

The Strategic Use of Pittsburgh Rivers during the Revolutionary War (1775-1783), Civil War (1861-1865), World War I (1914-1918) and World War II (1939-1945)

Ulysses R. Winn, Ph.D.

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Overview

“The Strategic Use of Pittsburgh Rivers during the Revolutionary War, Civil War, World War I and World War II,” takes an in-depth look at the use of our local rivers and what roles they played in four of the most important wars of our country. This unit will be a tremendous vehicle for JROTC cadets to further immerse themselves into strategic thinking. Many of my students, they have seen the rivers, gone fishing, or possibly spent some time on one of the recreational boats that sail on these three rivers. This unit will expand their understandings in these areas.

In just over 200 years, America has experienced a variety of military, political, social, and economic changes. Americans have experienced social changes in the form of musical and written expressions, peace movements, and protests. However, the development of the U.S. military during the early years of the nation was not consistent with the rate the United States was developing as a country. While the country was changing and expanding at a rapid rate, the Army remained nearly stagnant, with many people opposing its very existence. It must

be noted that important developments during the early period of our nation proved that an army was not only necessary for America's survival, but was also a significant instrument for America's growth and development.

Nations go to war for many reasons. These reasons include self-defense, the quest for independence, or economic motives, just to name a few. Consequently, there may be changes in music, literature, or art as people express their feelings about the war and/or changes in foreign relations between countries or feelings between people involved in the war

Not only has there been a major war in every century of the United States history (the Revolutionary War in the 1700's, the Civil War in the 1800's, and both World Wars, Vietnam and The Persian Gulf War (Operation Desert Storm in the 1990's and Operation Enduring Freedom in 2003), the United States has been involved in at least one military conflict in every quarter century of its history.

When studying war, it is important to analyze all aspects of the conflict---the cause, the battles, and the effects. This unit will focus on "Pittsburgh Rivers" and their strategic use during the four major wars.

"From the time of Fort Pitt at "the forks of the Ohio." To the Renaissance City of Pittsburgh at the Point, journey-takers have marveled at the rivers named Allegheny, Monongahela and Ohio. Military strategy, not aesthetics, dictated the founding of a city there, the beauty of the area has gone unnatural." (Baumann and Mausteller, 1990).

"Pittsburgh and its three rivers "stream of the cave people," "river of falling banks" and "the beautiful river." They are the Allegheny, the Monongahela, and the Ohio, respectively. No slow trickling into existence, no gentle bubbling into life for them, these rivers of ours. They did not leak slowly from some protective covering of rocks and forest growth, tiny rivulets pushed this way and that in the manner of the weak seeking the easy way to survival. Not our rivers. Not the gushes from the bottom of a hillside in Potter County, about two feet thick at its source, and then bullies its way through the mountains of Pennsylvania and up to New York before continuing its 325 mile journey southward to its destiny in Pittsburgh. Not the Monongahela born in Marion County, West Virginia, in the watery collision of the Tygert and West Fork Rivers and then quickly maturing during 128 miles of winding and twisting and oddly north-flowing into Pittsburgh. And finally, not the Ohio, a blending of the Allegheny and the Mon at Pittsburgh into a brawler bigger in volume than the Mississippi River where these two become one at Cairo, ILL." (Baumann and Mausteller)

The Pittsburgh Rivers were so busy that one could seldom see them in their scenic splendor, could almost never see them, any of them without seeing also a tow and line of flat-fronted barges slowly leaving a bubbly wake behind while carrying their loads of steel and other resources from Pittsburgh. Frederick Way, Jr., in his article entitled “The Rivers,” states that the Pittsburgh towboat is like no other type of craft used on the waterway. His justification is undoubtedly that our steamboats look “funny” to other people. But there is no denying that the plodding river towboat with its paddlewheel throwing a great mountain of water behind, and its twin smokestacks belching smoke, and its barges hitched in front, is the best and most satisfactory solution to the particular conditions of the Ohio River and its tributaries. He further purports, that the steamboat was not imported from anywhere in the world; it grew up and Pittsburgh is the place where it largely developed.

The Monongahela River is a sleepy looking stream. However, if you could place a stethoscope on several vital spots of this lethargic waterway you would discover some surprising activity. You would find in 1929, the peak commercial year for the Monongahela River, that 55 tons of freight originated on it every minute, every hour, every week, every month for an entire year. Fifty-five tons of freight a minute! And therein the Monongahela River scores; all its tonnage either originates or is destined to some point along its course! Truly, without dispute, it is the busiest river in America, likely the world. (Way, 1938)

The Allegheny River is the Mon’s “big sister” in terms of water flow and length, but decidedly a little sister when it comes to traffic. The reason for this is that: in a nutshell it has to do with improvement of the two streams and the development of resources. At the present time locks and dams are being built up the Allegheny and the river world freely predicts the day may soon come when the Allegheny will come into its own. (Way, 1938).

This unit of curricula, entitled “The Strategic Use of Pittsburgh Rivers during the Revolutionary War, the Civil War, World War I and World War II” proposes to take an in-depth look at how these rivers were used during the above-mentioned wars. Where would the U.S. war effort have stood in each of these wars without the contributions of industrial Pittsburgh? Did the three rivers make a significant difference?

Rationale

The focus of the JROTC program reflects its mission Statement: “To motivate young people to be better citizens.” It prepares high school students for

responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens.

Each culture has its own set of values, ideas or beliefs about which members of the group feel strongly enough to act on and live by that belief. These values are expressed in a number of different ways and forms, such as language, religion, history, the arts, and in a variety of other customs and traditions. These are most frequently learned and passed down from generation to generation. We live in a nation which is made up of many cultures and it is, in fact, this multicultural and multiracial aspect which makes it mandatory that each citizen learn to understand, value, respect, and appreciate diversity and its history.

As I teach the curriculum on Pittsburgh and its rivers, which will help students make geographical and historical connections, I will also include the significance of the African- American as it relates overall to the Civil War. This is especially true since at Westinghouse High School the student population is 99.9% African-American.

During this country's periods of war there are many instances wherein the African-American has demonstrated leadership, played a heroic or prominent role in a war or conflict and had these achievements overlooked. I will make every attempt to include the role of African-Americans as leaders as well as their accomplishments where possible and as indicated.

Many blacks were cited for bravery and acts of valor during the Civil War. The names of William Carney, Robert Smalls, John Lawson, Harriet Tubman, and Susan King Taylor are but a few who will forever be associated with the black America's service to this nation during the Civil War.

Leaders must be able to assist persons in understanding and dealing practically with present thinking, deciding, feeling and action behaviors. Persons are free agents, each in control of his/her own destiny. A leader must also understand biases, i.e. an opinion or set idea about someone or something, whether positive or negative. Young leaders must get to know each other and build relationships. From a military perspective, when we think of a leader, we think of someone who is in charge, someone with authority. However, to be an effective leader, one must possess certain traits and abide by certain principles.

This seminar affords me the opportunity to write curricula that conveys to my students the idea that this same theme was present for Americans, both military and civilian, who have served faithfully during the major Wars. This curriculum will be based on the premise that we must recognize basic human needs, as well as develop attitudes and behaviors that can positively influence

prejudice and discrimination, even in its most subtle forms. Students will learn to think carefully about their actions and analyze the outcome of the wars and the contribution of Pittsburgh rivers through historical events, particularly in war, including how it affects them today.

I agree with James Jones, Prejudice and Racism, when he supports Linville (1985), Thickett, Watts, Birman (1994) and others in that, collectively, our society benefits from diversity, because negative events or ill-advised courses of action can be corrected by the diversity of reactions and influences. For that reason, this unit will focus primarily on the Strategic Use of Pittsburgh Rivers, their value, as I attempt to demonstrate the positive aspects of their use in building our city as one of the best and most livable in the country. The mission continues to be to motivate the JROTC students to become better citizens by learning about these wars and in the context of the city in which they reside.

JROTC is an elective course taught at George Westinghouse High School (GWHS) since 1994. Classroom instruction is combined with extra-curricular activities. Goals include enhancing awareness of rights, responsibilities, and privileges of citizenship. The JROTC Program (course) at GWHS is open to all students in grades nine through twelve. This curriculum will be taught to all students in grades nine through twelve.

This curriculum is appropriate in an inner-city school that suffers from all the problems associated with today's inner-cities, i.e. a high incidence of violent crime and housing violations, single parent families, a large percentage of student absenteeism and dropouts. Although the background history of the students is rich and diverse, it appears to be a mind set that many of the students are limited in their scholastic abilities.

If we construct curriculum that connects to a context in which our students can see themselves we offset the debilitating trends that have been identified.

In spite of the significant trends cited by the community and significant challenges to progress in school improvement, I firmly believe many of these students possess the skills to become positive and very strong students and subsequent leaders in their school, community, and the nation as a whole. The way we restructure curriculum and instruction can shift the educational emphasis in a positive and productive manner that leads to more positive and productive results.

Content Objectives

The historical significance of Pittsburgh was determined from the beginning by geography according to Commager, 1999. He said, whoever commanded the Forks of the Ohio commanded the great interior of the continent- the rich Ohio Valley, drained by a dozen flashing rivers, the great lakes, and the mighty Mississippi. The swift Allegheny and the brawling Monongahela met here to form what the French well- called the Belle Riviere, and then flowed westward, absorbing as it went the Beaver, the Muskingum, the Scioto, the Miami, the White, and the Wabash, and from the south the Kanawha, the Guyandot, the Sandy, the Licking, the Kentucky, the Green, the Cumberland, the Tennessee, all pouring into the Father of Waters. The city that was to rise at this strategic point on the threshold of the Forks was once the bridge from the East and the gateway to the West, the most western of the great cities of the seaboard, the most eastern of the great cities of the valley: it is no accident that it has commanded this position now for a century and a half; its sovereignty is still unchallenged. (Commager, 1999).

The story of our major wars should be told if we hope to appreciate the times and the country in which we live. Cited by common consent, as a conspicuous example of America's remarkable war-production in Pittsburgh.

The Revolutionary War

While there were no major battles in Western Pennsylvania during the Revolution yet the region played an important part in the war. It served as a wall between the East and the British and Indians in the Great Lakes; save for this the struggling continental armies on the seaboard would inevitably have been caught between two fires. (Kelly, 1938).

The American Revolutionary War changed the course of history. It established a new nation and altered lives of people around the world. The American colonists not only established a new nation, but they also became the founding fathers of a new form of government, new ideas, and a new way of life. And were it not for the events in Europe, the discontent in Monongahela County probably might have subsided and the resentment of the farmers might have quieted down. But curiously enough, the events of the French Revolution became closely related to the happenings in the Pittsburgh area.

According to Stefan Lorant in his write-up of Pittsburgh entitled "Gateway To The West", he declared that Pittsburgh as the "PIONEER" village on the confluence of the two rivers grew at a safe and steady pace. The seed planted in the area where the Monongahela joined with the Allegheny was a hearty one; it flowered and blossomed with apparent ease. In less than one generation, the virgin forest gave way to rows of homes, spreading factories, and

bustling business establishments. The idyllic picture of the primeval landscape faded away; the wilderness retreated before the axe of the woodsman, and the shape of the city became apparent. One could see the transformation with the naked eye, as day after day new buildings and settlements were added to the older ones. (Lorant, 1999)

Adopting written constitutions did not automatically guarantee the American colonies' freedom and independence from Britain. The colonists had to fight a long and difficult war for five years before the British finally gave up their claim over 13 new states. The Treaty of Paris signed in September of 1783, officially ended the Revolutionary War. (JROTC, 1999) Although the American Revolution had a number of causes, almost all of them can be tied to one central theme of freedom and independence from Britain. By 1763, the 13 American colonies had developed to the point where their interests and goals were very different from those of the ruling classes in Britain.

Despite British victory in the French and Indian War in 1763, the English remained concerned about the French in the Louisiana territory. Consequently, the British Parliament proposed to station 10,000 soldiers along the American frontier and tax the Americans to pay part of the bill. The fact that Britain was going to levy taxes on the Americans bothered the colonists for several reasons:

- Colonial leaders stated that only their own assemblies, not the British parliament, had the right to levy taxes on Americans.
- Many Americans feared that Britain would use soldiers to suppress American liberties rather than defend American frontiers. Additionally, these Americans believed that their militia was no match for the stronger, more disciplined British armed forces. But since the colonists assessed the major threat on the frontier to be from Native American Indians and not the British, they could not protect themselves since their militia was more accustomed to fighting using the guerrilla tactics of Indian warfare.

Both the British and American forces developed strategies of war. At first, the British believed that they were dealing with a minor uprising limited to just the New England area. Therefore, they developed their strategy to crush the uprising and restore British rule. British strategy throughout the war consisted of the following:

- Britain sent 30,000 German mercenaries (Hessians) to help support British troops.
- The British relied heavily on sea power to support their army. They controlled the coast and rivers for most of the war, using them to move their troops along the coast and inland.
- Initially, the British did not plan for a long-term war.

- Early British offensive operations tried to separate New England from the other colonies and to hold the Hudson River valley.
- The British sought to eliminate the southern colonies early by capturing key ports in the south (such as Charleston, South Carolina).

On the other hand, throughout the war, the strategy of the American forces was shaped by military poverty. Since the American forces would never have enough men, armaments, or supplies, they would never be able to match the British in the discipline necessary in the 18th century tactics of volley and bayonet fighting. These weaknesses combined with the changing strength of the army resulted in a strategy characterized by the following factors:

- America's first priority was that of survival. The longer the army survived, the longer the Revolution would be protracted.
- America hoped that a protracted war in the colonies would result in internal dissent in Britain over the war and would end the war in the colonies' favor.
- The Americans would, whenever possible, attack small British detachments, thus avoiding contact with larger forces and fighting the British regulars on their terms.

A new nation emerged on the world scene in 1783. Although most of its people initially desired that the government abolish the Continental Army, they soon realized that it was necessary because of violence on the frontier and more trouble with Great Britain.

In conclusion as a result of the American Revolution, the 13 American states won their independence from Britain. The major reasons they were finally able to defeat the British were:

- The ability of America's military leaders allowed them to be more resourceful and show more initiative than their British counterparts. Specifically, the leadership of George Washington was crucial to the American cause.
- The French aid of money, supplies, arms, and ammunition, and in the end, military land and naval forces was also critical to the American victory.
- The British failed to take advantage of many opportunities where they could have won major battles and crushed the rebellion.
- Lastly, the ability of the Continental Army and militia to fight together because they were fighting for an important cause.

It was estimated that by the end of the American Revolution, somewhere between 750 and 1,000 black Americans had served in the militia or Continental

Army. One of the most well-known of the predominately black units in the American army was a regiment from Rhode Island that fought back three Hessian charges at the Battle of Newport. The regiment was also with Washington's army when the British surrendered at Yorktown. (JROTC, 1999).

At the outbreak of the French Revolution, most Americans sympathized with its aims. However, by 1793 the sentiment had shifted; the execution of Louis XVI in January of that year and the declaration of war on Great Britain, Spain, and Holland the following month had a sobering effect on the country. On April 22, President Washington issued his neutrality proclamation; the United States was not going to take sides in the European war. And, while America was officially neutral, the Americans were not. The feelings of the Federalists, the merchants, the shipbuilders, the financiers, in short, the well to do, were with the English while the wage earners, the workers, artisans, and farmers were behind the French revolutionists.

The Civil War

The Civil War had its beginning in colonial times, the North and South developed different lifestyles. If you traveled through the North you would see small farms harvesting grain or hay or raising livestock. If you traveled through the South, you would see many cotton fields. In the North, there were growing cities with busy factories. In the South there were mostly plantations.

The basic cultural difference between the North and the South can best be summarized using stereotypes from that period. The South had a very small middle class because there were fewer and smaller cities in the South. Since there were more and larger cities in the North, it had a larger working class and more immigrants. (JROTC, 1999)

At the opening of the Civil War more than one third of Pittsburgh's residents were European immigrants; the largest contingents among them came from Ireland and Germany, followed by Englishmen, Scotsmen, and Frenchmen.

According to Lorant, Pittsburgh had already undergone so many transformations it was destined to be made over yet again. That final change, a speedy change of great magnitude, was the work of two profound upheavals: the Industrial Revolution and the Civil War. He wrote:

“At ten o'clock on the evening of Friday, April 11, 1861, the Western Union instruments at Wood and Third Streets laboriously spelled out a fateful message: that morning, the Confederates had opened fire on Fort Sumter in Charleston Harbor.” “The War has commenced”.

No event in the history of the New World is more important than the American Civil War. Slavery was not the only struggle. Some historians insist it was not even the only cause. (Bontemps, 1955) Many prefer to think that the belief in States' rights, as opposed to the doctrine that favored a strong Federal government, split the country. Others point out that the plantation of the South, an agrarian economy, had found a strong rival in the new industrial life of the North.

The leadership of both sides in the Civil War never expected the war to last for four years. As the war dragged on and took its toll, abolitionists and others urged President Lincoln to enlist Afro-Americans. The story of the Civil War is history at a high point of drama, intensity and importance. It was a turning point for the nation every bit as significant as the American Revolution. For four years, this bloody conflict divided regions, communities, even families. It dominated every aspect of life. Moreover, its impact lingered for many decades. In fact, we still live in the aftermath.

The key issue at the heart of the conflict was slavery. In addition, the nation paid a heavy price for the great flaws in its republican creed and institutions. In the midst of the struggle, President Lincoln summed it up best. In his second Inaugural Address, he told the nation:

“Fondly do we hope-ferverently do we pray that this mighty scourge of war may pass away? Yet if God wills that it continue, until all the wealth piled by the bond-man’s two hundred-and-fifty years of unrequited toll shall be sunk, and until every drop of blood drawn by the lash shall be paid with another drawn by the sword, as was said three thousand years ago, so still it must be said ‘the judgment of the Lord are true and righteous altogether.’”

“There are two indispensable factors in victorious warfare in our times. The first is the willingness of brave fighting men to give their lives to an exalted cause. The second is a clear understanding among those who direct, and those who operate, our industries that without a sincere devotion to that cause, from one end of the production line to the other, the men on the fighting line are betrayed. Accordingly, the expression “production soldier” is no misnomer.” (Harper, 1945)

Harper continues to make the point that Pittsburgh was critical in the war of all wars when he states Pittsburgh’s steel output, it is far from being the only reason for her industrial preeminence or for her critical role in the war crisis. Pittsburgh’s great factories making railroad cars, railroad switches and safety signals, airbrakes, etc., are a main support of the transportation industry. He

further lists a litany of Pittsburgh productions such as war ships, engines, anti-aircraft guns and shells. If Pittsburgh were suddenly wiped out, America's war effort would quickly be paralyzed.

According to Harper, long before American industry was electrified into unprecedented activity by the attack on Pearl Harbor, the productive immensity of Pittsburgh had excited the wonderment of visitors. Leaving the point, where the Allegheny and Monongahela rivers unite to form the Ohio (which, flowing into the Mississippi, gives Pittsburgh industry direct, all year-round navigation to the Gulf and the Atlantic ocean) one travels along a continuous manufacturing waterfront of seventy –five to eighty miles.

“There are individual steel plants four and five miles long; countless coal mines; gigantic foundries and machine shops; great glass factories; the big parent plant of all the aluminum factories in America; electrical machinery and railroad equipment factories covering wide areas and bearing names familiar to the whole civilized world; oil refineries; bridge building plants; plants turning out steel freight cars for all the United States; coke and cement plants; plants employing armies of men building warships for the new navy; airplane propeller plants; world -famed plants for food production; chemical plants; big plants for the manufacture of synthetic rubber- on all sides, industry on a titanic scale”(Harper, 1945).

The greatest war in history has brought the American people face to face with an unprecedented challenge. Never before have they been summoned so imperiously to quit every mean and selfish concern in order to give themselves entirely to the defense and preservation of human liberty.

Nowhere has the response been more deeply impressive than in Pittsburgh. The mighty industries that nightly light her skies have surpassed themselves in their vast outpouring of the products that lie at the very foundation of the nation's whole war effort.

“Pittsburgh's people of all classes have risen to the challenge with a will which may well quicken the spirit of devoted service through-out the country. Pittsburgh held aloft the torch of liberty as a frontier outpost confronting a trackless wilderness in the French and Indian war. Her loyalty has been well tried and proved in every national crisis since.” (Harper, 1945)

The American Civil War was a paradox of warfare. In many respects, it was similar to the wars of the 1700's in that it-involved tactics where large formations of infantry advanced in the open. However, it was also a modern war in many respects because it foreshadowed the concept of total war and involved

strategic planning on a continental scale. According to Reich and Beiller, land battles of the Civil War differed little from those of a hundred years earlier. Soldiers still faced one another in hand-to-hand combat. They used the same weapons that their ancestors had used. Only the horror of a nation divided made this war on land seem different. Civil War battles at sea, however, were much different than ever before. Two differences in particular marked the change: steam power replaced sail power, and ironclad ships replaced those of wood.

The Civil War produced the following significant results:

Firstly, the U.S. abolished slavery with the ratification of the 13th Amendment to the Constitution in 1865.

Secondly, The Civil War brought about the introduction of the following developments that changed the nature and conduct of the war: They were railroads, steamships and armored ships, torpedoes (mines) and submarines, rifle artillery and small arms, telegraph communications, balloons for aerial observation, and large scale industrial production effort. Pittsburgh and its rivers played a major role in the developments and changes during the Civil War.

By 1860 Allegheny County had become “the workshop of the world”, or as Abraham Lincoln said, the “great state of Allegheny”. (Kelly, 1938) He further states that within a few months the mills of Allegheny County had increased their capacity and started working on war orders. The new Pittsburgh cannon, of improved design, was more accurate than and outranged the old cannon, which the South had seized, from federal armories at the outbreak of the hostilities. Allegheny County cannon and boats built in Allegheny County were of major importance at Shiloh and other battles during the campaign, which culminated in the investment and capture of Vicksburg. The shipbuilding industry here reached its peak in 1865 when the seagoing monitor *Manayunk* was launched.

In an article entitled “A Review” by Leland Baldwin, he states that during the War Between the States Allegheny County was one of the major sources of supply for the Union armies and navies. Allegheny County coal, Allegheny County guns, and Allegheny County equipment were valuable. Even the farms of the county furnished thousands of head of horses, cattle, and hogs to the army. The boat yards along the rivers built scores of steamboats for the river fleets and the famous Mississippi ram fleet was largely built and equipped in Allegheny County. The federal arsenal in Lawrenceville was an important manufactory of bullets and cartridges and it was here that the fatal explosion of 1862 killed about seventy-five boys and girls. Out of a population of 180,000 Allegheny County gave 24,000 to the army and navy, and in spite of the fact that most of the population was engaged in essential industries. (Kelly, 1938).

It should be noted that the Civil War was America's most devastating war. However, its outcome opened the door for many minorities by allowing them to develop and express their ideas and talents.

World War I

In the early 1900's, relations among European countries were tense. The major powers in Europe (Great Britain, France, Germany, and Italy) wanted to increase their power through better technology and large empires. The desire for increased power sparked the beginning of World War I in 1914.

In the spring of 1914, war erupted in Europe. Europe was sitting on a time bomb ready to explode. An almost unbelievable chain of events led to the massive German invasion of Belgium and France. Some of the principal causes of World War I were:

- 1) People controlled by others began to develop feelings of nationalism,
- 2) The involvement by nearly all-European nations in rival military alliance that created a balance of power.
- 3) The competition for colonies/other lands.
- 4) The use of secret diplomacy by European governments.
- 5) The assassination of the Archduke Francis Ferdinand by a Serbian nationalist (the event that actually started the war).

The United States attempted to remain neutral and to provide supplies to both sides. However, on 2 April 1917, the United States declared war on Germany primarily because of Germany's unrestricted submarine warfare, which directly caused the U.S. to join the Allies in World War I. Another pertinent reason for the U.S. to enter the war was on 30 July 1916, German saboteurs set off an explosion at the Black Tom Island ammunition shipping station near Jersey City, New Jersey. The U.S. traced propaganda and sabotage plans to the German and Austrian embassies.

As America prepared for war, the size of the Regular Army and the National Guard combined was less than 160,000. In 1916, President Wilson took action to improve America's military readiness as strongly suggested by former Army Chief of Staff, General Leonard Wood and ex-president Theodore Roosevelt.

Once the U.S. declared war, it had to accomplish the incredible task of equipping and moving a large fighting force to Europe. By 1917, the Army

numbered 210,000 men, including National Guard troops on active duty; however, with the exception of having 890,000 M-1903 rifles, the Army did not have the weapons or equipment necessary for sustained warfare in Europe. As a result, the U.S. joined Britain in a massive shipbuilding program, and American industry began producing weapons, ammunition, military supplies, and improved rations. (JROTC, 1999).

Pittsburgh-Des Moines Steel Company's intensive operations for government during the first World War included erection of eight of the largest steel radio towers in the world in Bordeaux, France, forerunner of other great radio towers subsequently built by Pittsburgh-Des Moines at New Orleans, Great Lakes, Mare's Island, Annapolis, Porto Rico, Guam and Manila. Pittsburgh-Des Moines entered the general contracting field after the Armistice with a closely-knit, well-balanced organization. (Harper, 1945).

It wasn't until the final year of the war (1918) that American troops took action in the war. The first large-scale involvement by the U.S. took place during the German spring offensive in May 1918. Finally, on 8 November 1918, the Allies offered terms for an armistice to Germany. According to these terms, Germany was to withdraw from all European territories that it had invaded and surrender its navy and artillery.

On 11 November, Germany accepted the armistice. The fighting ended as the 11th hour of the 11th day of the 11th month. America lost 53,402 people due to battle and 63,114 to other causes; another 204,002 were wounded.

While some American soldiers spent between eight months to a little over four years (until January 1923) on occupation duty in Germany and Europe, the vast majority faced the enormous task of returning home and being demobilized from the military. However, World War I produced the following results for the United States:

- 1) The U.S. ended its tradition of isolation from world affairs.
- 2) The U.S. emerged as one of the major economic and military powers in the world.
- 3) American industry proved it could mass-produce large amounts of war material.
- 4) The U.S. Army had proved that it could expand with incredible speed and efficiency and that it could be an effective fighting force.
- 5) Most Americans supported the war effort.

World War I was a 20th century war fought with 19th century tactics. Despite the introduction of many modern weapons of mass destruction (such as

the machine gun which was responsible for most of the casualties, poison gas, the submarine, the airplane, and the tank), the Europeans clung to the ideas of maneuvering large massed armies and using horse cavalry and other traditional tactics. This unfortunate combination was the main cause of the horribly high number of casualties. A total of over 33 million personnel were killed or wounded and over seven million became prisoners of war (POW's) or were Missing in action (MIA's).

World War II

World War II was the most devastating war ever fought. It killed more persons (over 16 million servicemen died), cost more money (over \$1,150,000,000), affected more people (over 50 countries took part in the war), and caused more far-reaching effects than any other war in history. Military forces fought in many parts of the world: Asia, Europe, North Africa, three oceans, and the Mediterranean Sea.

The war introduced tactics such as the use of aerial bombing, giant tanks, and pinpoint artillery to "soften" enemy positions. Paratroopers were dropped from airplanes or landed in gliders; warships, and ground troops worked together with split-second timing in amphibious attacks; and atomic bombs and ballistic missiles rained death and destruction.

According to a Harper, a reporter visited the Blaw-Knox Company to write an article about its products and markets. He was not prepared for the many industries that Blaw-Knox Company manufactured. The products produced by Blaw-Knox for victory in World War II include: aerial bombs, synthetic rubber plants, complete chemical and powder plants, piping for submarines, equipment for aircraft carriers, gun mounts, anti-aircraft guns, paving machinery for airports and military roads, and machinery and equipment needed by practically every manufacturer of heavy war materials. (Harper, 1945).

By the time the United States entered the war, Europe had already been at war for over two years. The U.S. commitment in terms of manpower, materiel, and strategic planning was massive in scope and has been unequalled.

Although the American public was determined to stay out of Hitler's war in Europe, President Franklin Roosevelt, his cabinet, and Congress took some very important steps that brought this country closer to involvement in the war:

- 1) In late 1939, President Roosevelt proclaimed that any country could buy American war materials on a "cash and carry" basis. Although "cash and carry" supposedly applied to all combatants, only France and

Britain could actually purchase U.S. war materials because of the British blockade on Germany.

- 2) Under the leadership of the Army Chief of Staff General George C. Marshall and the Secretary of War, the Army began to expand in the summer of 1940. The Army's expansion was combined with a Navy program designed to protect the western hemisphere against any potential threat and to defend U.S. interests against the Japanese in the Pacific. Both programs had the support of the American people, although the public still opposed entering war in Europe.
- 3) By the fall of 1941, U.S. Navy ships were escorting British supply ships in the Atlantic and were coming under attack by German submarines.
- 4) Throughout this period, President Roosevelt mobilized American industry to begin producing planes, ships, weapons, and equipment to maintain a force of 1.2 million. (JROTC, 1999).

H.J. Heinz Company had been in food production for 75 years and during the advent of World War II, the giant began to produce plywood airplane parts. This made international news. A commentator remarked, "From beans to bombers and pickles to pursuit planes in an outstanding course." Army rations are natural products, but the company had never engaged in woodwork. Mr. Heinz had a knowledge of aviation. An investigation proved that plywood could be successfully used in glider construction. (Harper, 1945).

On 7 December 1941, a beautiful Sunday morning on the Hawaiian Islands was shattered by the Japanese attack on the American naval base at Pearl Harbor. This attack was one of the most brilliant tactical moves in military history. Six Japanese aircraft carriers sailed undetected to a position 200 miles north of Hawaii and launched over 350 aircraft for the strike. The U.S. Pacific Fleet and the Army air- fields were caught completely by surprise.

When the attack ended, the Japanese had damaged or destroyed over 170 American aircraft; sunk or damaged all eight battleships, three light cruisers, and three destroyers; and killed 2,400 Americans. Fortunately, the three American aircraft carriers were out to sea.

The attack was the greatest military disaster in U.S. history. The Japanese minister in Washington was supposed to have delivered an ultimatum before the attack, but the coded message from Japan arrived late and he delivered it after the attack had already begun. Admiral Yamamoto, who led the attack, learned of the development, when an aide said, "Sir, we have won a great victory" Yamamoto was reported to have replied, I'm afraid all we have done is awaken a sleeping giant." The next day, the United States declared war on Japan. On 11 December,

Germany and Italy declared war on the United States and Congress then declared war on Germany and Italy.

Throughout the course of World War II, 49 nations joined the allies against Germany, Italy, Japan, and six other Axis nations. Very few countries remained neutral.

In August 1945, President Truman made a fateful decision. After being briefed on the costs of the conquest of Japan, President Truman decided to use a new weapon that would make an invasion of Japan unnecessary. On 6 August, a lone B-29 bomber from the Mariana Islands called the “Enola Gay” dropped the first atomic bomb used in warfare on Hiroshima. More than 92,000 persons were killed or missing. Three days later, on August 9, the U.S. dropped a second atomic bomb on Nagasaki killing at least 40,000 people.

On 10 August, the Japanese government asked the Allies if unconditional surrender meant that Emperor Hirohito would have to give up his throne. The Allies replied that the Japanese people would decide his fate. On 2 September aboard the battleship Missouri, the Allies and Japan signed the surrender agreement. President Truman proclaimed 2 September as V-J (Victory over Japan) Day. Three years, eight months, and 22 days after Japan bombed Pearl Harbor, World War II ended. (JROTC, 1999).

When the Japanese surrendered, the greatest struggle in the history of mankind was over. The United States had played a major role in the Allied victory. America had provided military power, industrial might, and military and political leadership that helped lead the Allies to victory in both Europe and the Pacific. World War II had positive and negative results for the United States. Some were:

- 1) The U.S. emerged as one of the world’s two super powers; Russia was the other.
- 2) The U.S. was the only nation in the world with atomic power.
- 3) The U.S. could not drift back to isolation. As a super power and leader of the Western democracies, the U.S. had to assume a position of leadership in world affairs, if nothing else than to counter Communist expansion.
- 4) Historians find it difficult to measure the cost of World War II. They can only estimate because no one can count the individual cost of personal property lost, or of the cost of human suffering and loss of life.
- 5) The war caused vast population shifts. In some countries, whole groups had been uprooted.

In conclusion, the origin of World War II lay in two different conflicts: Hitler's desire for European expansion, especially considering his unwillingness to accept the frontiers established by the Treaty of Versailles, and Japan's struggle against China and its ambitions in the Pacific.

Objectives

Upon completion of this unit Cadets will be able to:

- Cadets will learn how the Revolutionary War changed the course of history.
- Identify the cause and effect relationship between events in revolutionary times.
- Identify two issues that caused the Civil War.
- Demonstrate an understanding of how the North and South differed and how politics and ideologies led to the Civil War by explaining the causes of the Civil War and evaluating the importance of slavery as a principal cause of the conflict.
- Demonstrate understanding of how the resources of the Union and the Confederacy affected the course of the war by evaluating provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance (Examine the influence of ideas).
- Describe the contributions of the Pittsburgh Rivers during the four Wars.
- Describe the circumstances that lead to the U.S. entering the World War.
- Identify the involvement by the United States during World War II.
- Classify key events that took place during World War II.
- Demonstrate understanding of the social experience of the war on the battlefield and on the home front (three rivers) by comparing the motives for fighting and the daily life experiences of those affected. (Evidence historical perspectives)
- Develop leadership potential with the ability to live and work with others.
- Develop alternative actions for historical and current events.
- Gain an appreciation of the United States as a multi-cultural nation.
- Evaluate how political, military, and diplomatic leadership affected the outcome of the wars. (Assess the importance of the individual in history).

Strategies

Public schools in the United States have become increasingly diverse in recent years. Students of color –Native Americans, African-Americans, Asian

Americans, and Latinos—are now the majority in 23 of the 25 largest school districts in the country. This diversity has led to a movement to modify curriculum and teaching methods that may not have been adequately addressing the needs of these students. This movement advocates a new approach to teaching called multicultural education.

At the same time, there has been a change in approaches to the study of history, with a shift from an exclusive focus on the powerful to a focus on all groups who have contributed to historical events. In the study of U.S. history in particular, there has been a growing consensus that the achievements of many groups have long been neglected.

In JROTC it is essential that the classroom is a positive environment where in students feel comfortable, relaxed and welcome. Banners, pictures, posters and identity cards will be displayed on the wall (“The Wall of Learning), which will be changed regularly.

Some other selected strategies that will be used to teach the unit on The Strategic Use of Pittsburgh Rivers during the Revolutionary War, the Civil War, World War I and World War II will be the Integrative Learning Teaching Strategies by Dr. Laurence D. Martel 1-7. These strategies are as follows:

1. The Good and New – Using the process of good and new provides an excellent opportunity to set a tone of positive thinking for the rest of the day. This enhances opportunity for productive experiences. Emphasizing the good in our lives reduces stress and allows our energy to focus on finding solutions to problems or completing tasks.

Objective: The cadets will be able to demonstrate their feelings about something good and new that happened to them recently. The purpose is for cadets in a group to feel good about themselves.

2. The Go-Around – In this process Cadets sit in a circle. The allotted time is divided equally among them, with a share of time left for coming to a consensus if necessary. Cadets may speak at random, but no one is to speak four times until each has spoken twice. It promotes active participation. It can be used with the good and new and the self-estimation.

Objective: The purpose of the go-around is to enable each cadet in the group to speak and express his or her own opinion without interruption from other cadets in the group.

3. Think and Listen- Since the solutions to many of our problems are already within us, the think and listen gives us a chance to examine various possible answers. For this activity you will need a partner. One cadet assumes the role of the speaker and the other the role of the listener. The first speaker may express any feeling that he or she may care to share about anything. The first speaker talks for no longer than a previously set period of time. At the end of the preset time period, the partners will switch roles, and the second speaker will begin speaking.

Objective: To sharpen listening skills while allowing cadets to express verbally.

4. The Support Group- the formation of a support group may be to find some commonality of interest to make it easier to come together. They form as a group, not knowing what to expect from each other. The role of each member in the group is to be a listener as well as a facilitator. This creates a sense of power, perhaps helping to stimulate the development of leadership skills.
5. The Self- Estimation- is probably the most important of the accelerated learning strategies. For the most part, people are their own worst critics. As a person tries to discover the qualities about her/himself, he/she usually gives a negative description. If the support group is formed of individuals who are supportive, it will bring out each person by saying encouraging things about him/her. The purpose of the Self-Estimation is to provide people with a non-threatening method of rating each other's performance.
6. The Speak Out- provides the opportunity for any member of the group, without fear of reprisal, debate or criticism, to speak openly about something which has affected him/her. Knowing that there will be no criticism allows the release from a sometimes-unconscious stress, which may affect positive reception of the ideas of others. In addition, the Speak Out may produce an attitudinal change in peers. The important thing is letting the individual feel others are not threatened by their way of thinking. The Speak Out is the catalyst that supports the other strategies of learning.
7. Graphic Organizers- encourage cadets to list or contribute as much information as they have time and space to complete, to organize the information both logically and creatively, and to show how they view the relationships or connections among various pieces of information. Each graphic organizer can be assessed following a similar procedure for evaluating a short answer section of a test. Depending on the lesson taught, the following types of graphic organizers will be used: 1). Analogy Chart- this thinking and analyzing process involves comparing one thing

to another that initially seems unrelated. The benefit of the process comes from having to explore the connections and the critical elements. 2) Concept Web- the center circle is the main concept or idea. The smaller circles connecting to the main concept represent the sub concepts; connected to these sub concepts are sub-sub concepts. 3) Double T-Chart- this is a three column chart that has three specific labels, like “Before, During, After” or “Look, Sound, Feel” or “What, So What, Now What” or “High, Medium, Low” or any other concept that includes three distinct elements. 4) PMI Chart- What are the pluses (positives)? What are the Minuses (negatives)? What else is interesting or intriguing? Cadets can use a PMI Chart to evaluate content, data, or results.

Students will think logically and communicate effectively in reading, writing, listening, and speaking activities that will include briefings, researching and reporting.

Cooperative learning situations will be created within the classroom through which students will participate in discussion, collaboration, problem solving. Each group will have a recorder, time- keeper, and group leader.

The display of leadership evolves not only classroom participation but also through leadership labs. This will give the cadets the opportunity to demonstrate proficiency as a group leader, a drill participant and/or drill leader during drill (with or without arms), inspections, and/or ceremonies and to demonstrate leadership potential in an assigned command or staff position within the cadet battalion.

Self-esteem and winning behavioral concepts of the students’ development as leaders will be observed and accessed. The instructor and cadets will articulate and summarize the different ways their unique personalities, strengths and positive attributes were “played out” in class activities.

Classroom Activities

WEEK 1

Proudly We Hail- A Historical Review of the Major American Wars

- a. Time: 55 minutes
- b. Objective: Cadets will better understand freedom. Cadets will learn the true meaning of the flag.
- c. Cadets will better appreciate the battles and peace that followed.
- d. Competencies:
 - Recognize (apply) communication skills

- Apply note taking, study habits, and test taking procedures
- e. Discuss illustrations/ Pre- test and Post-test
- f. Do follow-up activities

WEEK 2

The Revolutionary War- Revolution and Independence

- a. Time: 90 Minutes
- b. Objective: Cadets will identify the cause and effect relationship between events in revolutionary times.
- c. Cadets will develop alternative actions for historical and current events.
- d. Cadets will identify the role(s) Pittsburgh Rivers played during the Revolutionary War.

WEEK 3

The Civil War- The Divided Nation (The Way We Saw It)

- a. Time: 120 Minutes
- b. Objective: Cadets will better understand some of the many economic, social and political factors behind the line of battle that influenced the course of the war and its ultimate outcome.
- c. Competencies: Develop Double T –Chart (Before, During, and After)
- d. Discuss illustrations (The Role(s) of Pittsburgh Rivers during the Civil War)
- e. Do follow-up activities

WEEK 4

World War I (Growth of a Nation) - 1815-Present

- a. Time: 120 minutes
- b. Objective: Cadets will identify the five principle causes of World War I.
- c. Competencies:
- d. Illustrate the responsibilities of a good leader (Men and Women of Wartime Pittsburgh)
- e. Examine the importance of self-image and self-awareness
- f. Review the results of World War I on the United States and Europe.

WEEK 5

World War II (Growth of a Nation) 1815-Present

- a. Time: 120 minutes
- b. Objective: Cadets will explain the cause and effect relationship that led to the U.S. Declaration of War on December 8, 1941 and two subsequent declarations of war on December 11, 1941.
- c. Cadets will better understand why the War's impact was felt for such a long time period of after the war was over.
- d. Discuss Pittsburgh (industry and rivers) in the Nations Crisis (A War Production Epic)
- e. Competencies:
 - Discuss illustrations
 - Do follow-up activities

WEEK 6

Cadet Ride- Touring Historic Battlefields

- a. Time: 225 minutes
- b. Objectives: Cadets will take a tour on Pittsburgh Rivers or a terrain walk on a historic battlefield, which will provide them with a realistic view of a historic event, and help enhance the study of leadership.
- c. Promote cadet interest in military history.
- d. Cadets will select and organize information from written sources
- e. Read and interpret maps
- f. Competency:
 - Cadets will work independently to complete a journal on the Strategic use of Pittsburgh Rivers during the wars.

For class discussion, cadets should have read their student text book entitled Citizenship and American History.

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Appendix A

NOTE: JROTC is competency based for the most part, however, JROTC does address the PA. ACADEMIC STANDARDS adopted by the Pennsylvania State Department of Education. It should also be noted classes taught in JROTC are measured by Army standards too.

PENNSYLVANIA ACADEMIC STANDARDS: HISTORY

8.1. Historical Analysis and Skills Development

8.1.9 (Grade 9)

Pennsylvania Academic Standards for History that are addressed in this unit include:

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to

A. Analyzing chronological thinking.

- Difference between past, present and future
- Sequential order of historical narrative
- Data presented in time lines
- Continuity and change
- Context for events

B. Analyze and interpret historical sources.

- Literal meaning of historical passages
- Data in historical and contemporary maps, graphs, and tables
- Different historical perspectives
- Data from maps, graphs, and tables
- Visual data presented in historical evidence

C. Analyze the fundamentals of historical interpretation.

- Fact versus opinion
- Reasons/causes for multiple points of view
- Illustrations in historical documents and stories
- Cause and results
- Author or sources used to develop historical narratives

D. Analyze and interpret historical research.

- Historical events (time and place)
- Facts, folklore and fiction
- Historical questions

- Primary sources
- Secondary sources
- Conclusions (e.g., History Day projects, mock trials, speeches)
- Credibility of evidence

8.1.12 (Grade 12)

A. Evaluate chronological thinking Grade 12

- Sequential order of historical narrative
- Continuity and change
- Context for events

B. Synthesize and evaluate historical sources.

- Literal meaning of historical passages
- Data in historical and contemporary maps, graphs and tables
- Different historical perspectives
- Data presented in maps, graphs and tables
- Visual data presented in historical evidence

C. Evaluate historical interpretation of events.

- Impact of opinions on the perception of facts
- Issues and problems in the past
- Multiple points of view
- Illustrations in historical stories and sources
- Connections between cause and results
- Author or source of historical narratives' point of view
- Central issue

8.2 Pennsylvania History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographical, political and social relations to....

A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.

- Political leaders
- Military Leaders
- Cultural and Commercial Leaders

- Innovators and Reformers

PENNSYLVANIA ACADEMIC STANDARDS: CIVICS AND GOVERNMENT

5.2.12 Rights and Responsibilities of Citizenship

- E. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts
- F. Evaluate how individual rights may conflict with or support the common good.
- F. Evaluate what makes a competent and responsible citizen.

5.4.12 How International Relationships Function

- B. Analyze the United States' interaction with other nations and governmental groups in world events.
- C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships
- E. Compare the purposes and functions of international organizations.

PENNSYLVANIA ACADEMIC STANDARDS: READING

1.1.11 Learning to Read Independently

- A. Locating various texts and traditional resources
- B. Analyzing the structure of informational materials
- D. Identifying, analyzing and synthesizing essential ideas in text
- G1 Make assertions and support with evidence
- G2 Make extensions to related ideas
- G4 Assess the validity of a document based on context.

1.2.11 Reading Critically in All Content Areas

- A1 Read and understand essential content of informational texts and documents.
- A2 Distinguish essential from non-essential information across a variety of sources
- A3 Use criteria for making decisions and drawing conclusions
- B1 Select appropriate electronic media for research

1.8.11 Research

- B Locate information using appropriate sources and strategies
- B4 Use tables of content, indices, references and appendices
- C Organize, summarize, and present the main ideas from research
- C1 Take notes relevant to research topic
- C2 Develop a thesis statement based on research

PENNSYLVANIA ACADEMIC STANDARDS: WRITING

1.4.11 Types of Writing

- B Write a report or essay that is informational
- C1 Write a persuasive piece that includes a clearly stated position or opinion

1.5.11 Quality of Writing

- A. Write with a sharp, distinct focus that establishes and maintains a single point of view
- B. Write, using well-developed content appropriate to the topic that
 - 1. organizes information
 - 2. develops paragraphs that provide details specific to topic
- C1 Write sustaining logical order throughout the piece
- C2 Include an effective introduction and conclusion
- D1 Use different types and lengths of sentences in writing
- D2 Use precise language in writing
- E Revise to improve writing
- F Edit writing using correct conventions

- 1 Spelling
- 2 Capital letters
- 3 Punctuation
- 4 Parts of Speech
- 5 Complete sentences

Appendix B

General Scoring Rubric (Writing)

_____ Focus Purpose
_____ Content/Organization Style/Work Choice

_____ Accomplishment of the Task

- 4 Sophisticated arrangement of the content. The main points (s) is made about the specific topic. Sentences were well-constructed Sophisticated grammar/spelling/punctuation all correct.
- 3 Clear arrangement of content/logical order. Functional use of a variety of words. Correct sentence structure Functional level of grammar/little if any spelling errors.
- 2 Inconsistent arrangement of content. The focus may be unclear. Generic word choice/limited control of sentence structure. The focus was unclear. The response may only partially fulfill the task.
- 1 Little evidence of logical focus. Minimal word choice and sentence structure. Severely limited content. The response did not fulfill the task.

4 = A Advanced

3 = B Proficient

2 = C Basic

1 = D Below Basic

Accountable Talk Rubric

Focus/Purpose/Participation

Dialog/Style/Word Choice

Accomplishment of Task

4. Answers questions in a clear and concise manner Uses unit vocabulary in a sophisticated dialog Clearly demonstrates understanding/knowledge of the film/article and how it applies to the unit of study Relates unit to previous units of study
3. Answers most questions in a clear manner. Uses some unit vocabulary in dialog Clearly demonstrates understanding of the film/article and relates it to the unit of study
2. Inconsistently answers questions in class. Uses minimum unit

vocabulary in dialog. Minimum demonstration of understanding of how the film/article applies to the unit of study.

1. Infrequently answers questions in class. Demonstrates little or no use of unit vocabulary Shows no real understanding of the unit of study

4 = A Advanced

3 = B Proficient

2 = C Basic

1 = D Below Basic

Analysis Sheet

Film Title: _____

Name _____ Period _____ Date _____

Characters

Main Theme

List 3 instances in the film that depicts when the USA went to war.

1. _____

2. _____

3. _____