

Report Date: 23 Feb 2012

**Summary Report for Individual Task
155-COM-1972
Integrate the Basic Knowledge of Military History into Your Education as a Future Officer
Status: Approved**

DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.

DESTRUCTION NOTICE: None

Condition: Given an assignment to integrate military history into the education of officers in a tactical environment and copies of Richard W. Stewart, gen. ed., *American Military History: The United States Army and the Forging of a Nation, 1775-1917*, Volume I, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2009); Richard W. Stewart, gen. ed., *American Military History: The United States Army in a Global Era, 1917-2008*, Volume II, Second Edition, Army Historical Series (Washington, D.C.: United States Army Center of Military History, 2010); William G. Robertson, gen. ed., *In Contact!: Case Studies from the Long War*, Volume I (Ft. Leavenworth, Kansas: Combat Studies Institute Press, 2006); Jon T. Hoffman, gen. ed., *Tip of the Spear: U.S. Army Small-Unit Action in Iraq, 2004-2007*, Global War on Terrorism Series (Washington, D.C.: United States Army Center of Military History, 2009); Matthew Moten, gen. ed., *War Termination: The Proceedings of the War Termination Conference, U.S. Military Academy, West Point* (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Todd S. Brown, *Battleground Iraq: Journal of a Company Commander* (Washington, D.C.: Department of the Army, 2007); Staff of the U.S. Army Combat Studies Institute, *Wanat: Combat Action in Afghanistan, 2008* (Ft. Leavenworth, Kansas: U.S. Army Combined Arms Center, Combat Studies Institute Press, 2010); Walter E. Kretchik, Robert F. Baumann, and John T. Fishel, *Invasion, Intervention, Intervasion: A Concise History of the U.S. Army in Operation Uphold Democracy* (Ft. Leavenworth, Kansas: U.S. Army Command and General Staff College Press, 1998); FM 1 *The Army*; FM 3-0 *Operations*; FM 6-22 *Army Leadership*, and CMH Pub 70-51 *The Guide to U.S. Army Museums*. Some iterations of this task should be performed in MOPP.

Standard: Employ American military history as a tool for studying military professionalism and for applying critical-thinking and decision-making skills to military problems while pursuing your education as an officer.

Special Condition: None

Special Standards: None

Special Equipment:

Safety Level: Low

MOPP: Sometimes

Task Statements

Cue: None

DANGER

None

WARNING

None

CAUTION

None

Remarks: None

Notes: None

Performance Steps

1. Develop an analytical framework for applying critical thinking skills to the study of historical military operations.
2. Interpret Anglo-American warfare from 1607-1763 as the emergence of the people in arms.
3. Interpret the War of American Independence from 1775-1783 as the people at war.
4. Interpret American military policy from 1783-1860 as the beginnings of professionalism.
5. Interpret the Civil War from 1861-1862 as the lethal face of battle.
6. Interpret the Civil War in 1862 as ending the limited war.
7. Interpret the Civil War in 1863 as moving democracies toward total war.
8. Interpret the Civil War from 1864-1865 as a total war.
9. Employ the Book Review and Analysis Study Guide in interpreting Stackpole's book on the 1863 Battle of Gettysburg.
10. Employ a computer simulation in interpreting the Battle of Gettysburg.
11. Interpret making war more lethal from 1871-1914.
12. Interpret the beginning of the Great War in 1914 as indecisive.
13. Interpret the attempt to end the stalemate in the Great War from 1914-1916.
14. Interpret 1917 as the year of desperation and anticipation.
15. Interpret the effort to break the hold of the trenches in 1918.
16. Interpret Germany's triumph early in World War II as constituting the restoration of mobility to war.
17. Interpret the arrest of Germany's triumph as constituting the limits of expansion.
18. Interpret operations in the Atlantic and Pacific as constituting the production and projection of military power.
19. Interpret operations on the Eastern and Mediterranean fronts from 1942-1944 as constituting winning battles of men and machines.
20. Interpret how victory in Europe constituted applying brute force in the air and on the ground.
21. Interpret how victory in the Pacific constituted applying naval, amphibious, and air war on the operational level.
22. Employ the Book Review and Analysis Study Guide in interpreting Toland's book on the 1944-1945 Battle of the Bulge.
23. Employ a computer simulation in interpreting the Battle of the Bulge.

24. Interpret the Cold War and the nuclear era as a process of adjusting warfare to weapons of mass destruction.
25. Interpret the process of limiting the Korean War to avoid Armageddon.
26. Interpret the Vietnam War from 1961-1975 as constituting revolutionary and conventional warfare in an era of limited war.
27. Interpret war in the Middle East as constituting violence across the spectrum of conflict.
28. Interpret the age of interventions as constituting projecting military power while maintaining peace.
29. Interpret a museum as providing a three-dimensional connection between the past, present, and future of the U.S. military and its operations.

(Asterisks indicates a leader performance step.)

Evaluation Preparation: Student handouts and notes taken in class will provide Soldier with study material for in-class test.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Developed an analytical framework for applying critical thinking skills to the study of historical military operations.			
a. Identified the levels of military operations.			
b. Reviewed the nine principles of war.			
c. Discussed offensive, defensive, retrograde, logistics, force projection, and MOOTW operations.			
2. Discussed Anglo-American warfare from 1607-1763 as the emergence of the people in arms.			
a. Identified the term “people in arms” and how it applied during this period.			
b. Described Anglo-American warfare during this period.			
c. Described the colonial wars during this period.			
d. Described the French and Indian War from 1756-1763.			
3. Discussed the War of American Independence from 1775-1783 as the people at war.			
a. Identified the term “people at war” and how it applied during this period.			
b. Described the beginnings of the militia’s war.			
c. Described the strategies for a revolutionary war.			
d. Described the Saratoga Campaign as a conventional interlude.			
e. Described a revolution within a world war as relying on the people in arms.			
f. Described the revolution preserved as unconventional and conventional warfare in the South, 1780-1783.			
4. Discussed American military policy from 1783-1860 as the beginnings of professionalism.			
a. Described arming the new nation from 1783-1846.			
b. Described the Mexican War.			
c. Described technological adaptation and strategic thought.			
5. Discussed the Civil War from 1861-1862 as the lethal face of battle.			
a. Identified the term “face of battle” and how it applied during this period.			
b. Described the strategic overview.			
c. Described the war for the borderland.			
d. Described the cracking of the Confederate frontier.			
6. Discussed the Civil War in 1862 as ending the limited war.			
a. Identified the term “limited war” and how it applied during this period.			
b. Identified the term “total war” and how it applied during this period.			
c. Described the “single grand campaign.”			
d. Described the failure of limited war.			
e. Described Confederate counterstrokes.			
f. Described the autumn stalemate.			
7. Discussed the Civil War in 1863 as moving democracies toward total war.			
a. Described the Austerlitz Chimera.			
b. Described two societies at war.			
c. Described Vicksburg and Gettysburg.			
d. Described the struggle for the gateway.			
8. Discussed the Civil War from 1864-1865 as a total war.			
a. Described the Virginia Campaign.			
b. Described campaigning to Atlanta and beyond.			
c. Described the naval war from 1862-1865.			
d. Described how the war ended.			

9. Employed the Book Review and Analysis Study Guide in interpreting Stackpole's book on the 1863 Battle of Gettysburg.			
a. Identified and reviewed the study guide.			
b. Reviewed the concepts and principles for analyzing military operations.			
c. Described the historical context for the campaign and battle of Gettysburg.			
d. Described the actions of the Union and Confederate armies and their leaders on the Gettysburg battlefield from July 1-3, 1863.			
e. Described the historical results of the campaign and battle of Gettysburg.			
f. Applied critical-thinking skills to the interpretation of the campaign and battle of Gettysburg.			
10. Employed the PC-Based Military History Simulation Study Guide and a computer simulation in interpreting the Battle of Gettysburg.			
a. Identified and reviewed the study guide and the rules governing play of the simulation.			
b. Selected and ran a scenario covering a portion of the Battle of Gettysburg.			
c. Described the comparison of the results of the simulation scenario to the historical results of the Battle of Gettysburg.			
d. Applied critical-thinking skills to the interpretation of the scenario.			
11. Discussed making war more lethal from 1871-1914.			
a. Described new technologies, institutions, and ideas.			
b. Described mixing the old and the new in small and regional wars before 1914.			
12. Discussed the beginning of the Great War in 1914 as indecisive.			
a. Described the planning for a short, decisive war.			
b. Described the Western Front from August-September 1914 as a failure of conception and execution.			
c. Described stabilizing the Eastern Front from August-December 1914.			
13. Discussed the attempt to end the stalemate in the Great War from 1914-1916.			
a. Described adjusting to the unexpected and searching for alternatives from 1914-1915.			
b. Described the battles of attrition in 1916.			
c. Described the tactical and technological innovations.			
14. Discussed 1917 as the year of desperation and anticipation.			
a. Described unrestricted submarine warfare.			
b. Described the disastrous allied offensives of 1917.			
c. Described creating the American Expeditionary Force.			
d. Described the final Allied offensive of 1917 at Cambrai.			
15. Discussed the effort to break the hold of the trenches in 1918.			
a. Identified the term "nation in arms" and how it applied during this period.			
b. Described infiltration tactics and the failure of the German offensives from March-July 1918.			
c. Described overwhelming the Germans with men and machines.			
d. Described the significance of World War I.			
16. Discussed Germany's triumph early in World War II as constituting the restoration of mobility to war.			
a. Described military developments between the wars.			
b. Described the outbreak of World War II.			
c. Described the invasion of Poland.			

d. Described the Scandinavian Campaign.			
e. Described the French Campaign.			
17. Discussed the arrest of Germany's triumph as constituting the limits of its expansion.			
a. Described the Battle of Britain.			
b. Described the war in the Mediterranean from 1940-1942.			
c. Described operations in Libya and Egypt from 1941-1942.			
d. Described the Operation "Barbarossa."			
18. Discussed operations in the Atlantic and Pacific as constituting the production and projection of military power.			
a. Described the Pacific War from 1941-1942.			
b. Described the mobilizing and projecting of military power.			
c. Described the European war at sea from 1939-1945.			
19. Discussed operations on the Eastern and Mediterranean fronts as constituting winning battles of men and machines.			
a. Described operations to Stalingrad.			
b. Described defeat in the East from November 1942-October 1943.			
c. Described operations in the Mediterranean from 1942-1943.			
d. Described operations in the East in 1944.			
20. Discussed how victory in Europe constituted applying brute force in the air and on the ground.			
a. Described the air war in 1944.			
b. Described the campaign in the West in 1944.			
c. Described the collapse of Germany.			
21. Discussed how victory in the Pacific constituted applying naval, amphibious, and air war on the operational level.			
a. Described operations in the South Pacific from August 1942-December 1943.			
b. Described the submarine campaign.			
c. Described the advance across the Pacific from November 1943-February 1944.			
d. Described continuing the two drives across the Pacific from 1944-1945.			
e. Described the invasion of the Philippines.			
f. Described the final Pacific campaigns.			
g. Described the significance of World War II.			
22. Employed the Book Review and Analysis Study Guide in interpreting Toland's book on the 1944-1945 Battle of the Bulge.			
a. Identified and reviewed the study guide.			
b. Reviewed the concepts and principles for analyzing military operations.			
c. Described the historical context for the campaign and battle of the Bulge.			
d. Described the actions of the American and German armies and their leaders on the Bulge battlefield from December 16, 1944-January 25, 1945.			
e. Described the historical results of the campaign and battle of the Bulge.			
f. Applied critical-thinking skills to the interpretation of the campaign and battle of the Bulge.			
23. Employed the PC-Based Military History Simulation Study Guide and a computer simulation in interpreting the Battle of the Bulge.			
a. Identified and reviewed the study guide and the rules governing play of the simulation.			
b. Selected and ran a scenario covering a portion of the Battle of the Bulge.			
c. Described the comparison of the results of the simulation scenario to the historical results of the Battle of the Bulge.			
d. Applied critical-thinking skills to the interpretation of the scenario.			

24. Discussed the Cold War and the nuclear era as a process of adjusting warfare to weapons of mass destruction.			
a. Described the birth of the atomic arms race.			
b. Described placing increased reliance on the bomb.			
c. Described achieving strategic parity and controlling nuclear weapons.			
25. Discussed the process of limiting the Korean War to avoid Armageddon.			
a. Described rushing to war in 1950 and the resulting high cost of unpreparedness.			
b. Described changing war aims and a changing war.			
c. Described ending the war and politics as war.			
26. Discussed the Vietnam War from 1961-1975 as revolutionary and conventional warfare in an era of limited war.			
a. Identified the term “people’s war” and how it applied during this period.			
b. Described Vietnam and “people’s war.”			
c. Described the United States’ practice of counterinsurgency and limited war.			
d. Described escalation and stalemate from 1965-1968.			
e. Described the 1968 Tet Offensive.			
f. Described fighting while negotiating from 1968-1975.			
27. Discussed war in the Middle East as constituting violence across the spectrum of conflict.			
a. Described the Arab-Israeli Wars from 1948-1973.			
b. Described the Iran-Iraq War of 1980-1988.			
c. Described the war in Afghanistan from 1979-1988.			
d. Described the Cold War in retrospect.			
28. Discussed the age of interventions as constituting projecting military power while maintaining peace.			
a. Described interventions in the Cold War.			
b. Described going beyond the Cold War in the Persian Gulf War of 1990-1991.			
c. Described UN post-Cold War operations from peacekeeping to peace enforcement.			
29. Discussed a museum as providing a three-dimensional connection between the past, present, and future of the U.S. military and its operations.			
a. Described how the military objects in a museum help a cadet connect self to time, place, service, and events in U.S. military history and heritage.			
b. Described the reasons behind establishing the museum.			
c. Described how the museum’s galleries enhance instruction in U.S. military history and heritage.			
d. Described the contribution of the museum’s objects and galleries to the cadet’s understanding of U.S. military history and heritage.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	ADP 3-0	Unified Land Operations	No	No
	AR 870-5	Military History: Responsibilities, Policies, and Procedures	No	No
	CMH PUB 70-51	A GUIDE TO UNITED STATES ARMY MUSEUMS	No	No
	FM 1	THE ARMY	No	No
	FM 6-22	ARMY LEADERSHIP	No	No

Environment: Environmental Statement: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT

Safety: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination.

Prerequisite Individual Tasks : None

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks :

Task Number	Title	Proponent	Status
N/A	N/A	Not Selected	Obsolete