity 6** – Communicate the significance of the dimensions of the war

Method of instruction: CO  
Instructor to student ratio is: 1:25

Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 44: Unity of Command, Lee Cornered at Richmond, Sherman's Great Wheel to the East, Thomas Protects the Nashville Base, Lee's Last 100 Days, Dimensions of the War

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 45: Check on Learning: The Civil War, 1864-1865

Thesis: The American Civil War was the first modern war. Why is this true? Why is this false?

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#### **M. ENABLING LEARNING OBJECTIVE M**

**Note:** Show Powerpoint Slide 46: ELO M: Chapter 13 [v.1], Darkness and Light: The Interwar Years, 1865-1898

**Note:** Inform the students of the enabling learning objective requirements.

##### M. Enabling Learning Objective M

Action:	Analyze the interwar years from demobilization through professional and technical developments and civil accomplishments, 1865-1898.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of demobilization, reorganization and the French threat to Mexico. * Identifies the significance of reconstruction *Identifies the significance of domestic disturbance. *Identifies the significance of the National Guard movement. *Identifies the significance of isolation and professional development. *Identifies the significance of line and staff in the Army. *Identifies the significance of technical development *Identifies the significance of civil accomplishment.

1. **Learning Step/Activity 1** – Communicate the significance of demobilization, reorganization and the French threat to Mexico.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

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2. **Learning Step/Activity 2** – Communicate the significance of Reconstruction.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

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3. **Learning Step/Activity 3** – Communicate the significance of domestic disturbance

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

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4. **Learning Step/Activity 4** – Communicate the significance of the National Guard movement

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 47: Demobilization, Reorganization, and the French Threat in Mexico, Reconstruction, Domestic Disturbances, The National Guard Movement

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5. **Learning Step/Activity 5** – Communicate the significance of isolation and professional development

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

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6. **Learning Step/Activity 6** – Communicate the significance of line and staff in the Army

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

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7. **Learning Step/Activity 7** – Communicate the significance of technical development

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

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8. **Learning Step/Activity 8** – Communicate the significance of civil accomplishment

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 48: Isolation and Professional Development, Line and Staff, Technical Development, Civil Accomplishment

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 49: Check on Learning: Darkness and Light: The Interwar Years, 1865-1898

What was the role of the U.S. Army in the occupation of the Southern states after the Civil War? Why was this such an unpopular mission?

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## **N. ENABLING LEARNING OBJECTIVE N**

**Note:** Show Powerpoint Slide 50: ELO N: Chapter 14 [v.1], Winning the West: The Army and the Indian Wars, 1865-1890

**Note:** Inform the students of the enabling learning objective requirements.

### N. Enabling Learning Objective N

Action:	Analyze the Army's winning of the West in the Indian Wars from the challenge of life on the frontier through the end of Indian armed resistance, 1865-1890.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies what the setting and the challenges were. *Identifies the challenges of life in the frontier army *Identifies the significance of the Bozeman Trail *Identifies the significance of the southern plains *Identifies the significance of the northwest. *Identifies the significance of the southwest. *Identifies the significance of the northern plains.

#### **1. Learning Step/Activity 1 – Communicate what the setting and the challenges were.**

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

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#### **2. Learning Step/Activity 2 – Communicate the challenges of life in the frontier army**

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

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3. **Learning Step/Activity 3** – Communicate significance of the Bozeman Trail

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

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4. **Learning Step/Activity 4** – Communicate the significance of the southern plains

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

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5. **Learning Step/Activity 5** – Communicate the significance of the northwest

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains



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6. **Learning Step/Activity 6** – Communicate significance of the southwest

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

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7. **Learning Step/Activity 7** – Communicate the significance of the northern plains

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 51: The Setting and the Challenge, Life in the Frontier Army, The Bozeman Trail, The Southern Plains, The Northwest, The Southwest, The Northern Plains

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 52: Check on Learning: Winning the West: The Army in the Indian Wars, 1865-1890

What was Fetterman's big mistake? Custer's?

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**O. ENABLING LEARNING OBJECTIVE O**

**Note:** Show Powerpoint Slide 53: ELO O: Chapter 15 [v.1], Emergence to World Power, 1898-1902

**Note:** Inform the students of the enabling learning objective requirements.

O. Enabling Learning Objective O

Action:	Analyze the Army's role in the rise of the U.S. as a world power from the Spanish-American War through the Boxer Uprising, 1898-1902.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the new Manifest Destiny *Identifies the significance of the trouble in Cuba

	<ul style="list-style-type: none"> <li>*Identifies the significance of mobilizing for war.</li> <li>*Identifies the significance of naval operations in the Caribbean and the Pacific.</li> <li>*Identifies the significance of army operations in the Caribbean.</li> <li>*Identifies the significance of the Battle of Santiago.</li> <li>*Identifies the significance of the fall of Manila</li> <li>*Identifies the significance of the Philippine-American War 1898-1902.</li> <li>*Identifies the significance of the Boxer uprising.</li> </ul>
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1. **Learning Step/Activity 1** – Communicate the significance of the new Manifest Destiny  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

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2. **Learning Step/Activity 2** – Communicate the significance of the trouble in Cuba  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

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3. **Learning Step/Activity 3** – Communicate the significance of mobilizing for war  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

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4. **Learning Step/Activity 4** – Communicate the significance of naval operations in the Caribbean and the Pacific

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

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5. **Learning Step/Activity 5** – Communicate the significance of army operations in the Caribbean

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 54: A New Manifest Destiny, Trouble in Cuba, Mobilizing for War, Victory at Sea: Naval Operations in the Caribbean and the Pacific, Operations in the Caribbean

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6. **Learning Step/Activity 6** – Communicate the significance of the Battle of Santiago

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

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7. **Learning Step/Activity 7** – Communicate the significance of the fall of Manila

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

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8. **Learning Step/Activity 8** – Communicate the significance of the Philippine-American War 1898-1902

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

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9. **Learning Step/Activity 9** – Communicate the significance of the Boxer uprising

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 55: The Battle of Santiago, The Fall of Manila, The Philippine-American War, 1899-1902, The Boxer Uprising

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 56: Check on Learning: Emergence to World Power, 1898-1902

How did the U.S. Army overcome guerilla warfare in the Philippines?

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**P. ENABLING LEARNING OBJECTIVE P**

**Note:** Show Powerpoint Slide 57: ELO P: Chapter 16 [v.1], Transition, Change, and the Road to War, 1902-1917

**Note:** Inform the students of the enabling learning objective requirements.

P. Enabling Learning Objective P

Action:	Analyze the Army's transition, change, and road to war from modernization and reorganization through the end of neutrality, 1902-1917.
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Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of modernizing the armed forces</li> <li>*Identifies the significance of reorganization of the Army: establishment of the general staff.</li> <li>*Identifies the significance of reorganization of the Army: the regular army and the militia.</li> <li>*Identifies the significance of the creation of larger units.</li> <li>*Identifies the significance of Caribbean problems and projects.</li> <li>*Identifies the significance of the Army on the Mexican border.</li> <li>*Identifies the significance of the National Defense Act of 1916</li> <li>*Identifies how U.S. neutrality ended.</li> <li>*Identifies the significance of the Army transformed.</li> </ul>

1. **Learning Step/Activity 1** – Communicate the significance of modernizing the armed forces  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

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2. **Learning Step/Activity 2** – Communicate Communicate the significance of reorganization of the Army: establishment of the general staff.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

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3. **Learning Step/Activity 3** – Communicate the significance of reorganization of the Army: the regular army and the militia

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

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4. **Learning Step/Activity 4** – Communicate the significance of the creation of larger units

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

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5. **Learning Step/Activity 5** – Communicate the significance of Caribbean problems and projects

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 58: Modernizing the Armed Forces, Reorganization of the Army: Establishment of the General Staff, Reorganization of the Army: The Regular Army and the Militia, The Creation of Larger Units, Caribbean Problems and Projects

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6. **Learning Step/Activity 6** – Communicate the significance of the Army on the Mexican border

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

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7. **Learning Step/Activity 7** – Communicate the significance of the National Defense Act of 1916  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

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8. **Learning Step/Activity 8** – Communicate how U.S. neutrality ended

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

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9. **Learning Step/Activity 9** – Communicate the significance of the Army transformed

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 59: The Army and the Mexican Border, The National Defense Act of 1916, An End to Neutrality, The Army Transformed

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 60: Check on Learning: Transition, Change, and the Road to War, 1902-1917

Why was the Army so slow to adopt new technology even in the face of dramatic changes in the scope and scale of European warfare?

**Q. ENABLING LEARNING OBJECTIVE Q**

**Note:** Show Powerpoint Slide 61: ELO Q: Chapter 1 [v.2], The U.S. Army in World War I, 1917-1918

**Note:** Inform the students of the enabling learning objective requirements.

Q. Enabling Learning Objective Q

Action:	Analyze the Army in World War I from its arrival in Europe through war's end, 1917-1918.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the U.S. Army arrival in Europe *Identifies how the American Expeditionary Force was organized. *Identifies the significance of the war effort in the United States *Identifies how the AEF settled in. *Identifies the significance of the German offensives and the AEF's first battles. *Identifies how the Americans helped stem the tide, May-July 1918 *Identifies how the AEF grew. *Identifies the significance of the AEF in the Aisne-Marne Campaign, July-August 1918. *Identifies the significance of the American Army and St. Mihiel, September 1918 *Identifies the significance of the Meuse-Argonne Campaign, September-November 1918 *Identifies the significance of the American Army and the Great War.

1. **Learning Step/Activity 1** – Communicate the significance of the U.S. Army arrival in Europe  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

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2. **Learning Step/Activity 2** – Communicate how the American Expeditionary Force was organized  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

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3. **Learning Step/Activity 3** – Communicate the significance of the war effort in the United States

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

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4. **Learning Step/Activity 4** – Communicate how the AEF settled in

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 62: The U.S. Army Arrives in Europe, Organizing the American Expeditionary Forces, The War Effort in the United States, The AEF Settles In

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5. **Learning Step/Activity 5** – Communicate the significance of the German offensives and the AEF's first battles

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

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6. **Learning Step/Activity 6** – Communicate how the Americans helped stem the tide, May-July 1918

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

**Note:** Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

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7.                   **Learning Step/Activity 7** – Communicate how the AEF grew  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

**Note:** Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

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8.                   **Learning Step/Activity 8** – Communicate the significance of the AEF in the Aisne-Marne Campaign, July-August 1918.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 63: German Offensives and the AEF's First Battles, Americans Help Stem the Tide, May-July 1918, The Growing AEF, The AEF in the Aisne-Marne Campaign, July-August 1918

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9.                   **Learning Step/Activity 9** – Communicate the significance of the American Army and St. Mihiel, September 1918

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 64: An American Army and St. Mihiel, September 1918, The Meuse-Argonne Campaign, September-November 1918, The American Army and the Great War

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10. **Learning Step/Activity 10** – Communicate the significance of the Meuse-Argonne Campaign September –November 1918

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 64: An American Army and St. Mihiel, September 1918, The Meuse-Argonne Campaign, September-November 1918, The American Army and the Great War

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11. **Learning Step/Activity 11** – Communicate the significance of the American Army and the Great War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 64: An American Army and St. Mihiel, September 1918, The Meuse-Argonne Campaign, September-November 1918, The American Army and the Great War

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 65: Check on Learning: The U.S. Army in World War I, 1917-1918

How did World War I change the Army?

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## R. ENABLING LEARNING OBJECTIVE R

**Note:** Show Powerpoint Slide 66: ELO R: **Mid-term Exam**

**Note:** Inform the students of the enabling learning objective requirements.

### R. Enabling Learning Objective R

Action:	Conduct a mid-term exam composed of a mix of objective and short-answer questions.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	

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**S. ENABLING LEARNING OBJECTIVE S**

**Note:** Show Powerpoint Slide 67: ELO S: Chapter 2 [v.2], Between World Wars

**Note:** Inform the students of the enabling learning objective requirements.

S. Enabling Learning Objective S

Action:	Analyze the Army’s experience in the interwar years from demobilization through the prewar mobilization for war, 1919-1941.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of demobilization</li> <li>*Identifies the significance of Immediate duties</li> <li>*Identifies the significance of reorganization under the National Defense Act of 1920</li> <li>*Identifies the significance of regular army strength and support</li> <li>*Identifies the significance of the reserve components</li> <li>*Identifies the significance of the Army Air Corps</li> <li>*Identifies the significance of Domestic Employment.</li> <li>*Identifies the significance of national and military policy</li> <li>*Identifies how the army was strengthened</li> <li>*Identifies the significance of the beginnings of WWII</li> <li>*Identifies the significance of the prewar mobilization</li> <li>*Identifies the significance of the path toward war</li> </ul>

1. **Learning Step/Activity 1** – Communicate the significance of demobilization

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

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2. **Learning Step/Activity 2** – Communicate the significance of immediate duties

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

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3. **Learning Step/Activity 3** – Communicate the significance of reorganization under the National Defense Act of 1920

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

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4. **Learning Step/Activity 4** – Communicate the significance of regular army strength and support

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

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5. **Learning Step/Activity 5** – Communicate the significance of the reserve components

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

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6. **Learning Step/Activity 6** – Communicate the significance of the Army Air Corps

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 68: Demobilization, Immediate Duties, Reorganization under the National Defense Act of 1920, Regular Army Strength and Support, The Reserve Components, The Army Air Corps

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7. **Learning Step/Activity 7** – Communicate the significance of Domestic Employment

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

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8. **Learning Step/Activity 8** – Communicate the significance of national and military policy

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

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9. **Learning Step/Activity 9** – Communicate how the army was strengthened

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

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10. **Learning Step/Activity 10** – Communicate the significance of the beginnings of WWII

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

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11. **Learning Step/Activity 11** – Communicate the significance of the beginnings of WWII

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

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12. **Learning Step/Activity 12** – Communicate the significance of the path toward war

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 69: Domestic Employment, National and Military Policy, The Army Strengthened, The Beginnings of World War II, The Prewar Mobilization, Toward War

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 70: Check on Learning: Between World Wars

What roles, missions, and operations did the Army perform during the interwar period? How successful was the army, and did these missions or operations enhance or detract from its ability to perform its wartime missions?

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**T. ENABLING LEARNING OBJECTIVE T**

**Note:** Show Powerpoint Slide 71: ELO T: Chapter 3 [v.2], World War II: The Defensive Phase

**Note:** Inform the students of the enabling learning objective requirements.

T. Enabling Learning Objective T

Action:	Analyze the defensive phase of World War II from the outbreak of war through Operation <i>Torch</i> and the end of the defensive stage, 1941-1942.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of the outbreak of war.</li> <li>*Identifies the significance of strategic decisions</li> <li>*Identifies the significance of the fall of the Philippines.</li> <li>*Identifies the significance of deploying American military strength.</li> <li>*Identifies the significance of planning for a cross-channel invasion.</li> <li>*Identifies how TORCH replaced SLEDGEHAMMER/ROUNDUP.</li> <li>*Identifies the significance of the end of the defensive stage.</li> </ul>

1. **Learning Step/Activity 1** – Communicate the significance of the outbreak of war  
 Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

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2. **Learning Step/Activity 2** – Communicate the significance of strategic decisions

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

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3. **Learning Step/Activity 3** – Communicate the significance of the fall of the Philippines

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

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4. **Learning Step/Activity 4** – Communicate the significance of deploying American military strength

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 72: The Outbreak of War: Action and Reaction, Strategic Decisions, The Fall of the Philippines, Deploying American Military Strength

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5. **Learning Step/Activity 5** – Communicate the significance of planning for a cross-channel invasion

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 73: Planning for a Cross-Channel Invasion, *Torch* Replaces *Sledgehammer/ Roundup*, End of the Defensive Phase

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6. **Learning Step/Activity 6** – Communicate how TORCH replaced SLEDGEHAMMER/ROUNDUP

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 73: Planning for a Cross-Channel Invasion, *Torch* Replaces *Sledgehammer/ Roundup*, End of the Defensive Phase

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7. **Learning Step/Activity 7** – Communicate the significance of the end of the defensive stage

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 73: Planning for a Cross-Channel Invasion, *Torch* Replaces *Sledgehammer/ Roundup*, End of the Defensive Phase

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 74: Check on Learning: World War II: The Defensive Phase

Why did the United States see Germany as the greatest threat in 1941? Was this policy correct? Why or Why not?

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## U. ENABLING LEARNING OBJECTIVE U

**Note:** Show Powerpoint Slide 75: ELO U: Chapter 4 [v.2], Grand Strategy and the Washington High Command

**Note:** Inform the students of the enabling learning objective requirements.

### U. Enabling Learning Objective U

Action:	Analyze grand strategy and the Washington high command, 1943-1945.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of strategic planning for offensive warfare: midwar *Identifies the significance of completing the strategic patterns. *Identifies the significance of expansion and distribution of the wartime army. *Identifies the significance of balancing ends and means.

1. **Learning Step/Activity 1** – Communicate the significance of strategic planning for offensive warfare: midwar

Method of instruction: CO  
Instructor to student ratio is: 1:25

Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

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2. **Learning Step/Activity 2** – Communicate the significance of completing the strategic patterns

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

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3. **Learning Step/Activity 3** – Communicate the significance of expansion and distribution of the wartime army

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

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4. **Learning Step/Activity 4** – Communicate the significance of balancing ends and means

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 76: Strategic Planning for Offensive Warfare: Midwar, Completing the Strategic Patterns, Expansion and Distribution of the Wartime Army, Balancing Means and Ends

**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 77: Check on Learning: Grand Strategy and the Washington High Command

Why did the Americans invade North Africa? If you were planning the American strategy for 1942-1943, what would you do?

## V. ENABLING LEARNING OBJECTIVE V

**Note:** Show Powerpoint Slide 78: ELO V: Chapter 5 [v.2], World War II: The War Against Germany and Italy

**Note:** Inform the students of the enabling learning objective requirements.

### V. Enabling Learning Objective V

Action:	Analyze the war against Germany and Italy from North Africa through V-E Day, 1942-1945.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of North Africa, November 1942-may 1943.</li> <li>*Identifies the significance of the Tunisia campaign, November 1942-May 1943.</li> <li>*Identifies the significance of the Sicily Campaign July-August 1943.</li> <li>*Identifies the significance of the surrender of Italy.</li> <li>*Identifies the significance of the Italian campaign, September 1943-May 1945.</li> <li>*Identifies the significance of the cross-channel attack.</li> <li>*Identifies the significance of the buildup and breakout.</li> <li>*Identifies the significance of the invasion of southern France.</li> <li>*Identifies the significance of the pursuit to the German frontier.</li> <li>*Identifies the significance of the Ardennes counteroffensive.</li> <li>*Identifies the significance of the Russian Campaigns</li> <li>*Identifies the significance of the final offensive</li> <li>*Identifies the significance of the situation on V-E Day.</li> </ul>

1. **Learning Step/Activity 1** – Communicate the significance of North Africa, November 1942-may 1943

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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2. **Learning Step/Activity 2** – Communicate the significance of the Tunisia campaign, November 1942-May 1943

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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3. **Learning Step/Activity 3** – Communicate the significance of the Sicily Campaign July-August 1943

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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4. **Learning Step/Activity 4** – Communicate the significance of the surrender of Italy

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 79: North Africa, November 1942-May 1943, The Tunisian Campaign, November 1942-May 1943, The Sicily Campaign, July-August 1943, The Surrender of Italy

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5. **Learning Step/Activity 5** – Communicate the significance of the Italian campaign, September 1943-May 1945

Method of instruction: CO

Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

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6. **Learning Step/Activity 6** – Communicate the significance of the cross-channel attack  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

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7. **Learning Step/Activity 7** – Communicate the significance of the buildup and breakout  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

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8. **Learning Step/Activity 8** – Communicate the significance of the invasion of southern France  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 80: The Italian Campaign, September 1943-May 1945, Cross-Channel Attack, Buildup and Breakout, Invasion of Southern France

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9.                   **Learning Step/Activity 9** – Communicate the significance of the pursuit to the German frontier  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

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10.                   **Learning Step/Activity 10** – Communicate the significance of the Ardennes counteroffensive  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

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11.                   **Learning Step/Activity 11** – Communicate the significance of the Russian Campaigns  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

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12.                   **Learning Step/Activity 12** – Communicate the significance of the final offensive  
  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

13. **Learning Step/Activity 13** – Communicate the significance of the situation on V-E Day

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

**Note:** Show Powerpoint Slide 81: Pursuit to the Frontier, The Ardennes Counteroffensive, The Russian Campaigns, The Final Offensive, The Situation on V-E Day

**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 82: Check on Learning: World War II: The War Against Germany and Italy

Did the campaigns in the Mediterranean justify the investment in resources?

**W. ENABLING LEARNING OBJECTIVE W**

**Note:** Show Powerpoint Slide 83: ELO W: Chapter 6 [v.2], World War II: The War Against Japan

**Note:** Inform the students of the enabling learning objective requirements.

W. Enabling Learning Objective W

Action:	Analyze the war against Japan from Guadalcanal through V-J Day, 1942-1945
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of Japan's strategy.</li> <li>*Identifies the significance of Guadalcanal and Papua: the first offensives.</li> <li>*Identifies the significance of the search for a strategy.</li> <li>*Identifies the significance of CARTWHEEL, the encirclement of Rabaul.</li> <li>*Identifies the significance of the beginning of the central Pacific drive.</li> <li>*Identifies the significance of the acceleration of the Pacific Drive</li> <li>*Identifies the significance of the decision to invade Luzon.</li> <li>*Identifies the significance of the Philippines campaign.</li> <li>*Identifies the significance of Iwo Jima and Okinawa.</li> <li>*Identifies the significance of the American effort in China, Burma, and India.</li> </ul>



	<p>*Identifies the significance of the Japanese Surrender.          *Identifies the significance of the retrospect</p>
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- Learning Step/Activity 1** – Communicate the significance of Japan’s strategy  
 Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 84: Japan’s Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

- Learning Step/Activity 2** – Communicate the significance of Guadalcanal and Papua: the first offensives  
  
 Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 84: Japan’s Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

- Learning Step/Activity 3** – Communicate the significance of the search for a strategy  
  
 Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 84: Japan’s Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

- Learning Step/Activity 4** – Communicate the significance of CARTWHEEL, the encirclement of Rabaul  
  
 Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 84: Japan's Strategy, Guadalcanal and Papua: The First Offensive, Search for a Strategy, *Cartwheel*: The Encirclement of Rabaul

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5. **Learning Step/Activity 5** – Communicate the significance of the beginning of the central Pacific drive

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

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6. **Learning Step/Activity 6** – Communicate the significance of the acceleration of the Pacific drive

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

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7. **Learning Step/Activity 7** – Communicate the significance of the decision to invade Luzon

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

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8. **Learning Step/Activity 8** – Communicate the significance of the Philippines campaign

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 85: The Central Pacific Drive Begins, Acceleration of the Pacific Drive, The Decision to Invade Luzon, The Philippines Campaign

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9. **Learning Step/Activity 9** – Communicate the significance of Iwo Jima and Okinawa

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

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10. **Learning Step/Activity 10** – Communicate the significance of the American effort in China, Burma, and India

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

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11. **Learning Step/Activity 11** – Communicate the significance of the Japanese Surrender

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

12. **Learning Step/Activity 12** – Communicate the significance of the retrospect  
 Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 86: Iwo Jima and Okinawa, The American Effort in China, Burma, and India, The Japanese Surrender, Retrospect

**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 87: Check on Learning: World War II: The War Against Japan

Was the Allied dual-thrust strategy the best one to use in the Pacific War? Why or why not?

**X. ENABLING LEARNING OBJECTIVE X**

**Note:** Show Powerpoint Slide 88: ELO X: Chapter 7 [v.2], Peace Becomes Cold War, 1945-1950

**Note:** Inform the students of the enabling learning objective requirements.

X. Enabling Learning Objective X

Action:	Analyze how peace evolved into a bipolar world from demobilization through intensification of the Cold War, 1945-1950.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of demobilization</li> <li>*Identifies the significance of unification</li> <li>*Identifies the significance of occupation</li> <li>*Identifies the significance of a new opponent</li> <li>*Identifies the significance of the trends of military policy</li> <li>*Identifies the significance of the Army of 1950</li> <li>*Identifies the significance of the intensification of the Cold War.</li> <li>*Identifies the significance of the Cold War in retrospect.</li> </ul>

1. **Learning Step/Activity 1** – Communicate the significance of demobilization

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

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2. **Learning Step/Activity 2** – Communicate the significance of unification  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

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3. **Learning Step/Activity 3** – Communicate the significance of occupation  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

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4. **Learning Step/Activity 4** – Communicate the significance of a new opponent  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

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5. **Learning Step/Activity 5** – Communicate the significance of the trends of military policy

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

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6. **Learning Step/Activity 6** – Communicate the significance of the Army of 1950

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

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7. **Learning Step/Activity 7** – Communicate the significance of the intensification of the Cold War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 89: Demobilization, Unification, Occupation, The Rise of a New Opponent, The Trends of Military Policy, The Army of 1950, The Cold War Intensifies

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 90: Check on Learning: Peace Becomes Cold War, 1945-1950

Why were Berlin and German so important to the United States?

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**Y. ENABLING LEARNING OBJECTIVE Y**

**Note:** Show Powerpoint Slide 91: ELO Y: Chapter 8 [v.2], The Korean War, 1950-1953

**Note:** Inform the students of the enabling learning objective requirements.

Y. Enabling Learning Objective Y

Action:	Analyze the Korean War from the decision for war through war's aftermath, 1950-1953.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the decision for war *Identifies the significance of the early war south to the Naktong. *Identifies the significance of operations north to the Parallel. *Identifies the significance of operations north to the Yalu. *Identifies the significance of the new war. *Identifies the significance of the static war *Identifies the significance of the aftermath.

1. **Learning Step/Activity 1** – Communicate the significance of the decision for war

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

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2. **Learning Step/Activity 2** – Communicate the significance of the early war south to the Naktong

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

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3. **Learning Step/Activity 3** – Communicate the significance of operations north to the Parallel

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

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4. **Learning Step/Activity 4** – Communicate the significance of operations north to the Yalu

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

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5. **Learning Step/Activity 5** – Communicate the significance of the new war

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

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6. **Learning Step/Activity 6** – Communicate the significance of the static war

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath



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7. **Learning Step/Activity 7** – Communicate the significance of the aftermath

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 92: The Decision for War, South to the Naktong, North to the Parallel, North to the Yalu, The New War, The Static War, The Aftermath

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 93: Check on Learning: The Korean War, 1950-1953

How did the use of intelligence affect the course of the war?

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**Z. ENABLING LEARNING OBJECTIVE Z**

**Note:** Show Powerpoint Slide 94: ELO Z:  
Chapter 9 [v.2]  
The Army of the Cold War: From the “New Look” to Flexible Response

**Note:** Inform the students of the enabling learning objective requirements.

Z. Enabling Learning Objective Z

Action:	Analyze the Army of the Cold War from the “New Look” through Flexible Response, mid 1950s-early 1970s
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of massive retaliation and the “New Look”. *Identifies the significance of the NATO buildup *Identifies the significance of continental defense. *Identifies the significance of the missile era *Identifies the significance of challenges and responses. *Identifies the significance of the military budget *Identifies the significance of defense reorganization *Identifies the significance of a dual capability Army *Identifies the significance of the Reserve Forces *Identifies the significance of the changing face of the Cold War *Identifies the significance of Cuba and Berlin *Identifies the significance of détente in Europe *Identifies the significance of a growing communist commitment to underdeveloped areas *Identifies the significance of trouble in the Caribbean *Identifies the significance of civil rights and civil disturbances.

	<ul style="list-style-type: none"> <li>*Identifies the significance of Secretary Robert McNamara and the new management system</li> <li>*Identifies the significance of Army reorganization</li> <li>*Identifies the significance of tactical adjustment for flexible response</li> <li>*Identifies the significance of reserve forces and the draft</li> <li>*Identifies the significance of problems and prospects</li> </ul>
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1. **Learning Step/Activity 1** – Communicate significance of massive retaliation and the “New Look”.

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

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2. **Learning Step/Activity 2** – Communicate the significance of the NATO buildup

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

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3. **Learning Step/Activity 3** – Communicate the significance of continental defense

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

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4. **Learning Step/Activity 4** – Communicate the significance of the missile era

Method of instruction: CO  
 Instructor to student ratio is: 1:25

Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

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5. **Learning Step/Activity 5** – Communicate the significance of challenges and responses

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 95: Massive Retaliation and the New Look, The NATO Buildup, Continental Defense, The Missile Era, Challenges and Responses

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6. **Learning Step/Activity 6** – Communicate the significance of the military budget

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

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7. **Learning Step/Activity 7** – Communicate the significance of defense reorganization

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

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8. **Learning Step/Activity 8** – Communicate the significance of a dual capability Army

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

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9. **Learning Step/Activity 9** – Communicate the significance of the Reserve Forces

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

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10. **Learning Step/Activity 10** – Communicate the significance of the changing face of the Cold War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 96: The Military Budget, Defense Reorganization, A Dual-Capability Army, The Reserve Forces, The Changing Face of the Cold War

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11. **Learning Step/Activity 11** – Communicate the significance of Cuba and Berlin

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

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12. **Learning Step/Activity 12** – Communicate the significance of détente in Europe

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

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13. **Learning Step/Activity 13** – Communicate the significance of a growing communist commitment to underdeveloped areas

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

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14. **Learning Step/Activity 14** – Communicate the significance of trouble in the Caribbean

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

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15. **Learning Step/Activity 15** – Communicate the significance of civil rights and civil disturbances

Method of instruction: CO

Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 97: Cuba and Berlin, Détente in Europe, A Growing Commitment to Underdeveloped Areas, Trouble in the Caribbean, Civil Rights and Civil Disturbances

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16. **Learning Step/Activity 16** – Communicate significance of Secretary Robert McNamara and the new management system.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

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17. **Learning Step/Activity 17** – Communicate the significance of Army reorganization

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

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18. **Learning Step/Activity 18** – Communicate the significance of tactical adjustment for flexible response

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

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19. **Learning Step/Activity 19** – Communicate the significance of reserve forces and the draft

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

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20. **Learning Step/Activity 20** – Communicate the significance of problems and prospects

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 98: Secretary McNamara and the New Management System, Army Reorganization, Tactical Readjustment to Flexible Response, The Reserve Forces and the Draft, Problems and Prospects

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 99: Check on Learning: The Army and the Cold War: From the “New Look” to Flexible Response

What was flexible response? What practical consequences did the strategy have for the Army? How did this differ from massive retaliation? How did the flexible response help or hinder deterrence?

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**AA. ENABLING LEARNING OBJECTIVE AA**

**Note:** Show Powerpoint Slide 100: ELO AA: Chapter 10 [v.2], The U.S. Army in Vietnam: Background, Buildup, and Operations, 1950-1967, Begin

**Note:** Inform the students of the enabling learning objective requirements.

AA. Enabling Learning Objective AA

Action:	BEGIN: Analyze the Army in Vietnam from the emergence of South Vietnam through the stalemated border battles, 1953-1967.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the emergence of South Vietnam *Identifies the significance of the rise of the Viet Cong *Identifies the significance of the new American president taking charge. *Identifies how counterinsurgency faltered. *Identifies how the stage was set for confrontation.

1. **Learning Step/Activity 1** – Communicate the significance of the emergence of South Vietnam

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

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2. **Learning Step/Activity 2** – Communicate the significance of the rise of the Viet Cong

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

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3. **Learning Step/Activity 3** – Communicate the significance of the new American president taking charge

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides



**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

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4. **Learning Step/Activity 4** – Communicate how counterinsurgency faltered.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

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5. **Learning Step/Activity 5** – Communicate how the stage was set for confrontation

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 101: The Emergence of South Vietnam, The Rise of the Viet Cong, A New American President Takes Charge, Counterinsurgency Falters, Setting the Stage for Confrontation

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 102: Check on Learning: The U.S. Army in Vietnam: Background, Buildup, and Operations, 1950-1967, Begin

Until 1970 the enemy's cross-border sanctuaries were off-limits to U.S. ground forces. How did this affect the conduct of the war?

---

**BB. ENABLING LEARNING OBJECTIVE BB**

**Note:** Show Powerpoint Slide 103: ELO BB: Chapter 10 [v.2], The U.S. Army in Vietnam: Background, Buildup, and Operations, 1950-1967, End

**Note:** Inform the students of the enabling learning objective requirements.

BB. Enabling Learning Objective BB

Action:	END: Analyze the Army in Vietnam from the emergence of South Vietnam through the stalemated border battles, 1953-1967.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the groundwork for combat: buildup and strategy. *Identifies the significance of the highlands, 1965. *Identifies the significance of defending Saigon, 1965-1967 *Identifies the significance of the II Corps battles 1966-1967 *Identifies the significance of the question of progress or stalemate.

1. **Learning Step/Activity 1** – Communicate the significance of the groundwork for combat: buildup and strategy

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

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2. **Learning Step/Activity 2** – Communicate the significance of the highlands, 1965

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

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3. **Learning Step/Activity 3** – Communicate the significance of defending Saigon, 1965-1967

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

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4. **Learning Step/Activity 4** – Communicate the significance of the II Corps battles 1966-1967

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

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5. **Learning Step/Activity 5** – Communicate the significance of the question of progress or stalemate

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 104: Groundwork for Combat: Buildup and Strategy, The Highlands, 1965, Defending Saigon, 1965-1967, II Corps Battles, 1966-1967, Progress or Stalemate

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

Note: Show Powerpoint Slide 105: Check on Learning: The U.S. Army in Vietnam: Background, Buildup and Operations 1950-1967

In Vietnam, the helicopter provided allied forces with unprecedented mobility. Describe the helicopter's role in ground combat. What were its drawbacks?

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## **CC. ENABLING LEARNING OBJECTIVE CC**

**Note:** Show Powerpoint Slide 106: ELO CC: Chapter 11 [v.2], The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975, Begin

**Note:** Inform the students of the enabling learning objective requirements.

CC. Enabling Learning Objective CC

Action:	BEGIN: Analyze the Army in Vietnam from the Tet Offensive through the final withdrawal, 1968-1975.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the Tet offensive *Identifies the significance of Vietnamization *Identifies the significance of military operations 1968-1969.

1. **Learning Step/Activity 1** – Communicate the significance of the Tet offensive

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 107: The Tet Offensive, Vietnamization, Military Operations, 1968-1969

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2. **Learning Step/Activity 2** – Communicate the significance of Vietnamization

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 107: The Tet Offensive, Vietnamization, Military Operations, 1968-1969

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3. **Learning Step/Activity 3** – Communicate the significance of military operations 1968-1969

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 107: The Tet Offensive, Vietnamization, Military Operations, 1968-1969

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**Note:** Conduct a Check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 108: Check on learning: The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975

The Tet Offensive was a desperate gamble on the part of the North Vietnamese Leadership and a sign of Military weakness. True or False? Why?

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### **DD. Enabling Learning Objective DD**

**Note:** Show Powerpoint Slide 109: ELO DD: Chapter 11 [v.2], The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975, End

**Note:** Inform the students of the enabling learning objective requirements

### DD. Enabling Learning Objective DD

Action:	END: Analyze the Army in Vietnam from the Tet Offensive through the final withdrawal, 1968-1975
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of cross-border operations. *Identifies the significance of the withdrawal and the final battles. *Identifies the significance of the assessment

#### 1. **Learning Step/Activity 1** – Communicate the significance of cross-border operations

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 110: Cross-border Operations, Withdrawal: The Final Battles, An Assessment

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#### 2. **Learning Step/Activity 2** – Communicate the significance of the withdrawal and the final battles

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 110: Cross-border Operations, Withdrawal: The Final Battles, An Assessment

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**Learning Step/Activity 3** – Communicate the significance of the assessment

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 110: Cross-border Operations, Withdrawal: The Final Battles, An Assessment

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 111: Check on Learning: The U.S. Army in Vietnam: From Tet to the Final Withdrawal, 1968-1975 End

What were the main elements of the pacification program in Vietnam, and how did the program change over time?

---

**EE. Enabling Learning Objective EE**

**Note:** Show Powerpoint Slide 112: ELO EE: Chapter 12 [v.2], Rebuilding the Army: Vietnam to Desert Storm, Begin

**Note:** Inform the students of the enabling learning objective requirements

EE. Enabling Learning Objective EE

Action:	BEGIN: Analyze the rebuilding of the Army from Vietnam through Operation <i>Desert Storm</i> , 1975-1991
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the all volunteer force *Identifies the significance of the total force policy *Identifies the significance of the new doctrine. *Identifies the significance of new equipment. *Identifies the significance of new organizations

1. **Learning Step/Activity 1** – Communicate the significance of the all volunteer force  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

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2. **Learning Step/Activity 2** – Communicate the significance of the total force policy

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

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3. **Learning Step/Activity 3** – Communicate the significance of the new doctrine

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

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4. **Learning Step/Activity 4** – Communicate the significance of new equipment

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

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5. **Learning Step/Activity 5** – Communicate the significance of new organizations

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 113: The All-Volunteer Force, The Total Force Policy, New Doctrine, New Equipment, New Organizations

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 114: Check on Learning: Rebuilding the Army: Vietnam to Desert Storm - Begin

Why was the post-Vietnam Army in such poor shape? What did the Army leadership do to turn things around?

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FF. Enabling Learning Objective FF

**Note:** Show Powerpoint Slide 115: ELO FF: Chapter 12 [v.2], Rebuilding the Army: Vietnam to Desert Storm, End

**Note:** Inform the students of the enabling learning objective requirements

FF. Enabling Learning Objective FF

Action:	END: Analyze the rebuilding of the Army from Vietnam through Operation <i>Desert Storm</i> , 1975-1991.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of new training *Identifies the significance of military operations for the post-Vietnam Army: El Salvador, Grenada, Invasion of Panama *Identifies the significance of the Army at the end of the Cold War.

1. **Learning Step/Activity 1** – Communicate the significance of new training

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 116: New Training, Military Operations for the Post-Vietnam Army: El Salvador, Grenada, Invasion of Panama, The Army at the End of the Cold War



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2. **Learning Step/Activity 2** – Communicate the significance of new organization military operations for the post-Vietnam Army: El Salvador, Grenada, Invasion of Panama

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 116: New Training, Military Operations for the Post-Vietnam Army: El Salvador, Grenada, Invasion of Panama, The Army at the End of the Cold War

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3. **Learning Step/Activity 3** – Communicate the significance of the Army at the end of the Cold War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

**Note:** Show Powerpoint Slide 116: New Training, Military Operations for the Post-Vietnam Army: El Salvador, Grenada, Invasion of Panama, The Army at the End of the Cold War

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 117: Check on Learning: Rebuilding the Army: Vietnam to Desert Storm - End

What continuing role do ground combat forces have in the world of high-tech war, computers, satellites, and increasingly powerful air forces?

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### **GG. Enabling Learning Objective GG**

**Note:** Show Powerpoint Slide 118: ELO GG: Chapter 13 [v.2], Beyond the Wall: Operations in a Post-Cold War World, 1990-2001, Begin

**Note:** Inform the students of the enabling learning objective requirements

GG. Enabling Learning Objective GG

Action:	BEGIN: Analyze the Army's operations in the post-Cold War world from the Persian Gulf to Army Transformation, 1990-2001
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	<ul style="list-style-type: none"> <li>*Identifies the significance of the war in the Persian Gulf</li> <li>*Identifies the significance of striving for strategic mobility</li> <li>*Identifies the significance of Northern Iraq: Operation Provide Comfort.</li> <li>*Identifies the significance of Somalia.</li> <li>*Identifies the significance of Haiti.</li> </ul>

1. **Learning Step/Activity 1** – Communicate the significance of the war in the Persian Gulf

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

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2. **Learning Step/Activity 2** – Communicate the significance of striving for strategic mobility

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

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3. **Learning Step/Activity 3** – Communicate the significance of Northern Iraq: Operation Provide Comfort

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

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4. **Learning Step/Activity 4** – Communicate the significance of Somalia  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

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5. **Learning Step/Activity 5** – Communicate the significance of Haiti  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 119: War in the Persian Gulf, Striving for Strategic Mobility, Northern Iraq: Operation *Provide Comfort*, Somalia, Haiti

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 120: Check on Learning: Beyond the Wall: Operations in a Post-Cold War World, 1990-2001 Begin

Why did the United States deploy forces to Saudi Arabia so quickly in 1990 after the Iraqi occupation of Kuwait? Was this in the Vital interests of the United States?

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#### HH. Enabling Learning Objective HH

**Note:** Show Powerpoint Slide 121: ELO HH: Chapter 13 [v.2], Beyond the Wall: Operations in a Post-Cold War World, 1990-2001, End

**Note:** Inform the students of the enabling learning objective requirements

#### HH. Enabling Learning Objective HH

Action:	END: Analyze the Army's operations in the post-Cold War world from the Persian
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	Gulf to Army Transformation, 1990-2001.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of multinational operations *Identifies the significance of the breakup of Yugoslavia. *Identifies the significance of Kosovo *Identifies the significance of Army Transformation *Identifies the significance of Conclusion

1. **Learning Step/Activity 1** – Communicate the significance of multinational operations

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

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2. **Learning Step/Activity 2** – Communicate the significance of the breakup of Yugoslavia

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

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3. **Learning Step/Activity 3** – Communicate the significance of Kosovo

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

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4. **Learning Step/Activity 4** – Communicate the significance of Army Transformation

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

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4. **Learning Step/Activity 4** – Communicate the significance of Conclusion

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 122: Multinational Operations, The Breakup of Yugoslavia, Kosovo, Army Transformation, Conclusion

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 123: Check on Learning: Beyond the Wall: Operations in a Post-Cold War World, 1990-2001 End

In what ways did the Army attempt to transform itself after the end of the Cold War? Why?

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**II. Enabling Learning Objective II**

**Note:** Show Powerpoint Slide 124: ELO II: Chapter 14 [v.2], The Global War on Terrorism Begin

**Note:** Inform the students of the enabling learning objective requirements

II. Enabling Learning Objective II

Action:	BEGIN: Analyze the Global War on Terrorism from the 9/11 terrorist attacks through the process of transforming while at war, 2001-2008.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of homeland security *Identifies the significance of Afghanistan: the war against the Taliban and al-Qaeda *Identifies the significance of global operations. *Identifies the significance of the return to Iraq.

*Identifies the significance of Phase IV.
---

1. **Learning Step/Activity 1** – Communicate the significance of homeland security

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

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2. **Learning Step/Activity 2** – Communicate the significance of Afghanistan: the war against the Taliban and al-Qaeda

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

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3. **Learning Step/Activity 3** – Communicate the significance of global operations

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

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4. **Learning Step/Activity 4** – Communicate the significance of the return to Iraq

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

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5. **Learning Step/Activity 5** – Communicate the significance of Phase IV

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 125: Homeland Security, Afghanistan: The War Against the Taliban and al Qaeda, Global Operations, Back to Iraq, Phase IV

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 126: Check on Learning: The Global War on Terrorism  
Begin

To what extent was the invasion of Iraq justified by the Global War on Terrorism? What were some of the other reasons for our attack on Iraq, and how persuasive were they?

---

**JJ. Enabling Learning Objective JJ**

**Note:** Show Powerpoint Slide 127: ELO JJ:Chapter 14 [v.2], The Global War on Terrorism  
End

**Note:** Inform the students of the enabling learning objective requirements

JJ. Enabling Learning Objective JJ

Action:	END: Analyze the Global War on Terrorism from the 9/11 terrorist attacks through the process of transforming while at war, 2001-2008.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the doctrine *Identifies the significance of the "surge". *Identifies the significance of the return to Afghanistan. *Identifies the significance of Transforming while at war.

1. **Learning Step/Activity 1** – Communicate the significance of the doctrine

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

**Note:** Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

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2. **Learning Step/Activity 2** – Communicate the significance of the “surge”

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

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3. **Learning Step/Activity 3** – Communicate the significance of the return to Afghanistan

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

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4. **Learning Step/Activity 4** – Communicate the significance of Transforming while at war

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.



**Note:** Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

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5. **Learning Step/Activity 5** – Communicate the significance of Conclusion  
Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 128: The Doctrine, The “Surge”, The Return to Afghanistan, Transforming While at War, Conclusion

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 129: Check on Learning: The Global War on Terrorism  
End

How has the Global War on Terrorism affected the continuing Army Transformation?

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### **KK. Enabling Learning Objective KK**

**Note:** Show Powerpoint Slide 130: ELO KK: Visit a Museum

**Note:** Inform the students of the enabling learning objective requirements

#### KK. Enabling Learning Objective KK

Action:	Analyze a museum as providing a three-dimensional connection between the past, present, and future of the U.S. Army and its operations.
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies why the military objects in a museum helps a cadet connect self to time, place, service, and events in U.S. military history and heritage. *Identifies the reasons behind establishing the museum. *Identifies how the museum’s galleries enhance instruction in U.S. military history and heri *Identifies how the museum’s objects and galleries contribute to the cadet’s understanding U.S. military history and heritage.

1. **Learning Step/Activity 1** – Communicate why the military objects in a museum helps a cadet connect self to time, place, service, and events in U.S. military history and heritage.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 131: The Military Objects in a Museum Help Connect Self to Time, Place, Service and Events in U.S. Military History and Heritage, The Reasons for Establishing the Museum

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2. **Learning Step/Activity 2** – Communicate the reasons behind establishing the museum

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 131: The Military Objects in a Museum Help Connect Self to Time, Place, Service and Events in U.S. Military History and Heritage, The Reasons for Establishing the Museum

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3. **Learning Step/Activity 3** – Communicate the museum's galleries enhance instruction in U.S. military history and heritage.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 132: How the Museum's Galleries Enhance Instruction in U.S. Military History and Heritage, How the Museum's Objects and Galleries Contribute to a Cadet's Understanding of U.S. Military History and Heritage.

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4. **Learning Step/Activity 4** – Communicate how the museum's objects and galleries contribute to the cadet's understanding of U.S. military history and heritage.

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 132: How the Museum's Galleries Enhance Instruction in U.S. Military History and Heritage, How the Museum's Objects and Galleries Contribute to a Cadet's Understanding of U.S. Military History and Heritage.

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 133: Check on Learning: Visit a Museum

Identify how the museum's galleries enhance instruction in U.S. military history and heritage

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### **LL. Enabling Learning Objective LL**

**Note:** Show Powerpoint Slide 134: ELO LL: **Final Exam**

**Note:** Inform the students of the enabling learning objective requirements

#### LL. Enabling Learning Objective LL

Action:	Conduct a final exam composed of a mix of objective and short-answer questions
Conditions:	Given Student handouts for this lesson and any personal notes taken during the lesson
Standards:	

#### 1. **Learning Step/Activity 1** – Communicate the significance of the Final Exam

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

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### **MM. Enabling Learning Objective MM**

**Note:** Show Powerpoint Slide 135: ELO MM: Analyze an Instructor Selected Chapter from CSI's *In Contact!: Case Studies from the Long War*

**Note:** Inform the students of the enabling learning objective requirements

#### MM. Enabling Learning Objective MM

Action:	Analyze an instructor-selected chapter from CSI's <i>In Contact!: Case Studies from the Long War</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Shootout on Objective WOLF, 10 November 2004 *Identifies the significance of American Advisor in Action, Mosul, 13 November 3004

	<p>*Identifies the significance of the Palm Sunday Ambush, 20 March 2005</p> <p>*Identifies the significance of Operation TRAFFIC STOP: 1-64 Armor in Badhdada, 15 Jul 2005.</p> <p>*Identifies the significance of Punishment in Syachow, Afghanistan, 25 July 2005</p> <p>*Identifies the significance of Brave Rifles at Tall 'Afar, September 2005</p>
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1. **Learning Step/Activity 1** – Communicate the significance of Shootout on Objective WOLF, 10 November 2004

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

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2. **Learning Step/Activity 2** – Communicate the significance of American Advisor in Action, Mosul, 13 November 2004

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

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3. **Learning Step/Activity 3** – Communicate the significance of the Palm Sunday Ambush, 20 March 2005

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

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4. **Learning Step/Activity 4** – Communicate the significance of Operation TRAFFIC STOP: 1-64 Armor in Badhdada, 13 July 2005.

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

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5. **Learning Step/Activity 5** – Communicate significance of Punishment in Syachow, Afghanistan, 25 July 2005

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

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6. **Learning Step/Activity 6** – Communicate the significance of Brave Rifles at Tall 'Afar, September 2005

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 136: Shootout on Objective Wolf, 10 Nov 04, American Advisor in Action, Mosul 13 Nov 04, The Palm Sunday Ambush, 20 Mar 05, Operation TRAFFIC STOP, 1-64 Armor in Badhdada 15 Jul 05, Punishment in Syachow, Afghanistan, 25 Jul 05, Brave Rifles at Tall 'Afar, Sep 05

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 137: Check on Learning: *In Contact!: Case Studies from the Long War*

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### **NN. Enabling Learning Objective NN**

**Note:** Show Powerpoint Slide 138: ELO NN: Analyze an Instructor Selected Chapter from CMH's *Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007*

**Note:** Inform the students of the enabling learning objective requirements

### **NN. Enabling Learning Objective NN**

Action:	Analyze an instructor-selected chapter from CMH's <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Hell in a Very Small Market Place: Abu Ghraib – April 2004 *Identifies the significance of the Good Friday Ambush: Abu Ghraib – 9 April 2004 *Identifies the significance of Fighting in the Valley of Peace: Najaf –August 2004 *Identifies the significance of Engineers at War: Fallujah – November 2004 *Identifies the significance of Unanticipated Battle: Musayyib – July 2006 *Identifies the significance of the Battle for Salem Street: Diwaniyah – 8-9 October 2006 *Identifies the significance of Shrouded in the fog of War: Zarqa -28-29 January 2007 *Identifies the significance of Hellfire and Brimstone: Taji- 29 September 2007

1. **Learning Step/Activity 1** – Communicate the significance of Hell in a Very Small Market Place: Abu Ghraib – April 2004

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

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2. **Learning Step/Activity 2** – Communicate the significance of the Good Friday Ambush: Abu Ghraib – 9 April 2004

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual

**Note:** Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

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3. **Learning Step/Activity 3** – Communicate the significance of Fighting in the Valley of Peace: Najaf –August 2004

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

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4. **Learning Step/Activity 4** – Communicate the significance of Engineers at War: Fallujah – November 2004

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 139: Hell in a Very Small Market Place: Abu Gharib – Apr 2004, The Good Friday Ambush: Abu Gharib – 9 Apr 2004, Fighting in the Valley of Peace: Najaf-Aug 2004, Engineers at War: Fallujah – Nov 2004, Unanticipated Battle: Musayyib – July 2006

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5. **Learning Step/Activity 5** – Communicate the significance of Unanticipated Battle: Musayyib – July 2006

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007

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6. **Learning Step/Activity 6** – Communicate the significance of the Battle for Salem Street: Diwaniyah – 8-9 October 2006

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007

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7. **Learning Step/Activity 7** – Communicate the significance of Shrouded in the fog of War: Zarqa -28-29 January 2007

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007

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8. **Learning Step/Activity 8** – Communicate the significance of Hellfire and Brimstone: Taji- 29 September 2007

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 140: Unanticipated Battle: Musayyib – July 2006, The Battle for Salem Street: Diwaniyah – 8-9 Oct 2006, Shrouded in the Fog of War: Zarqa – 28-29 Jan 2007, Hellfire and Brimstone : Taji – 29 Sep 2007



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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 141: Check on Learning: *Tip of the Spear*

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### **OO. Enabling Learning Objective OO**

**Note:** Show Powerpoint Slide 142: ELO OO: Analyze an Instructor Selected Chapter from CSI's *War Termination, the Proceedings of the War Termination Conference, USMA, West Point Begin*

**Note:** Inform the students of the enabling learning objective requirements

#### OO. Enabling Learning Objective OO

Action:	BEGIN: Analyze an instructor-selected chapter from CSI's <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of War Termination: Theory and Practice *Identifies the significance of From Cowpens to Yorktown: the Final Campaign of the War for American Independence *Identifies the significance of The Battles of Plattsburgh and Ending the War of 1812 *Identifies the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War. *Identifies the significance of The 300 years War *Identifies the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas *Identifies the significance of Termination of the Civil War *Identifies the significance of the Philippine War *Identifies the significance of The Meuse-Argonne Offensive: The Final Battle of World War I *Identifies the significance of Waging and Ending War in Europe, 1945 *Identifies the significance of The Final Campaign of World War II in the Pacific *Identifies the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War *Identifies the significance of the Chimera of Success: Pacification and the End of the Vietnam War *Identifies the significance of the Cold War *Identifies the significance of Terminating Operation Desert Storm

1. **Learning Step/Activity 1** – Communicate the significance of War Termination: Theory and Practice

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

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2. **Learning Step/Activity 2** – Communicate the significance of From Cowpens to Yorktown: the Final Campaign of the War for American Independence

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

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3. **Learning Step/Activity 3** – Communicate significance of The Battles of Plattsburgh and Ending the War of 1812

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

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4. **Learning Step/Activity 4** – Communicate the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 143: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812 , Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

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5. **Learning Step/Activity 5** – Communicate the significance of The 300 years War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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6. **Learning Step/Activity 6** – Communicate the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties with Guerillas

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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7. **Learning Step/Activity 7** – Communicate the significance of Termination of the Civil War

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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8. **Learning Step/Activity 8** – Communicate the significance of the Philippine War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 144: War Termination: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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9. **Learning Step/Activity 9** – Communicate the significance of The Meuse-Argonne Offensive: The Final Battle of World War I

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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10. **Learning Step/Activity 10** – Communicate the significance of Waging and Ending War in Europe, 1945

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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11. **Learning Step/Activity 11** – Communicate the significance of The Final Campaign of World War II in the Pacific

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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12. **Learning Step/Activity 12** – Communicate the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 145: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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13. **Learning Step/Activity 13** – Communicate the significance of the Chimera of Success: Pacification and the End of the Vietnam War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 146: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

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14. **Learning Step/Activity 14** – Communicate the significance of the Cold War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 146: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

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15. **Learning Step/Activity 15** – Communicate the significance of Terminating Operation Desert Storm

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 146: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 147: Check on Learning: *War Termination*, Begin

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**PP. Enabling Learning Objective PP**

**Note:** Show Powerpoint Slide 148: ELO PP: Analyze an Instructor Selected Chapter from CSI's *War Termination, the Proceedings of the War Termination Conference, USMA, West Point*  
End

**Note:** Inform the students of the enabling learning objective requirements

PP. Enabling Learning Objective PP

Action:	END: Analyze an instructor-selected chapter from CSI's <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> as an example of the profession of arms and the military art.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of <i>War Termination: Theory and Practice</i> *Identifies the significance of <i>From Cowpens to Yorktown: the Final Campaign of the War for American Independence</i>

	<ul style="list-style-type: none"> <li>*Identifies the significance of The Battles of Plattsburgh and Ending the War of 1812</li> <li>*Identifies the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.</li> <li>*Identifies the significance of The 300 years War</li> <li>*Identifies the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas</li> <li>*Identifies the significance of Termination of the Civil War</li> <li>*Identifies the significance of the Philippine War</li> <li>*Identifies the significance of The Meuse-Argonne Offensive: The Final Battle of World War I</li> <li>*Identifies the significance of Waging and Ending War in Europe, 1945</li> <li>*Identifies the significance of The Final Campaign of World War II in the Pacific</li> <li>*Identifies the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War</li> <li>*Identifies the significance of the Chimera of Success: Pacification and the End of the Vietn War</li> <li>*Identifies the significance of the Cold War</li> <li>*Identifies the significance of Terminating Operation Desert Storm</li> </ul>
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1. **Learning Step/Activity 1** – Communicate the significance of War Termination: Theory and Practice

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

2. **Learning Step/Activity 2** – Communicate the significance of From Cowpens to Yorktown: the Final Campaign of the War for American Independence

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

3. **Learning Step/Activity 3** – Communicate significance of The Battles of Plattsburgh and Ending the War of 1812

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

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4. **Learning Step/Activity 4** – Communicate the significance of Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 149: War Termination: Theory and Practice, From Cowpens to Yorktown: the Final Campaign of the War for American Independence, The Battles of Plattsburgh and Ending the War of 1812, Dubious Means and Unworthy Ends: Colonel William Worth's Campaign to End the Second Seminole War.

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5. **Learning Step/Activity 5** – Communicate the significance of The 300 years War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note** : Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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6. **Learning Step/Activity 6** – Communicate the significance of The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties with Guerillas



Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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7. **Learning Step/Activity 7** – Communicate the significance of Termination of the Civil War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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8. **Learning Step/Activity 8** – Communicate the significance of the Philippine War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 150: The 300 years War, The Final Campaign of the Mexican-American War: Winfield Scott's Capture of Mexico City and Difficulties With Guerillas, Termination of the Civil War, The Philippine War

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9. **Learning Step/Activity 9** – Communicate the significance of The Meuse-Argonne Offensive: The Final Battle of World War I

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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10. **Learning Step/Activity 10** – Communicate the significance of Waging and Ending War in Europe, 1945

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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11. **Learning Step/Activity 11** – Communicate the significance of The Final Campaign of World War II in the Pacific

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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12. **Learning Step/Activity 12** – Communicate the significance of Coercion through Air Pressure: The Final American Campaign in the Korean War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 151: The Meuse-Argonne Offensive: The Final Battle of World War I, Waging and Ending War in Europe, 1945, The Final Campaign of World War II in the Pacific, Coercion through Air Pressure: The Final American Campaign in the Korean War

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13. **Learning Step/Activity 13** – Communicate the significance of the Chimera of Success: Pacification and the End of the Vietnam War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 152: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

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14. **Learning Step/Activity 14** – Communicate the significance of the Cold War

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 152: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

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15. **Learning Step/Activity 15** – Communicate the significance of Terminating Operation Desert Storm

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 152: The Chimera of Success: Pacification and the End of the Vietnam War, The Cold War, Terminating Operation Desert Storm

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 153: Check on Learning: *War Termination,End*

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QQ. Enabling Learning Objective QQ

**Note:** Show Powerpoint Slide 154: ELO QQ: Develop a Critical Analysis of CMH's *Battleground Iraq: Journal of a Company Commander*

**Note:** Inform the students of the enabling learning objective requirements

QQ. Enabling Learning Objective QQ

Action:	QQ: Develop a critical analysis of CMH's <i>Battleground Iraq: Journal of a Company Commander</i> as an example of the profession of arms and the military art, using the Book Review and Analysis Study Guide
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of April 2003 *Identifies the significance of May 2003 *Identifies the significance of June 2003 *Identifies the significance of July 2003 *Identifies the significance of August 2003 *Identifies the significance of September 2003 *Identifies the significance of October 2003 *Identifies the significance of November 2003 *Identifies the significance of December 2003 *Identifies the significance of January 2004 *Identifies the significance of February 2004 *Identifies the significance of March 2004

1. **Learning Step/Activity 1** – Communicate the significance of April 2003

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

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2. **Learning Step/Activity 2** – Communicate the significance of May 2003

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

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3. **Learning Step/Activity 3** – Communicate the significance of June 2003

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

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4. **Learning Step/Activity 4** – Communicate the significance of July 2003

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

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5. **Learning Step/Activity 5** – Communicate the significance of August 2003

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

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6. **Learning Step/Activity 6** – Communicate the significance of September 2003

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

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7. **Learning Step/Activity 7** – Communicate the significance of October 2003

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 155: April 2003, May 2003, June 2003, July 2003, August 2003, September 2003, October 2003

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8. **Learning Step/Activity 8** – Communicate the significance of November 2003

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

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9. **Learning Step/Activity 9** – Communicate the significance of December 2003

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

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10. **Learning Step/Activity 10** – Communicate the significance of January 2004

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

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11. **Learning Step/Activity 11** – Communicate the significance of February 2004

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

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12. **Learning Step/Activity 12** – Communicate the significance of March 2004

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 156: November 2003, December 2003, January 2004, February 2004, March 2004

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 157: Check on Learning: *Battleground Iraq*

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**RR. Enabling Learning Objective RR**

**Note:** Show Powerpoint Slide 158: ELO RR: Develop a Critical Analysis of CSI's, *Wanat: Combat Action in Afghanistan, 2008*

**Note:** Inform the students of the enabling learning objective requirements

RR. Enabling Learning Objective RR

Action:	Develop a critical analysis of CSI's <i>Wanat: Combat Action in Afghanistan, 2008</i> as an example of the profession of arms and the military art, using the Book Review and Analysis Study Guide.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of Historic and Campaign Background of the Waygal Valle *Identifies the significance of the Establishment of COP Kahler, 8-12 July 2008 *Identifies the significance of the Fight at Wanat, 13 July 2008 *Identifies the significance of Conclusions

1. **Learning Step/Activity 1** – Communicate the significance of Historic and Campaign Background of the Waygal Valley

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

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2. **Learning Step/Activity 2** – Communicate the significance of the Establishment of COP Kahler, 8-12 July 2008

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

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3. **Learning Step/Activity 3** – Communicate the significance of the Fight at Wanat, 13 July 2008

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides



**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

**4. Learning Step/Activity 4 – Communicate the significance of Conclusions**

Method of instruction: CO  
 Instructor to student ratio is: 1:25  
 Time of instruction 1:00  
 Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 159: Historic and Campaign Background of the Waygal Valley, Establishment of COP Kahler, 8-12 July 2008, The Fight at Wanat, 13 July 2008, Conclusions

**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 160: Check on Learning: *Wanat: Combat Action in Afghanistan, 2008*

**SS. Enabling Learning Objective SS**

**Note:** Show Powerpoint Slide 161: ELO SS: Develop a Critical Analysis of USCGSCI's *Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy*

**Note:** Inform the students of the enabling learning objective requirements

**SS. Enabling Learning Objective SS**

Action:	Develop a critical analysis of CSI's <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> as an example of the profession of arms and the military art, using the Book Review and Analysis Study Guide.
Conditions:	Given the Book Review and Analysis Study Guide and Student handouts for this lesson and any personal notes taken during the lesson
Standards:	*Identifies the significance of the Historical Context of American Intervention *Identifies the significance of Planning for Intervasion: The Strategic and Operational Setting for Uphold Democracy *Identifies the significance of Operation Uphold Democracy: the Execution Phase *Identifies the significance of Old Principles and new Realities: Measuring Army Effectiveness in Operation Uphold Democracy *Identifies the significance of Uphold Democracy: A Comparative Summary and Cond

1. **Learning Step/Activity 1** – Communicate the significance of the Historical Context of American Intervention

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

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2. **Learning Step/Activity 2** – Communicate the significance of Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

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3. **Learning Step/Activity 3** – Communicate the significance of Operation Uphold Democracy: the Execution Phase

Method of instruction: CO  
Instructor to student ratio is: 1:25  
Time of instruction 1:00  
Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

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4. **Learning Step/Activity 4** – Communicate the significance of old principles and new realities: Measuring Army Effectiveness in Operation Uphold Democracy

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

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5. **Learning Step/Activity 5** – Communicate the significance of Uphold Democracy: A Comparative Summary and Conclusion

Method of instruction: CO

Instructor to student ratio is: 1:25

Time of instruction 1:00

Media: Powerpoint Slides

**Note:** All the terms, concepts, and principles presented in this ELO are consistent with Army doctrine, even if every word in each definition is not the exact same as that appearing in an Army Field Manual.

**Note:** Show Powerpoint Slide 162: Historical Context of American Intervention, Planning for Intervention: The Strategic and Operational Setting for Uphold Democracy, Operation Uphold Democracy: The Execution Phase, Old Principles and New Realities: Measuring Army Effectiveness in Operation Uphold Democracy, Uphold Democracy: A Comparative Summary and Conclusion

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**Note:** Conduct a check on learning and summarize the learning activity.

**Note:** Solicit and answer the students' questions. This is not a graded activity.

**Note:** Show Powerpoint Slide 163: Check on Learning: *Invasion, Intervention, "Intervention": A Concise History of the U.S. Army in Operation Uphold Democracy*

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## SECTION V. STUDENT EVALUATION

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Note: Explain how students will be tested to determine if they can perform the TLO to standard. Refer student to the Student Evaluation Plan.

Testing Requirements: Students will receive two roughly 60-minute written tests, one each for Lessons "R" and "LL." In order to receive a Go, students must score a 70 of 100 questions correctly.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: If remedial/refresher training is required, students will be trained by peer instructors, the instructor who taught the class, or another qualified instructor. Have students review all material and references covered in the lesson.

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#### Testing Requirements: Performance Tests 1-4 – Class Discussion of Instructor-Selected Reading

Given the assigned chapter-length reading for this lesson, any personal notes taken during preparation for the lesson, and the classroom setting, have students conduct a discussion of the historical and military significance of the topic that meets one-hundred percent of criteria listed on the Class Discussion of Instructor-Selected Reading Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Class Discussion of Instructor-Selected Reading Checklist to evaluate the results. This checklist is participation-scored; it lists specific criteria that the Class Discussion of Instructor-Selected Reading must meet to be acceptable. The checklist is found at Appendix B and takes about 5 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Class Discussion of Instructor-Selected Reading meets the standard as follows:

Step: 1. Action: Complete the Class Discussion of Instructor-Selected Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.

Step: 2. Action: Provide student with a copy of the completed Class Discussion of Instructor-Selected Reading Evaluation Checklist. GO/NO-GO.

Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.

Step: 4. Change a NO-GO to GO rating if the student can discuss shortcomings and a means of improvement with an instructor or peer coach. GO/NO-GO.

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#### Testing Requirements: Performance Tests 5-7 – Book Review and Analysis

Given the student handout for this lesson, any personal notes taken during the lesson, and a personal study environment, have students develop a 5-7 page, double-spaced Book Review and Analysis that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Book Review and Analysis Evaluation Checklist to evaluate the results. This checklist is product-scored; lists specific criteria that the Book Review and Analysis must meet to be acceptable. The checklist is found at Appendix B and takes about 15 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Book Review and Analysis meets the standard as follows:

- Step: 1. Action: Complete the Book Review and Analysis Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.
- Step: 2. Action: Provide student with a copy of the completed Book Review and Analysis Evaluation Checklist GO/NO-GO.
- Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.
- Step: 4. Action: Change a NO-GO to GO rating if the student can discuss shortcomings and a means for improvement with an instructor or peer coach. GO/NO-GO.

**NOTE:** Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

**Feedback Requirements**

Provide students with feedback concerning how well their Book Review and Analysis meets the standard as follows:

Step	Action	GO/NOGO
1	Complete the Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement.	
2	Provide student with a copy of the completed Book Review and Analysis Evaluation Checklist.	
3	Inform students of your availability to discuss their performance and rating.	
4	Change a NO-GO to GO rating if the student can discuss shortcomings and a means for improvement with an instructor or peer coach.	

**APPENDIX A**

**Powerpoint Slide MASTERS**

(See Microsoft Powerpoint Document TSP Powerpoint Slides Corrected.PPT)

## APPENDIX B

### TEST AND TEST SOLUTIONS

Testing Requirements: Students will receive two roughly 60-minute written tests, one each for Lessons “R” and “LL.” In order to receive a Go, students must score a 70 of 100 questions correctly.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: If remedial/refresher training is required, students will be trained by peer instructors, the instructor who taught the class, or another qualified instructor. Have students review all material and references covered in the lesson.

NEXT COMES TWO COPIES OF THE EXAM: ONE WITHOUT THE OBJECTIVE ANSWERS HIGHLIGHTED OR THE SHORT-ANSWER SUPPORTING PAGES PROVIDED AND THEN ONE WITH THE OBJECTIVE ANSWERS HIGHLIGHTED AND THE SHORT-ANSWER SUPPORTING PAGES PROVIDED.

(This space left intentionally blank until the inclusion of the final copy of the exam questions)

Testing Requirements: Performance Tests 1-4 – Class Discussion of Instructor-Selected Reading

Given the assigned chapter-length reading for this lesson, any personal notes taken during preparation for the lesson, and the classroom setting, have students conduct a discussion of the historical and military significance of the topic that meets one-hundred percent of criteria listed on the Class Discussion of Instructor-Selected Reading Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Class Discussion of Instructor-Selected Reading Checklist to evaluate the results. This checklist is participation-scored; it lists specific criteria that the Class Discussion of Instructor-Selected Reading must meet to be acceptable. The checklist is found at Appendix B and takes about 5 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Class Discussion of Instructor-Selected Reading meets the standard as follows:

Step: 1. Action: Complete the Class Discussion of Instructor-Selected Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.

Step: 2. Action: Provide student with a copy of the completed Class Discussion of Instructor-Selected Reading Evaluation Checklist. GO/NO-GO.

Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.

Step: 4. Change a NO-GO to GO rating if the student can discuss shortcomings and a means of improvement with an instructor or peer coach. GO/NO-GO.

## Testing Requirements: Performance Tests 5-7 – Book Review and Analysis

Given the student handout for this lesson, any personal notes taken during the lesson, and a personal study environment, have students develop a 5-7 page, double-spaced Book Review and Analysis that meets one-hundred percent of criteria listed on the Book Review and Analysis Evaluation Checklist. Failure to meet all of the criteria will result in a NO-GO.

Use the Book Review and Analysis Evaluation Checklist to evaluate the results. This checklist is product-scored; lists specific criteria that the Book Review and Analysis must meet to be acceptable. The checklist is found at Appendix B and takes about 15 minutes to complete.

Note: Rapid, immediate feedback is essential to effective learning. Schedule and provide feedback sessions on the evaluation and any information to help answer questions about the test. Provide remedial training as needed.

Feedback Requirements: Provide students with feedback concerning how well their Book Review and Analysis meets the standard as follows:

- Step: 1. Action: Complete the Book Review and Analysis Evaluation Checklist, recording specific justification for any NO-GO rating and recommending areas for improvement. GO/NO-GO.
- Step: 2. Action: Provide student with a copy of the completed Book Review and Analysis Evaluation Checklist GO/NO-GO.
- Step: 3. Action: Inform students of your availability to discuss their performance and rating. GO/NO-GO.
- Step: 4. Action: Change a NO-GO to GO rating if the student can discuss shortcomings and a means for improvement with an instructor or peer coach. GO/NO-GO.

Note: The two checklists below are the grading standards for Class Discussion of Instructor-Selected Reading and Book Review and Analysis. So that they will know beforehand how they will be graded, provide every student with a copy of each one.

### Class Discussion of Instructor-Selected Reading Evaluation Checklist

The instructor will use this checklist to evaluate student performance. After evaluation is complete, the instructor will provide each student with a copy of this evaluation.

To receive a GO, the Class Discussion of Instructor-Selected Reading must satisfy one-hundred percent of the requirements described below. If the Class Discussion of Instructor-Selected Reading is rated a NO-GO, refer to the instructions on remediation requirements that must be met to convert the NO-GO rating to a GO.

- Item: 1. Action: Read the entire instructor-selected reading before the class discussion began. GO; NO-GO/Justification.
- Item: 2. Action: Attended and participated in the class discussion of the instructor-selected reading. GO; NO-GO/Justification.

### Book Review and Analysis Evaluation Checklist

The instructor will use this checklist to evaluate student performance. After evaluation is complete, the instructor will provide each student with a copy of this evaluation.

To receive a GO, the Book Review and Analysis must satisfy one-hundred percent of the requirements



described below. If the Book Review and Analysis is rated a NO-GO, refer to the instructions on remediation requirements that must be met to convert the NO-GO rating to a GO.

Item: 1. Action: Employed Study Guide. GO; NO-GO/Justification.

Item: 2. Action: Read the entire book. GO; NO-GO/Justification.

Item: 3. Action: Answered the first four "Ws" on who, what, when, and where. GO; NO-GO/Justification.

Item: 4. Action: Answered the fifth "W," why, in terms of the historical and military significance of the subject/topic of the book. GO; NO-GO/Justification.

Item: 5. Action: Used good English (including spelling, grammar, and punctuation) and committed no plagiarism. GO; NO-GO/Justification.

## Appendix C

### Simulations

While tactical and operational historical simulations are not a requirement in this curriculum, they are a powerful tool for engaging students in the study of Military History by immersing them in a commander's decision making process. They may be either computerized or paper-based as explained below. Even though, they may be advertised as "historical", "first person shooter" (FPS) games do not fill the requirement stated here. FPS simulations usually involve a single character in a combat situation and the outcome depends on how many "kills" the character makes before the scenario is over. This makes it little more than an arcade game and of no instructional value to the study of Military History. Tactical and operational historical simulations are those that simulate and historical battle or campaign. Within the simulation the student will gain insights into forces, weapons systems and terrain and will be able to apply the principles of war to an actual situation. Following participation in the simulation the class should discuss the outcome and students who participated should be able explain the reason behind the decision they made and answer questions from other students.

There are generally two ways simulations may be used. The first is the single player in which the player makes all the decisions, moves the units and engages all the targets. This is appropriate for simulations involving few units to move and battalion and smaller action. The staff system is appropriate for large complex battles and campaigns that require several levels of command other responsibilities such as separate artillery units or supply. A large simulation of the Battle of Gettysburg might require a staff to run. Despite the value of simulations, instructors should caution their students that although tactical and operational simulations are historical, they are not history and are not a substitute for the study of Military History provided by the textbooks and the selected readings. Many times simulations will not have the same result as the historical event because of decisions made by the participants.

Commercial simulations fall into two categories of paper based and computer based. Paper based simulations are played on a map with a hexagonal grid that allows the pieces to move equal distances in any direction given terrain restrictions. The advantages of paper based simulations is that they are inexpensive and allow several participants to view the map at once without projection equipment. The disadvantages are set-up and takedown times and the requirement to be left in place if it cannot be completes in one session.

Computer based simulations may also be hex-based but newer versions do not have hexes making them more graphically "realistic". While computer based simulations are relatively inexpensive for the purpose they serve, they are often much more expensive than paper based ones. The advantages of computer based simulation are the short set-up and taken down times and the fact that most can be shut down at any point and re-started at the same point. The disadvantage of computer based simulations is that for multiple players a projected screen or multiple terminals are required. Another disadvantage is that the simulations must work on the

computers available to the instructor and student. Often older simulations or the very newest will not play on some machines.

**Availability:**

Simulations are available commercially through retail outlets and on the Internet. Retail outlets must be found locally. A producer of paper simulations on the internet is Decision Games and an example of a computer based producer is HPS. These are provided as examples only and do not constitute endorsement of either company or their products. Instructors should thoroughly research any company they want to purchase simulations from and check with their local contracting officials for the proper procedure to procure them.

## APPENDIX D

### STUDENT HANDOUTS

(See MS Word and Adobe Acrobat Documents ...)

#### Index of Appendix D

Appendix	Page
D 1 Book Review and Analysis Study Guide.	D-2
D 2 R. Cody Phillips, CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i> , Wash., D.C. 1992, 2005	D-5

## **BOOK REVIEW AND ANALYSIS STUDY GUIDE**

Task Number 155-197-0020

### **Integrate the Basic Knowledge of Military History into Your Education as a Future Officer**

Your assignment is to write a critical review and analysis on the chosen book for this exercise. Closely follow the instructions below on format and content. Your paper will be graded in comparison to the Book Review and Analysis Evaluation Checklist for this exercise, and you must receive a "Go" on all listed criteria. Otherwise, you must complete re-mediation with an instructor or peer coach.

1. In terms of format, your review and analysis should be submitted as follows:
  - a. 5-7 double-spaced, typewritten, narrative-only, numbered pages.
  - b. Arial font, 12-point characters.
  - c. One-inch margins all the way around each page.
  - d. 8 ½" X 11" plain white paper.
  - e. Stapled in the upper left-hand corner with no cover sheet.
2. In terms of content, your paper should begin with a short bibliographic citation of the book under review and a short three- or four-sentence paragraph on the author of the book. Namely:
  - a. Author [last name first], *Title* [italicized], (Place of publication: Publisher, Date).
  - b. The paragraph on the author may be researched in your college or university library, or on the web. Ask a Reference Librarian for help!
3. You should think of the rest of your review and analysis paper as an effort to answer the five "W" questions about the book: who, what, when, where, and most importantly, why?
4. In the first three-quarters of your paper, you should summarize the contents of the book in narrative form, using answers to the first four "W's" as a guide to your writing. Do not cover each question individually; instead, be sure to write an integrated narrative, in which you blend together consideration of the first four "W's" so that the reader perceives them all as constituting a smoothly-related and well-written story. In other words, provide the historical context within which the battle and/or campaign occurred, the actions of the armies and their leaders during the battle and/or campaign, and the historical results of the battle and/or campaign. Your further objective here is to reassure the instructor that you read the entire book.

5. In the final one-quarter of your review and analysis, you should answer the fifth and most important “W,” why. To better enable this subtask, you could choose one of the principal Army leaders involved in the battle and/or campaign and compare his leadership and decision-making to the U.S. Army’s Leader Attributes and Core Leader Competencies enumerated in Appendix A of Field Manual (FM) 6-22, *Army Leadership: Competent, Confident, and Agile* (October 2006), which can be found online at: <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>. Choose two to three of the attributes and/or competencies and compare your leader’s performance to them. For example, did your leader:
- a. Establish and impart clear intent and purpose?
  - b. Use appropriate influence techniques to energize others?
  - c. Understand spheres of influence, means of influence, and limits of influence?
  - d. Lead with confidence in adverse situations?
  - e. Execute plans to accomplish the mission?
  - f. Identify and adjust to external influences on the mission or taskings and organization?

These are but a few of the many attributes and core competencies you could choose.

6. How well you handle English, meaning demonstrating proficiency in such areas as spelling, grammar, and punctuation, will help shape your grade. Therefore, be sure that you write with care and attention to detail and that you proofread your paper thoroughly several times before turning it in.
7. You must write your review and analysis entirely in your own words. Copying portions—even small portions—of the book under review into your paper, without attribution in the form of quotation marks and page references, is called plagiarism. Likewise, copying portions—even small portions—of other sources on the subject under review without attribution is also called plagiarism. Be careful that you do not even inadvertently commit plagiarism.

Appendix D-2

R. Cody Phillips, CMH Pub 70-51 *The Guide to U.S. Army Museums*, Wash., D.C. 1992, 2005

## Appendix E

### References on Line

The following references for this course are available on the Internet:

Reference	URL
Richard W. Stewart, gen. ed., <i>American Military History: The United States Army and the Forging of a Nation, 1775-1917</i> , Volume I, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2009)	<a href="http://www.history.army.mil/books/AMH-V1/index.htm#HTML">http://www.history.army.mil/books/AMH-V1/index.htm#HTML</a>
Richard W. Stewart, gen. ed., <i>American Military History: The United States Army in a Global Era, 1917-2008</i> , Volume II, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2010);	<a href="http://www.history.army.mil/books/AMH-V2/AMH%20V2/index.htm#html">http://www.history.army.mil/books/AMH-V2/AMH%20V2/index.htm#html</a>
William G. Robertson, gen. ed., <i>In Contact!: Case Studies from the Long War</i> , Volume I (Ft. Leavenworth, Kansas: Combat Studies Institute Press, 2006)	<a href="http://www.cgsc.edu/carl/download/csipubs/robertson_contact.pdf">http://www.cgsc.edu/carl/download/csipubs/robertson_contact.pdf</a>
Jon T. Hoffman, gen. ed., <i>Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007</i> , Global War on Terrorism Series (Washington, D.C.: United States Army Center of Military History, 2009)	<a href="http://www.history.army.mil/html/books/iraq/TotS/Tip_Spear.pdf">http://www.history.army.mil/html/books/iraq/TotS/Tip_Spear.pdf</a>
Matthew Moten, gen. ed., <i>War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010)	<a href="http://www.cgsc.edu/carl/download/csipubs/WarTermination2010.pdf">http://www.cgsc.edu/carl/download/csipubs/WarTermination2010.pdf</a>
Todd S. Brown, <i>Battleground Iraq: Journal of a Company Commander</i> (Washington, D.C.: Department of the Army, 2007)	<a href="http://www.history.army.mil/html/books/iraq/BGIIraq/index.html">http://www.history.army.mil/html/books/iraq/BGIIraq/index.html</a>
Staff of the U.S. Army Combat Studies Institute, <i>Wanat: Combat Action in Afghanistan, 2008</i> (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010)	<a href="http://www.cgsc.edu/carl/download/csipubs/wanat.pdf">http://www.cgsc.edu/carl/download/csipubs/wanat.pdf</a>
Walter E. Kretchik, Robert F.	



Baumann, and John T. Fishel, <i>Invasion, Intervention, "Intervasion": A Concise History of the U.S. Army in Operation Uphold Democracy</i> (Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College Press, 1998)	<a href="http://www.cgsc.edu/carl/resources/csi/Kretchik/kretchik.asp">http://www.cgsc.edu/carl/resources/csi/Kretchik/kretchik.asp</a>
FM 1 <i>The Army</i>	<a href="http://www.army.mil/fm1/">http://www.army.mil/fm1/</a>
FM 3-0 <i>Operations</i>	<a href="http://usacac.army.mil/cac2/Repository/Materials/FM3-0(FEB%202008).pdf">http://usacac.army.mil/cac2/Repository/Materials/FM3-0(FEB%202008).pdf</a>
FM 3-0 Change 1	<a href="http://www.fas.org/irp/doddir/army/fm3-0.pdf">http://www.fas.org/irp/doddir/army/fm3-0.pdf</a>
FM 6-22 <i>Army Leadership</i>	<a href="https://armypubs.us.army.mil/doctrine/DR_pubs/dr_aa/pdf/fm6_22.pdf">https://armypubs.us.army.mil/doctrine/DR_pubs/dr_aa/pdf/fm6_22.pdf</a>
CMH Pub 70-51 <i>The Guide to U.S. Army Museums</i>	Not available on line
Directory of U.S. Army Museums, National Guard Museums, and Army Reserve Museums	<a href="http://www.history.army.mil/html/museums/dir-links.html">http://www.history.army.mil/html/museums/dir-links.html</a>

