

History 427: The American Military Experience to 1902 (Online Version) – Syllabus (Fall 2020)

Institution: University of Wisconsin - Madison
Subject: History
Class Meetings: Online / Asynchronous

Instructor: Mr. Thomas A. Rider II
Email: trider@wisc.edu
Office Hours: Friday 1000-1200 (online)

1. Course Overview: History 427 broadly examines American military history from the first encounters between Europeans and Native Americans in the 16th and early 17th centuries through the emergence of the United States as an “imperial” power in the late 19th and early 20th centuries. This course applies an expansive view of both American and military history and embraces the scholarship and orientation of the “New” Military History, in that it explores the relationship between war and all aspects of American society. While we will not ignore the study of strategy, campaigns, and battles, we will consider them within the broader context of the American experience. Ultimately, this course will provide an appreciation of how war has shaped the United States and helped define its interaction with the world. This course also serves to familiarize students with the historian’s craft. It exposes students to the methods historians use to analyze the past and allows them to develop their own historical interpretations.

2. Course Learning Outcomes: At the end of this course students will understand:

- a) The diverse military traditions that collided in colonial America and how and why these different “ways of war” evolved over time.
- b) How political, cultural, economic, and technological factors influenced American military institutions, decisions to go to war, and the conduct of military operations.
- c) How and why American military policies, institutions, and practices changed or remained consistent over time.
- d) How concepts of identity (to include national, regional, racial, ethnic, kinship, gender, and religious) influenced the character of war and the nature of American military institutions.
- e) The ways that war and military service have enabled social change and identity formation.
- f) War as a human experience endured on the battlefield and on the home front.
- g) The relationship between national expansion (in a physical, commercial, and ideological sense) and the creation, maintenance, and employment of American military forces.
- h) How to analyze, synthesize, and interpret historical processes and events.

3. Course Structure:

- a) This version of History 427 is an online course. With the exception of three of the required course books and the course film (see paragraph 4(f) “Required Materials” below), students will access and complete all readings and activities through the ‘canvas’ online learning platform.
- b) History 427 consists of 15 weeks of instruction. During each week students navigate two or three lessons, completing a series of lesson activities and mastering a number of lesson objectives. Lesson activities may include:
 - a. Watching online lectures and reading the course textbook, *For the Common Defense: A Military History of the United States from 1607 to 2012*. Lectures and the textbook present the broad themes, important events, and significant issues in American military history and provide students with a coherent narrative of the nation’s military past.

- b. Reading from memoirs, journals, and other primary-source documents. While lectures and the textbook allow students to develop a foundational understanding of American military history, this course seeks to challenge students to think critically about the past and develop their own interpretations of historical processes and events. To accomplish this goal, students must examine primary sources – for History 427, a series of journals and memoirs as well as some shorter documents. These readings allow students to examine events broadly covered in lectures and the textbook in greater detail and from the perspective of participants to those events. They also serve to complicate and sometimes challenge the interpretations provided in daily lectures and textbook readings forcing students to evaluate conflicting evidence and develop their own conclusions.
- c. Examining maps. Over the course of the semester, students examine several maps that correspond to military operations covered in lectures and readings. These maps help students understand the important relationship between military operations and the physical environment and allow students to gain an appreciation for the challenges that military forces face in moving and sustaining themselves over great distances.
- d. Watching films. Over the course of the semester, students watch a series of short film clips designed to introduce specific advancements in weapons technology or illustrate concepts more clearly than can be accomplished by reading.

In addition to these lesson activities, each week students complete additional requirements to include participating in online discussion or taking online quizzes. During weeks 4, 7, and 13 students, complete short writing assignments based on their readings of assigned journals and memoirs (see paragraph 4(d), “Writing Requirements,” below). During week 12, students watch the movie *Glory*, a feature film that dramatizes the experiences of the soldiers of the 54th Massachusetts Regiment, an African-American unit that served in the United States Army during the Civil War.

- c) History 427 is an asynchronous course meaning that students complete weekly activities at their own pace. However, students must complete each week’s activities by the end of that week. Graded requirements (discussion boards, quizzes, writing requirements) generally close out on Saturday at 1159 PM (CST) for the week they are due. To succeed, students must ensure that they keep up with the course flow.
- d) Grading Scale: History 427 is graded on a 1000-point scale with grades assigned as follows:

Points Earned out of 1000	%	Equivalent Letter Grade
900 – 1000	90% – 100%	A
850 – 899	85% – 89.9%	AB
800 – 849	80% – 84.9%	B
750 – 799	75% – 79.9%	BC
700 – 749	70% – 74.9%	C
650 – 699	65% – 69.9%	D
< 650	< 65%	F

4. Course Expectations and Requirements:

- a) Time Required for Student Work: The online version of History 427 is a three-credit-hour course and approximates the workload of a three-credit-hour course taught using an in-person format (approximately 135 hours over the course of fifteen weeks). Students should expect a rigorous learning experience and must be prepared to devote adequate time to completing course activities to include online lectures, readings, and graded requirements. During those weeks without an assigned writing requirement, students should expect to invest from seven to nine hours completing lesson activities, responding to discussion prompts, and taking quizzes. During weeks 4, 7, and 13, those weeks with assigned writing requirements, students should plan to invest up to twelve hours completing all assigned activities. Students should consider working ahead on writing requirements if they have concerns about completing them in the weeks assigned. See sub-paragraph (d) below for further guidance on writing requirements.
- b) Discussion Boards:
 - a. General: During weeks 1, 3, 5, 6, 8, 12, and 14, students participate in graded, online, discussion boards using canvas. In week 1, students respond to a prompt posed by the instructor. In the other weeks, students are assigned to small groups. In addition to responding to a prompt posed by the instructor, students read and comment on two of their peers' posts within their small group.
 - b. Expectations: Discussion boards provide a venue for students to develop and articulate their own interpretations for historical processes and events while also allowing them to evaluate the ideas of their peers. Students should debate vigorously on discussion boards but must ensure that they remain courteous and constructive when interacting with each other. Responses to the instructor's prompts should generally consist of a concise, well-written paragraph that unambiguously answers the question posed and includes specific historical evidence when appropriate. Comments on peers' posts should generally consist of at least three well-written sentences. Discussion boards open at 1201 AM (CST) on the first day of the week assigned. Students should generally respond to the instructor's prompt no later than 1159 PM (CST) on Thursday of that week and should read and comment on their peers' posts no later than 1159 PM (CST) on Saturday of that week.
 - c. Grading – 200 points: During week 1, students earn up to 20 points for participation in discussion boards. During all other weeks students earn up to 30 points (20 points for their answer to the prompt and 10 points for their comments on their peers' posts). Students will be graded on the quality of their posts to include how effectively they answer the prompt and how successfully they employ historical evidence.
- c) Quizzes:
 - a. General: During weeks 2, 4, 7, 9, 10, 11, and 15, students complete graded, online, quizzes using canvas. Quizzes will focus heavily on key terms but may test any material assigned since the previous quiz.
 - b. Expectations: Quiz formats vary from lesson to lesson. Students typically have between fifteen and thirty minutes to complete each quiz and get one attempt to do so. Students may use their notes, texts, and any instructor-provided content to complete each quiz. Quizzes open at 1201 AM (CST) on the first day of the week assigned. Students must complete each quiz no later than 1159 PM (CST) on Saturday of that week.
 - c. Grading – 250 points: Each quiz is worth between 30 and 40 points.

d) Writing Requirements:

- a. General: During weeks 4, 7, and 13, students complete short essays (500-600 words) based on their readings of the first three of four assigned journals / memoirs. For each essay, students respond to an instructor-provided prompt (see below). Students develop a well-conceived, well-supported, and well-written response that unambiguously answers the question posed in the prompt.

b. Prompts:

Essay #1: Due no later than 1159 PM (CST) on September 26th. Based on your reading of the *Journals of Major Robert Rogers* and your understanding of the different “ways of war” that regular, colonial, and Native American forces practiced in North America by the mid-eighteenth century, identify and explain the role that Rogers’ Rangers performed for the British Army during the French and Indian War.

Essay #2: Due no later than 1159 PM (CST) on October 17th. Based on your reading of *A Narrative of a Revolutionary Soldier*, and your analysis of other primary documents provided on canvas, explain how the Continental Army either embodied or failed to embody the values of the American Revolution. You will probably want to identify and focus on one particular ‘value’ in formulating your answer.

Essay #3: Due no later than 1159 PM (CST) on November 28th. Option 1 – Based on your reading of *The Personal Memoirs of U. S. Grant*, identify one event or experience from Grant’s service in the antebellum United States Army and explain how that event or experience prepared him for service in the Civil War. OR Option 2 – Based on your reading of *The Personal Memoirs of U. S. Grant*, identify one event or experience from Grant’s participation in the Civil War’s early campaigns (1862-1863) and explain how that event or experience prepared him for duties as Commanding General of the United States Army (1864-1865).

c. Expectations / Standards for Written Work:

- Use 12 Point, Times New Roman Font.
- Use 1-inch margins on all sides and double space.
- Write 500-600 words for each essay.
- Number all pages and include your full name on each page.
- The only sources students are required to use for each essay are the corresponding memoirs for that particular essay. Students may also incorporate what they have learned in lecture and material from assigned readings and other sources they have examined on canvas. To cite evidence obtained from memoirs, use parenthetical citations. For example, if in your first essay you find a piece of evidence on page 25 of the *Journals of Major Robert Rogers*, after quoting or paraphrasing the evidence, cite as follows: (Rogers 1765, 25).
- Unambiguously and narrowly answer the question posed and do so in your first paragraph. This is your thesis. Make sure the reader understands your thesis.
- Ensure your supporting paragraphs have clear topic sentences.
- Ensure each supporting paragraph comprises a discrete idea that supports your thesis.

- Arrange your paragraphs in a logical sequence that furthers your argument while maintaining a coherent narrative.
 - Use specific, historical evidence to further your argument. One or two specific examples should suffice for an essay of this length.
 - Write clearly. It is your job to ensure the reader understands your essay.
 - Most importantly, make sure your essay presents an original and compelling argument. The instructor is interested in your interpretation.
 - Submit your essay as a PDF to the portal on canvas by the deadline.
- d. Grading – 300 points: Students earn up to 100 points for each of the three writing requirements based on the quality of their answer, their use of specific historical evidence, and their adherence to the standards for written work outlined above.
- e) Final Examination: 250 Points: The instructor will provide more information on the format and conduct of the final exam during the course of the semester.
- f) Required Materials:
- a. Student-Acquired Materials: Each student is responsible for acquiring a copy of the following course materials:

Grant, Ulysses. *Personal Memoirs of U. S. Grant*. Edited by John F. Marszalek. Cambridge: Harvard University Press, 2017. (ISBN: 9780674237858).

Martin, Joseph Plumb. *A Narrative of a Revolutionary Soldier*. New York: Penguin Group, 2010. (ISBN: 9780451531582).

Millet, Allan R., Peter Maslowski, and William B. Feis. *For the Common Defense: A Military History of the United States from 1607 to 2012*. Third Edition. New York: Free Press, 2012. (ISBN: 9781451623536).

Glory, Motion Picture – TriStar Pictures, 1989. Widely available via streaming services or on DVD.
 - b. Instructor Provided Materials: Two of the journals / memoirs students read for this course are in the public domain and are available in PDF form. The instructor will place copies of these PDFs on canvas:

Rogers, Robert. *Journals of Major Robert Rogers*. London, 1765. (PDF on canvas)

Summerhays, Martha. *Vanished Arizona: Recollections of the Army Life of a New England Woman*. Salem: Salem Press, 1911. (PDF on canvas)

5. Rules of Thumb for Success in History 427:

- a) On or before the first day of the semester, read the *Course Syllabus*. Familiarize yourself with the course's administrative requirements and the online structure of the course by perusing the various links on canvas.
- b) Log on to canvas frequently. Establish a routine for when you will complete the various course activities each week. Remember, you should be investing between seven and nine hours per

week during weeks without writing requirements and you may need to invest as many as twelve hours during those weeks with assigned writing requirements.

- c) Be on the lookout for announcements from the instructor. Every Monday by 1100 AM (CST), the instructor will post an announcement highlighting major events for the coming week of instruction. Students should ensure that their canvas notification preferences have them receiving announcements “right away”. Students should use instructor announcements to double check that they are on track for the week’s learning activities.
- d) Before you start completing lesson activities, download the note-taking outline corresponding to that lesson. Note-taking outlines will focus your efforts. If you can answer all the questions on the note-taking outline, you have most likely mastered the objectives for that particular lesson.
- e) This is a history course and there is a lot to read. As you prepare to read assigned journals and memoirs read the writing requirement prompts to focus your reading efforts. Read a bit each day so that you don’t get overwhelmed.
- f) Keep up with course requirements. You should be completing weekly activities in the week they are assigned. If you fall behind, it will be difficult to catch up.
- g) When in doubt, contact your instructor. There are several ways to do this:
 - a. If you have a question that you think other students might also have, reply to the instructor’s weekly announcement with that question. This will allow other students to see your question and the instructor’s answer. It will also allow other students to piggy-back off your question and ask related questions of their own.
 - b. If you need to ask a question that you prefer other students NOT see, email the instructor directly at trider@wisc.edu.
 - c. Students can also raise questions during online office hours. Opportunities to participate in online office hours via Blackboard will be available between 1000 and 1200 (CST) on Fridays starting in Week 2. The instructor will provide guidance on how to access these meetings during the first week of the semester.
- h) Do your own work. Plagiarism will be dealt with according to Chapter 14 of the University of Wisconsin Administrative Code.
- i) Students having trouble keeping up with course activities, having difficulty navigating the online environment, or with any other concerns, should contact the instructor immediately.

6. Course Schedule and Activities: For a week-by-week breakdown of all lesson objectives, lesson activities, and other course requirements see the next page.

Week 1 – Introduction to the American Military Experience (September 2nd – 5th, 2020):

Students complete all Week 1 activities no later than 1159 PM (CST) on September 5th.

Lesson 1: Introduction to the American Military Experience:

- **Lesson Objectives:** During this lesson students:
 - Define the following key terms:
 - The “New” Military History
 - The American Way of War
 - Determine how to succeed in History 427.
 - Assess American military history’s relevance.
 - Begin to explore the concept of an American Way of War.
 - Identify and explain the major themes in American military history according to historians Allan Millet, Peter Maslowski, and William Feis.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 1 to assist in note taking (canvas).
 - Download and review the *Course Syllabus* (canvas).
 - Read *For the Common Defense*, xiii-xviii.
 - Watch lecture: “Introduction to the American Military Experience,” (canvas).

Lesson 2: Contexts for Contact – 16th and 17th Century European and Native American Warfare:

- **Lesson Objectives:** During this lesson students:
 - Define the following key terms:
 - The Military Revolution
 - Matchlock Musket (Harquebus)
 - Fiscal Military State
 - Mourning War
 - Skulking Way of War
 - Analyze how Europeans waged war in the 16th and 17th centuries.
 - Analyze how Native Americans waged war during the same time period.
 - Assess how European colonization and the introduction of firearms to North America changed the way Native Americans waged war.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 2 to assist in note taking (canvas).
 - Read “Champlain’s Account of his Battle with the Mohawks” (canvas).
 - Watch “Matchlock” video (canvas).
 - Watch lecture: “Contexts for Contact: 16th and 17th Century European and Native American Warfare,” (canvas).

Additional Week 1 Activities: Respond to the Discussion Prompt posted on canvas for Week 1. Briefly answer each of the four questions posed no later than 1159 PM (CST) on September 5th. This assignment is worth 20 points.

Week 2 – Warfare in Colonial America (1) (September 6th – 12th, 2020):

Students complete all Week 2 activities no later than 1159 PM (CST) on September 12th.

Lesson 3: Contact and Conflict – Spanish, Dutch, and French Encounters with Native Americans:

- **Lesson Objectives:** During this lesson students:
 - Define the following key terms:
 - *Castillo de San Marcos*
 - Iroquois Confederacy
 - Beaver Wars
 - The “Middle Ground”
 - *Onontio*
 - Assess the different ways that Spanish, Dutch, and French colonizers interacted with Native Americans and the motivations for these differing approaches.

- Assess how the threat of attack from other Europeans influenced colonial defense policies in New Spain, New Netherlands, and New France.
- Identify the key components of New France’s defense policy by the late-17th century.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 3 to assist in note taking (canvas).
 - Read “Report of Pedro Menéndez de Avilés to King Philip II of Spain” (canvas).
 - Watch lecture: “Contact and Conflict – Spanish, Dutch, and French Encounters with Native Americans,” (canvas).

Lesson 4: Contact and Conflict – English Encounters with Native Americans:

- Lesson Objectives: During this lesson students:
 - Define the following key terms:

▪ Militia (the Anglo-American context)	▪ King Philip’s War (1675-1676)
▪ Anglo-Powhatan Wars	▪ Feed Fight
▪ Bacon’s Rebellion (1676)	▪ Garrison House
▪ Anglo-Pequot War (1636-1638)	▪ Benjamin Church
 - Explain the significance of the militia as a military institution and social organization in England’s North American colonies.
 - Analyze the major military encounters between Anglo-American colonists and Indians in 17th century Virginia and New England and the implications of these encounters.
 - Assess how Anglo-American colonists contended with the “skulking way of war.”
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 4 to assist in note taking (canvas).
 - Read *For the Common Defense*, 1-19.
 - Read “The Militia Laws of the Massachusetts Bay Colony (1660)” (canvas).
 - Watch lecture: “Contact and Conflict – English Encounters with Native Americans,” (canvas).

Lesson 5: Britain’s Imperial Wars in North America:

- Lesson Objectives: During this lesson students:
 - Define the following key terms:

▪ <i>Troupes de la Marine</i>	▪ Provincial Forces
▪ Grand Settlement of 1701	▪ William Pepperrell
▪ Deerfield Raid (1704)	▪ Louisbourg (1745)
▪ William Johnson	▪ Flintlock Musket
 - Compare and contrast the ways that Britain’s North American colonies and New France waged war against each other from 1689 to 1748.
 - Analyze the various challenges Anglo-American provincial forces faced in waging war against the French and their Indian allies during King William’s War, Queen Anne’s War, and King George’s War.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 5 to assist in note taking (canvas).
 - Read *For the Common Defense*, 20-43.
 - Watch “Flintlock Smoothbore Musket” video (canvas).
 - Watch lecture: “Britain’s Imperial Wars in North America,” (canvas).

Additional Week 2 Activities: Complete Quiz #1 on canvas covering lessons 2-5. You will have 15 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on September 12th. This assignment is worth 30 points.

Week 3 – Warfare in Colonial America (2) (September 13th – 19th, 2020):

Students complete all Week 3 activities no later than 1159 PM (CST) on September 19th.

Lesson 6: The Experience of War in 18th Century North America:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Linear Tactics
 - Women of the Army
 - Siege Warfare (18th century)
 - o Explain why linear tactics made since in the 18th century.
 - o Explain the challenges in conducting 18th-century military operations, especially along the Hudson River – Lake George – Lake Champlain – Richelieu River corridor.
 - o Compare and contrast the lived experiences of 18th-century officers and enlisted soldiers serving in North America.

- **Lesson Activities:** To achieve the lesson objectives, students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 6 to assist in note taking (canvas).
 - o Start Reading the *Journals of Major Robert Rogers* (canvas).
 - o Examine “Claude Joseph Sauthier Map of the Hudson River, Lake George, Lake Champlain (1776),” (canvas), particularly the area between Albany, New York and Fort Chambly (center and right panels).
 - o Watch “Excerpt – Barry Lyndon” video illustrating linear tactics (canvas).
 - o Watch “Excerpt – Last of the Mohicans” video illustrating an 18th-century siege (canvas).
 - o Watch online lecture: “The Experience of War in 18th-century North America,” (canvas).

Lesson 7: The French and Indian War – Reconciling Ways of War:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Battle of the Monongahela (1755)
 - Siege of Fort William Henry (1757)
 - Marquis de Vaudreuil
 - William Pitt
 - Marquis de Montcalm
 - o Analyze French challenges in reconciling European and colonial ways of war, particularly during the Campaign of 1757.
 - o Analyze British military challenges in the opening campaigns of the French and Indian War.
 - o Explain how British military policy, with regard to North America, changed in 1758 and the implications of those changes.

- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 7 to assist in note taking (canvas).
 - o Continue reading the *Journals of Major Robert Rogers* (canvas).
 - o Watch online lecture: “The French and Indian War – Reconciling Ways of War,” (canvas).

Lesson 8: The French and Indian War – The European Way of War Triumphant:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Jeffery Amherst
 - Forbes Expedition (1758)
 - James Wolfe
 - Fort Niagara (1759)
 - Ticonderoga (1758 / 1759)
 - Quebec (1759)
 - o Assess the reasons for British victories in the campaigns of 1758 and 1759 given their earlier failures in the French and Indian War and in previous Imperial Wars.
 - o Assess the reasons why the French military strategy that had been in place since 1700, failed during the French and Indian War.
 - o Analyze the ways that the British Army adapted to North American conditions.

- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 8 to assist in note taking (canvas).
 - o Finish reading the *Journals of Major Robert Rogers* (canvas).
 - o Watch online lecture: “The French and Indian War – The European Way of War Triumphant,” (canvas).

Additional Week 3 Activities: In a concise paragraph, respond to the Discussion Prompt posted on canvas for Week 3. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on September 17th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on September 19th. This assignment is worth 30 points.

Week 4 – The War for American Independence (1) (September 20th – 26th, 2020):

Students complete all Week 4 activities no later than 1159 PM (CST) on September 26th.

Lesson 9: From Political Resistance to Armed Rebellion (1763-1775):

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:

<ul style="list-style-type: none"> ▪ Coercive Acts (Intolerable Acts) ▪ Thomas Gage ▪ Lexington and Concord (1775) 	<ul style="list-style-type: none"> ▪ Army of Observation ▪ Artemas Ward ▪ Battle of Bunker Hill (1775)
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 - o Explain why war broke out between Anglo-American colonists and Great Britain in April 1775.
 - o Evaluate the performance of the New England militia and British regulars in the engagements of April 19th, 1775.
 - o Analyze the lessons Americans learned from their early combat encounters with British regulars.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 9 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 44-60.
 - o Read *A Narrative of a Revolutionary Soldier*, 5-14.
 - o Read “Reports and Accounts concerning the British Raid on Concord” (canvas).
 - o Watch online lecture: “From Political Resistance to Armed Rebellion (1763-1775),” (canvas).

Lesson 10: Uniting the Colonies – Creating a Continental Army:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:

<ul style="list-style-type: none"> ▪ <i>Rage Militaire</i> ▪ Continental Army ▪ Pennsylvania Rifle (Kentucky Rifle) 	<ul style="list-style-type: none"> ▪ Siege of Boston (1775-1776) ▪ <i>Petite Guerre</i>
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 - o Assess the reasons why the Continental Congress selected George Washington as commander-in-chief of the Continental Army.
 - o Analyze the challenges Washington faced in building the Continental Army.
 - o Assess the diverse military values and cultures that came together in forming the Continental Army.
 - o Assess Washington’s campaign plan for driving the British from Boston.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 10 to assist in note taking (canvas).
 - o Read “Nathanael Greene to Nicholas Cooke, November 29th, 1775” (canvas).
 - o Read “George Washington to John Hancock, February 9th, 1776” (canvas).
 - o Watch “The Kentucky Rifle in the American Revolution” video (canvas).
 - o Watch online lecture: “Uniting the Colonies – Creating a Continental Army,” (canvas).

Additional Week 4 Activities:

- Complete Quiz #2 on canvas covering lessons 6-10. You will have 15 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on September 26th. It is worth 30 points.
- Complete and upload Essay #1 to the portal on canvas by 1159 PM (CST) on September 26th. As a reminder, Essay #1 is in response to the following prompt: Based on your reading of the *Journals of Major Robert Rogers* and your understanding of the different “ways of war” that regular, colonial, and Native American forces practiced in North America by the mid-eighteenth century, identify and explain the role that Rogers’ Rangers performed for the British Army during the French and Indian War. For formatting instructions and grading standards see paragraph 4(d), “Writing Requirements,” above.

Week 5 – The War for American Independence (2) (September 27th – October 3rd, 2020):

Students complete all Week 5 activities no later than 1159 PM (CST) on October 3rd.

Lesson 11: Expanding War Aims in an Expanding War:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - William Howe
 - Battle of Long Island (1776)
 - o Summarize the 1776 Campaign in and around New York City.
 - o Explain the Levels of War as a concept and analyze the major events of 1776 within a strategic, operational, and tactical context.
 - o Analyze the challenges George Washington faced in trying to defend New York City. Why did he try to defend the city given these challenges?
 - o Analyze William Howe’s campaign strategy for 1776.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 11 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 60-76.
 - o Read *A Narrative of a Revolutionary Soldier*, 15-51.
 - o Read “The Declaration of Independence” (canvas).
 - o Watch online lecture: “Expanding War Aims in an Expanding War,” (canvas).

Lesson 12: Turning Points in 1777 – New Jersey and Saratoga:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - Eighty-Eight Battalion Resolution
 - Trenton – Princeton – Morristown (1776-1777)
 - John Burgoyne
 - Horatio Gates
 - Saratoga Campaign (1777)
 - o Evaluate George Washington’s generalship at Trenton, Princeton, and Morristown.
 - o Assess the strengths and weaknesses of the American militia and Continental Army during the Winter Campaign in New Jersey and in the Saratoga Campaign.
 - o Explain the various challenges John Burgoyne faced during his invasion out of Canada that culminated in the Battles of Saratoga.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 12 to assist in note taking (canvas).
 - o Read “John Burgoyne to Lord George Germain, August 20th, 1777” (canvas).
 - o Read “Burgoyne to Lord George Germain, August 20th, 1777 (private)” (canvas).
 - o Examine “One Soldier’s Journey – The 1777 Philadelphia Campaign” map (canvas).
 - o Read *A Narrative of a Revolutionary Soldier*, 52-92.
 - o Watch online lecture: “Turning Points in 1777 – New Jersey and Saratoga,” (canvas).

Lesson 13: An Army of Order, Regularity, and Discipline:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - Philadelphia Campaign (1777)
 - Valley Forge Encampment
 - Friedrich Wilhelm von Steuben
 - Nathanael Greene
 - Battle of Monmouth Courthouse (1778)
 - o Evaluate George Washington's selection of Valley Forge as the site of the Continental Army's winter encampment for 1777-1778.
 - o Explain the challenges the Continental Army faced at Valley Forge.
 - o Assess the changes that had catalyzed in the Continental Army by 1778-1779.
 - o Evaluate the implications of France's military alliance with the United States for American and British military strategy.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 13 to assist in note taking (canvas).
 - o Read *A Narrative of a Revolutionary Soldier*, 93-146.
 - o Watch online lecture: "An Army of Order, Regularity, and Discipline," (canvas).

Additional Week 5 Activities: In a concise paragraph, respond to the Discussion Prompt posted on canvas for Week 5. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on October 1st. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on October 3rd. This assignment is worth 30 points.

Week 6 – The War for American Independence (3) (October 4th – 10th, 2020):

Students complete all Week 6 activities no later than 1159 PM (CST) on October 10th.

Lesson 14: Civil War in the Carolinas:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - Henry Clinton
 - Siege of Charleston (1780)
 - Proclamation of June 3rd, 1780
 - Charles, Earl Cornwallis
 - Banastre Tarleton
 - Battle of Waxhaws (1780)
 - Battle of Camden (1780)
 - o Assess the reasons for the failure of British pacification efforts in the Carolinas.
 - o Evaluate the role of the patriot militia during the 'civil war' in the Carolinas.
- Lesson Activities: To accomplish the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 14 to assist in note taking (canvas).
 - o Read "Extract from the Pension Application of William Gipson" (canvas).
 - o Read *A Narrative of a Revolutionary Soldier*, 147-180.
 - o Watch online lecture: "Civil War in the Carolinas," (canvas).

Lesson 15: Waging Coalition War – The Yorktown Campaign:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - Nathanael Greene
 - Daniel Morgan
 - Battle of Cowpens (1781)
 - Charles, Earl Cornwallis
 - Battle of Guilford Courthouse (1781)
 - Comte de Rochambeau
 - Yorktown Campaign (1781)
 - o Evaluate Nathanael Greene's campaign strategy in the Carolinas in 1781.

- Evaluate George Washington’s handling of the challenges associated with coalition warfare during the 1781 Yorktown Campaign.
- Assess the French contribution to victory in the Yorktown Campaign.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 15 to assist in note taking (canvas).
 - Read *A Narrative of a Revolutionary Soldier*, 181-253.
 - Watch online lecture: “Waging Coalition War – The Yorktown Campaign,” (canvas).

Additional Week 6 Activities: In a concise paragraph, respond to the Discussion Prompt posted on canvas for Week 6. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on October 8th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on October 10th. This assignment is worth 30 points.

Week 7 – The Early Republic and the Policing of the Frontier (1) (October 11th – 17th, 2020):

Students complete all Week 7 activities no later than 1159 PM (CST) on October 17th.

Lesson 16: Forging the Republic’s Sword – The Birth of the American Military Establishment:

- Lesson Objectives: During this lesson students:
 - Define the following key terms:

▪ Sentiments on a Peace Establishment	▪ Whiskey Rebellion (1794)
▪ Calling Forth Act (1792 / 1795)	▪ Battle of Fallen Timbers (1794)
▪ Uniform Militia Act (1792)	
 - Analyze the military threats the United States faced in the years after it achieved its independence.
 - Explain how the Constitution and subsequent legislation allowed the nascent United States to provide for its defensive needs while preserving liberty.
 - Identify and analyze the central components of American defense policy during the Washington and Adams Administrations.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 16 to assist in note taking (canvas).
 - Read *For the Common Defense*, 77-95.
 - Read “George Washington’s Whiskey Rebellion Proclamation” (canvas).
 - Watch online lecture: “Forging the Republic’s Sword – The Birth of the American Military Establishment,” (canvas).

Lesson 17: Maintaining the Republic’s Sword – Naval Affairs and the Jefferson Administration:

- Lesson Objectives: During this lesson students:
 - Define the following key terms:

▪ Naval Act (1794)	▪ Jefferson’s Gunboat Navy
▪ Humphreys Frigates (Heavy Frigates)	▪ Military Peace Establishment Act (1802)
▪ First Barbary War (1801-1805)	▪ Insurrection Act (1807)
 - Evaluate the effectiveness of the United States Navy and American naval policy during the Quasi War with France and during the First Barbary War.
 - Identify and analyze the central components of American defense policy during the Jefferson Administration.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 17 to assist in note taking (canvas).
 - Watch online lecture: “Maintaining the Republic’s Sword – Naval Affairs and the Jefferson Administration,” (canvas).

Additional Week 7 Activities:

- Complete Quiz #3 on canvas covering lessons 11-17. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on October 17th. It is worth 40 points.
- Complete and upload Essay #2 to the portal on canvas by 1159 PM (CST) on October 17th. As a reminder, Essay #2 is in response to the following prompt: Based on your reading of *A Narrative of a Revolutionary Soldier*, and your analysis of other primary documents provided on canvas, explain how the Continental Army embodied or failed to embody the values of the American Revolution. You will probably want to identify and focus on one particular ‘value’ in formulating your answer. For formatting instructions and grading standards see paragraph 4(d), “Writing Requirements,” above.

Week 8 – The Early Republic and the Policing of the Frontier (2) (October 18th – 24th, 2020):

Students complete all Week 8 activities no later than 1159 PM (CST) on October 24th.

Lesson 18: Testing the Republic’s Sword – The War of 1812:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - Fort McHenry (1814)
 - Battles of Chippewa and Lundy’s Lane (1814)
 - Battle of New Orleans (1815)
 - Volunteer Militia
 - Winfield Scott
 - Andrew Jackson
 - o Summarize the causes of the War of 1812.
 - o Summarize the major campaigns of the War of 1812.
 - o Evaluate the American military establishment’s effectiveness during the War of 1812.
 - o Assess the conflicting legacies of the War of 1812.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 18 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 95-107.
 - o Read “James Madison’s War Message, June 1st, 1812” (canvas).
 - o Watch online lecture: “Testing the Republic’s Sword – The War of 1812,” (canvas).

Lesson 19: Expanding American Frontiers, Expanding Military Roles:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - Winfield Scott
 - Andrew Jackson
 - John C. Calhoun
 - Sylvanus Thayer
 - Dennis Hart Mahan
 - Frontier Constabulary
 - o Compare and contrast the amateur and professional military traditions as they existed in the aftermath of the War of 1812.
 - o Assess the ways in which the United States Army professionalized in the aftermath of the War of 1812.
 - o Analyze the Army’s role in national expansion, particularly with regard to internal improvements and the frontier constabulary mission.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 19 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 108-121.
 - o Read *Personal Memoirs of U. S. Grant*, 5-46.
 - o Watch online lecture: “Expanding American Frontiers, Expanding Military Roles,” (canvas).

Lesson 20: Wooden Ships and Granite Bastions – Guarding the Nation’s Coasts:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Jonathan Williams
 - Report of the Board of Engineers (1821)
 - First System Fortifications
 - Second System Fortifications
 - Third System Fortifications
 - o Assess the United States Navy’s role in American defense policy in the aftermath of the War of 1812.
 - o Assess the importance of coastal fortifications to American defense policy from the 1790s through the 1860s.
 - o Analyze the evolution of American coastal fortification development during the First, Second, and Third Systems.
 - o Understand the importance of the United States Military Academy to the construction and manning of coastal fortifications.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 20 to assist in note taking (canvas).
 - o Watch online lecture: “Wooden Ships and Granite Bastions – Guarding the Nation’s Coasts,” (canvas).

Additional Week 8 Activities: In a concise paragraph, respond to the Discussion Prompt posted on canvas for Week 8. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on October 22nd. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on October 24th. This assignment is worth 30 points.

Week 9 – The Early Republic and the Policing of the Frontier (3) (October 25th – 31st, 2020):

Students complete all Week 9 activities no later than 1159 PM (CST) on October 31st.

Lesson 21: The United States Army and Indian Removal:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Indian Removal Act (1830)
 - Black Hawk War (1832)
 - Second Seminole War (1835-1842)
 - United States Dragoons
 - o Assess the United States Army’s role in Indian removal.
 - o Analyze the challenges the Army faced during the Second Seminole War.
 - o Assess the Jackson Administration’s efforts to rationalize frontier defense.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 21 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 121-128.
 - o Read “Andrew Jackson’s Message to Congress on Indian Removal” (canvas).
 - o Watch online lecture: “The United States Army and Indian Removal,” (canvas).

Lesson 22: War with Mexico:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Battle of Palo Alto (1846)
 - Battle of Resaca de la Palma (1846)
 - Zachary Taylor
 - Winfield Scott
 - Mexico City Campaign (1847)
 - o Summarize the causes of the War with Mexico.
 - o Assess the reasons for American victory at the Battles of Palo Alto and Resaca de la Palma.
 - o Summarize Winfield Scott’s Mexico City Campaign (1847).
 - o Evaluate the roles played by regulars and state volunteers in the War with Mexico.

- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 22 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 128-141.
 - o Read Personal Memoirs of U. S. Grant, 47-120.
 - o Read “James K. Polk’s War Message to Congress, May 11th, 1846” (canvas).
 - o Watch online lecture: “War with Mexico,” (canvas – two parts).

Lesson 23: The Road to Disunion:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:

<ul style="list-style-type: none"> ▪ Compromise of 1850 ▪ Fugitive Slave Act (1850) ▪ Cushing Doctrine 	<ul style="list-style-type: none"> ▪ Kansas – Nebraska Act (1854) ▪ Bleeding Kansas ▪ John Brown’s Raid
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 - o Explain the United States military’s role in enforcing the Fugitive Slave Act.
 - o Evaluate the United States Army as a peacekeeping force in “Bleeding Kansas.”
 - o Analyze the social, economic, and cultural factors that led to the Civil War.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 23 to assist in note taking (canvas).
 - o Read Personal Memoirs of U. S. Grant, 132-178.
 - o Read “Declaration of the Immediate Causes which Induce and Justify the Secession of South Carolina from the Federal Union,” (canvas).
 - o Watch online lecture: “The Road to Disunion,” (canvas).

Additional Week 9 Activities: Complete Quiz #4 on canvas covering lessons 18-23. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on October 31st. It is worth 40 points.

Week 10 – The American Civil War (1) (November 1st – 7th, 2020):

Students complete all Week 10 activities no later than 1159 PM (CST) on November 7th.

Lesson 24: On to Richmond – Opening Moves in 1861:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:

<ul style="list-style-type: none"> ▪ Rifled Musket ▪ Hardee’s Tactics ▪ Anaconda Plan 	<ul style="list-style-type: none"> ▪ Irvin McDowell ▪ Battle of First Bull Run (1861)
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 - o Assess the implications of new technologies, like the rifled musket, for combat operations in the American Civil War.
 - o Evaluate the rationale behind Union and Confederate military strategies in 1861, especially with regard to the Eastern Theater of Operations.
 - o Summarize the Battle of First Bull Run.
 - o Assess the reasons for Confederate victory in the Battle of First Bull Run.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 24 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 142-165.
 - o Watch “.58 Rifled Musket” video (canvas).
 - o Download and Examine “The Civil War Area of Operations” map (canvas).
 - o Download and Examine “The Eastern Theater Major Battles” map (canvas).
 - o Watch online lecture: “On to Richmond – Opening Moves in 1861,” (canvas).

Lesson 25: River War in the Western Theater, 1862:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - Joint Operations
 - Ulysses S. Grant
 - Henry Halleck
 - Albert Sidney Johnston
 - Forts Henry and Donelson (1862)
 - Battle of Shiloh (1862)
 - Andrew H. Foote
 - o Analyze how the geography in the Western Theater of Operations imposed major challenges on the formulation of Confederate military strategy while presenting Union forces with significant opportunities.
 - o Evaluate Ulysses S. Grant's generalship during the Forts Henry and Donelson Campaign and during the Battle of Shiloh.
 - o Evaluate the United States Army and Navy's conduct of Joint Operations in the Western Theater in 1862.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 25 to assist in note taking (canvas).
 - o Read *Personal Memoirs of U. S. Grant*, 198-252.
 - o Watch "The Twelve Pound Napoleon" video (canvas).
 - o Watch online lecture: "River War in the Western Theater, 1862," (canvas).

Lesson 26: Lee Ascendant in the East, 1862:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:
 - George McClellan
 - Army of the Potomac
 - Peninsula Campaign (1862)
 - Shenandoah Valley Campaign (1862)
 - Robert E. Lee
 - Army of Northern Virginia
 - Thomas "Stonewall" Jackson
 - Battle of Antietam (1862)
 - Emancipation Proclamation (1863)
 - o Summarize the major operations in the Eastern Theater of War during the Spring and Summer of 1862.
 - o Explain the concept of "initiative" within a military context.
 - o Compare and contrast the generalship of George McClellan and Robert E. Lee.
 - o Explain how Northern attitudes about how best to prosecute the war started to change over the course of 1862.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 26 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 165-180.
 - o Read "Benjamin Butler to Winfield Scott, May 24th, 1861" (canvas).
 - o Read "Benjamin Butler to Winfield Scott, May 27th, 1861" (canvas).
 - o Read "George McClellan to Abraham Lincoln, July 7th, 1862" (canvas).
 - o Read "The Emancipation Proclamation, January 1st, 1863" (canvas).
 - o Watch online lecture: "Lee Ascendant in the East, 1862," (canvas).

Additional Week 10 Activities: Complete Quiz #5 on canvas covering lessons 24-26. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on November 7th. It is worth 35 points.

Week 11 – The American Civil War (2) (November 8th – 14th, 2020):

Students complete all Week 11 activities no later than 1159 PM (CST) on November 14th.

Lesson 27: The Elusive Quest for Decisive Victory – Chancellorsville and Gettysburg, 1863:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Ambrose Burnside
 - Joseph Hooker
 - George Gordon Meade
 - Chancellorsville Campaign (1863)
 - Gettysburg Campaign (1863)
 - o Identify and analyze the factors that made decisive battle difficult to achieve during the American Civil War.
 - o Analyze the strategic-level challenges the Confederacy faced in the summer of 1863.
 - o Evaluate Robert E. Lee’s generalship during the Chancellorsville Campaign – during the Gettysburg Campaign.
 - o Evaluate the Army of the Potomac’s performance during the Chancellorsville Campaign – during the Gettysburg Campaign.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 27 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 181-197.
 - o Watch online lecture: “The Elusive Quest for Decisive Victory – Chancellorsville and Gettysburg, 1863,” (canvas).

Lesson 28: Grant Ascendant in the West, 1863:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Vicksburg Campaign (1862-1863)
 - David Dixon Porter
 - William Rosecrans
 - Braxton Bragg
 - Chattanooga Campaign (1863)
 - o Assess Vicksburg’s value to the Confederacy. To the Union.
 - o Analyze the various challenges that the United States Army and Navy faced in attempting to seize Vicksburg.
 - o Evaluate the reasons for the eventual Union success in the Vicksburg Campaign.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 28 to assist in note taking (canvas).
 - o Download and Examine “NPS Vicksburg Campaign Map” (canvas).
 - o Read *Personal Memoirs of Ulysses S. Grant*, 291-403.
 - o Watch online lecture: “Grant Ascendant in the West, 1863,” (canvas).

Lesson 29: Amphibious Assaults, Blockades, and Commerce Raiding – The Naval Civil War:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Battle of Hampton Roads (1862)
 - John A. Dahlgren
 - David Dixon Porter
 - David G. Farragut
 - CSS Alabama
 - o Describe the principle missions conducted by the United States Navy during the Civil War and assess the Navy’s effectiveness in performing these missions.
 - o Assess the Confederacy’s conduct of naval operations during the Civil War.
 - o Evaluate the importance of Joint Operations to Union victory in the Civil War.

- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 29 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 197-207.
 - o Read *Personal Memoirs of Ulysses S. Grant*, 404-474.
 - o Watch online lecture: “Amphibious Assaults, Blockades, and Commerce Raiding – The Naval Civil War,” (canvas).

Additional Week 11 Activities: Complete Quiz #6 on canvas covering lessons 27-29. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on November 14th. It is worth 35 points.

Week 12 – The American Civil War (3) (November 15th – 21st, 2020):

Students complete all Week 12 activities no later than 1159 PM (CST) on November 21st.

Lesson 30: From Slaves to Soldiers – The Civil War as a Catalyst for Social Change:

- Lesson Objectives: In completing this lesson students will:
 - o Define the following key terms:

▪ 1 st and 2 nd Confiscation Acts (1861-2)	▪ Frederick Douglas
▪ Contraband of War	▪ Robert Gould Shaw
▪ Emancipation Proclamation (1863)	▪ United States Colored Troops (USCT)
 - o Explain how escaped slaves forced the United States Government to address the issue of slavery.
 - o Analyze the factors that motivated African Americans to join the United States Army and Navy.
 - o Analyze the factors that led Northerners, over time, to accept large numbers of African Americans as soldiers and sailors.
 - o Evaluate the impact of African-American military service on the Civil War’s outcome.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 30 to assist in note taking (canvas).
 - o Read *Personal Memoirs of U. S. Grant*, 475-581.
 - o Watch the Movie *Glory*.
 - o Watch online lecture: “From Slaves to Soldiers – The Civil War as a Catalyst for Social Change,” (canvas).

Lesson 31: Toward Total War, 1864-1865:

- Lesson Objectives: During this lesson students:
 - o Define the following key terms:

▪ Total War	▪ Sherman’s March to the Sea (1864)
▪ Enrollment Act (1863)	▪ Overland Campaign (1864)
▪ William T. Sherman	▪ Siege of Petersburg (1864-1865)
▪ Atlanta Campaign (1864)	
 - o Analyze Lieutenant General Ulysses S. Grant’s military strategy for 1864. How was this strategy different from the way the United States had waged the war previously?
 - o Summarize the major campaigns of 1864 and 1865.
 - o Assess the American Civil War, by 1864, as a ‘total’ war.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 31 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 207-217.
 - o Read *Personal Memoirs of U. S. Grant*, 582-648, 679-727.
 - o Read William T. Sherman to Henry W. Halleck, July 7th, 1864” (canvas).
 - o Read “William T. Sherman to Ulysses S. Grant, October 9th, 1864” (canvas).
 - o Watch online lecture: “Toward Total War, 1864-1865,” (canvas).

Additional Week 12 Activities: In a concise paragraph, respond to the Discussion Prompt posted on canvas for Week 12. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on November 19th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on November 21st. This assignment is worth 30 points.

Week 13 – From Frontier to Imperial Constabulary (1) (November 22nd – 28th, 2020):

Students complete all Week 13 activities no later than 1159 PM (CST) on November 28th.

Lesson 32: Demobilization, Reconstruction, and a Return to the Frontier Constabulary:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Military Reconstruction
 - Oliver O. Howard
 - Posse Comitatus Act (1878)
 - National Guard
 - Emory Upton
 - o Analyze the United States Army’s varied missions in the aftermath of the Civil War.
 - o Assess the rise of the National Guard as an alternative to the traditional militia system.
 - o Analyze the lessons that Army reformers, like Emory Upton, took away from the Civil War.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 32 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 218-235.
 - o Read “The First Reconstruction Act, March 2nd, 1867” (canvas).
 - o Watch online lecture: “Demobilization, Reconstruction, and a Return to the Frontier Constabulary,” (canvas).

Lesson 33: Plains Indian Warfare, 1866-1875:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Treaty of Medicine Lodge Creek (1867)
 - Red River War (1874-1875)
 - Red Cloud’s War (1866-1868)
 - Wagon Box Fight (1867)
 - Fetterman Massacre (1867)
 - Treaty of Fort Laramie (1868)
 - o Analyze the “way of war” practiced by Native Americans on the Great Plains.
 - o Analyze the United States Army’s tactics and techniques for countering the Plains Indians’ “way of war.”
 - o Assess the buffalo’s importance to Plains Indian culture and survival.
 - o Summarize the major events of Red Cloud’s War (1866-1868).
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 33 to assist in note taking (canvas).
 - o Read “Account of the Wagon Box Fight” (canvas).
 - o Watch online lecture: “Plains Indian Warfare, 1866-1875,” (canvas).

Additional Week 13 Activities: Essay #3: In a concise essay of 500-600 words, respond to **ONE** of the following:

- Option 1 – Based on your reading of *The Personal Memoirs of U. S. Grant*, identify one event or experience from Grant’s service in the antebellum United States Army and explain how that event or experience prepared him for service in the Civil War.
- Option 2 – Based on your reading of *The Personal Memoirs of U. S. Grant*, identify one event or experience from Grant’s participation in the Civil War’s early campaigns (1862-1863) and explain how that event or experience prepared him for duties as Commanding General of the United States Army (1864-1865).

Upload your completed essay to the canvas portal by 1159 PM (CST) on November 28th. For formatting instructions and grading standards see paragraph 4(d), “Writing Requirements,” above.

Week 14 – From Frontier to Imperial Constabulary (2) (November 29th – December 5th, 2020):

Students complete all Week 14 activities no later than 1159 PM (CST) on December 5th.

Lesson 34: The Sioux War of 1876:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Sitting Bull
 - George Crook
 - George Armstrong Custer
 - Battle of the Little Bighorn (1876)
 - Nelson Miles
 - o Identify and analyze the causes of the 1876 Sioux War.
 - o Summarize the events leading up to the Battle of the Little Bighorn.
 - o Summarize the Battle of the Little Bighorn.
 - o Assess the reasons for the United States Army’s defeat at the Battle of the Little Bighorn.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 34 to assist in note taking (canvas).
 - o Begin reading *Vanished Arizona* (canvas).
 - o Watch online lecture: “The Sioux War of 1876,” (canvas).

Lesson 35: Life in the Frontier Army:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Fort Laramie
 - Buffalo Soldiers
 - o Compare and contrast the lived experiences of officers and enlisted soldiers in the United States Army during the frontier constabulary mission.
 - o Analyze the lived experiences of Army families living on the frontier.
 - o Compare and contrast the lived experiences of white and African American soldiers in the post-Civil War Army.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 35 to assist in note taking (canvas).
 - o Continue reading *Vanished Arizona* (canvas).
 - o Watch online lecture: “Life in the Frontier Army,” (canvas).

Lesson 36: Searching for Missions – The United States Army and the End of the Frontier:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Emory Upton
 - National Guard
 - Endicott – Taft System Coastal Fortifications
 - o Assess the effect of the end of the frontier constabulary mission on the United States Army.
 - o Identify and analyze the ways that a renewed wave of professionalization affected the Army in the later 19th century.
 - o Evaluate the Army’s success in adapting to the changing nature of land warfare.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 36 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 236-251.
 - o Finish reading *Vanished Arizona* (canvas).
 - o Watch “Bolt Action Magazine Rifle” video (canvas).
 - o Watch “West Coast Artillery Post – 10-inch Gun Firing” (canvas).
 - o Watch online lecture: “Searching for Missions – The United States Army and the End of the Frontier,” (canvas).

Additional Week 14 Activities: In a concise paragraph, respond to the Discussion Prompt posted on canvas for Week 14. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on December 3rd. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on December 5th. This assignment is worth 30 points.

Week 15 – From Frontier to Imperial Constabulary (3) (December 6th – 10th, 2020):

Students complete all Week 15 activities no later than 1159 PM (CST) on December 10th.

Lesson 37: From Gunboat Diplomacy to a Battleship Navy:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - David Dixon Porter
 - *Guerre de Course*
 - Gunboat Diplomacy
 - Alfred Thayer Mahan
 - *The Influence of Seapower Upon History*
 - o Identify and assess the lessons the United States Navy took away from the American Civil War.
 - o Analyze the factors that led the United States to pursue the development of a battleship fleet capable of ‘command of the seas,’ by the late 19th century.
 - o Assess the relationship between American imperial ambitions and naval expansion in the late 19th century.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 37 to assist in note taking (canvas).
 - o Watch online lecture: “From Gunboat Diplomacy to a Battleship Navy,” (canvas).

Lesson 38: War with Spain, 1898:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - George Dewey
 - Battle of Manila Bay (1898)
 - William Shafter
 - William Sampson
 - Santiago de Cuba Campaign (1898)
 - o Summarize the causes of the Spanish-American War.
 - o Explain how political factors hindered Army war planning in 1898.
 - o Analyze the other challenges that the Army faced in embarking forces from Tampa and landing them in Cuba.
 - o Summarize the Santiago de Cuba Campaign (June – July 1898).
 - o Evaluate the performance of the United States Army and Navy in preparing for and waging the Spanish-American War. Assess how changing missions and professionalizing trends in the late 19th century shaped the American military’s actions during the Spanish-American War.
- **Lesson Activities:** To achieve the lesson objectives students complete the following activities:
 - o Download the Note-Taking Outline for Lesson 38 to assist in note taking (canvas).
 - o Read *For the Common Defense*, 252-268.
 - o Watch online lecture: “War with Spain, 1898,” (canvas).

Lesson 39: A Military Establishment for an American Empire:

- **Lesson Objectives:** During this lesson students:
 - o Define the following key terms:
 - Philippine Insurrection (1899-1902)
 - Roosevelt Corollary to the Monroe Doctrine
 - Imperial Constabulary
 - Smedley Butler
 - Elihu Root
 - General Staff Act (1903)
 - Dick Act (1903)

- Assess the United States military's role as an imperial constabulary in the first decades of the 20th century.
- Assess how the Army's challenges in the Spanish – American War served as a catalyst for major post-war reforms.
- Lesson Activities: To achieve the lesson objectives students complete the following activities:
 - Download the Note-Taking Outline for Lesson 39 to assist in note taking (canvas).
 - Read *For the Common Defense*, 268-281.
 - Read “William McKinley’s Proclamation on Benevolent Assimilation” (canvas).
 - Read “Excerpt – Theodore Roosevelt’s Annual Message to Congress, December 6th, 1904” (canvas).
 - Watch online lecture: “A Military establishment for an American Empire,” (canvas).

Additional Week 15 Activities: Complete Quiz #7 on canvas covering lessons 30-39. You will have 30 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on December 10th. It is worth 40 points.