

**ARNG-SLC - Construct Military History Battle Analysis**  
**805B-PCB9T006 / Version 2.1**  
**Effective Date Not Assigned**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
None		

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>
<b>Individual</b>	
805B-79T-5114 (*)	Review an RRNCO's Time Management Work Plan

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

**Knowledge**

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805B-K-0012	Know Waiver procedures	Yes	Yes
805B-K-0014	Know Microsoft Office Suite	Yes	Yes
805B-K-0016	Know Recruiting Doctrine	Yes	Yes
805B-K-0034	Knowledge of Graphical Accessions Mapping Analysis Tool (GAMAT)	Yes	Yes
805B-K-0040	Know Windows Operating Systems	Yes	Yes
805B-K-0043	Knowledge of Leader Zone	Yes	Yes
805B-K-0058	Know Recruiting Operational Environment	Yes	Yes
805B-K-0065	Knowledge of RMZ	Yes	Yes
805B-K-0073	Knowledge of RZ Calendar	Yes	Yes
805B-K-0099	School Zone (SZ)	Yes	Yes
805B-K-0102	Know ARNG Strength Maintenance Objectives	Yes	Yes
805B-K-0114	Know Army National Guard (ARNG) Programs and Options	Yes	Yes
805B-K-0080	Know Recruiter Zone Application	Yes	Yes
805B-K-0079	Know Guard Incentive Management System (GIMS)	Yes	Yes
805B-K-0123	Know Army Physical Readiness Training	Yes	Yes
805B-K-0128	Know After Action Review process	Yes	Yes
805B-K-0132	Know Recruit Sustainment Program (RSP)	Yes	Yes
805B-K-0088	Know State Marketing Plan	Yes	Yes
805B-K-0089	Know ARNG Career Planning	Yes	Yes
805B-K-0090	Know Recruiter Temporary Reservation System (RTRS) application	Yes	Yes

<b>Skill</b>	<b>Skill Id</b>	<b>Title</b>	<b>Taught</b>	<b>Required</b>
	805B-S-0075	Perform After Action Review	Yes	Yes
	805B-S-0004	Navigate Computer Software	Yes	Yes
	805B-S-0027	Utilize Active Listening	Yes	Yes
	805B-S-0035	Perform Research Skills	Yes	Yes
	805B-S-0085	Navigate the Report Management Zone (RMZ)	Yes	Yes
	805B-S-0093	Navigate Leaders Zone	Yes	Yes
	805B-S-0007	Operate A Computer	Yes	Yes
	S2030	Navigate the Internet	Yes	Yes
	805B-S-0054	Navigate the Defense Travel System (DTS) System	Yes	Yes
	805B-S-0058	Perform Coaching	Yes	Yes
	805B-S-0062	Perform Analysis of Information	Yes	Yes
	805B-S-0063	Perform Goal Setting	Yes	Yes
	805B-S-0065	Perform Organizational Skills	Yes	Yes
	805B-S-0066	Perform Army Writing Skills	Yes	Yes
	805B-S-0069	Perform Capturing Data	Yes	Yes
	805B-S-0073	Perform Problem Solving	Yes	Yes

**Administrative/  
Academic  
Hours**

The administrative/academic hours required to teach this lesson are as follows:

<b>Academic</b>	<b>Resident Hours / Methods</b>		
Yes	0 hrs	45 mins	Research/Study
Yes	3 hrs	5 mins	Facilitator
<hr/>			
Total Hours:	4 hrs	0 mins	

**Test Lesson  
Number**

<b>Hours</b>	<b>Lesson Number</b>
None	

**Prerequisite  
Lesson(s)**

<b>Lesson Number</b>	<b>Lesson Title</b>
None	

**Training  
Material  
Classification**

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Foreign  
Disclosure  
Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the SMTC-PEC foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<b>Number</b>	<b>Title</b>	<b>Date</b>	<b>Additional Information</b>
AR 870-5	Military History: Responsibilities, Policies, and Procedures	21 Sep 2007	
TRADOC REG 350-13	Instruction In Military History	05 Mar 2010	

**Student Study  
Assignment**

Students will briefly research the Battle of Mogadishu, focusing on what lead up to the battle, the actual battle, and the aftermath. Students will complete and bring the Homework Checklist to class.

**Instructor Requirements** SMTC Qualified Instructor

**Support Personnel Requirements** None

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment Required for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC	1:5	1:1	No	0	No
6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson	0:0	1:1	No	0	No
6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet	0:0	1:1	No	0	No
702101C056576 - COMPUTER, PERSONAL WORKSTATION	0:0	1:1	No	0	No
702101C161319 - COMPUTER MICRO LAP TOP PORTABLE AC	1:1	0:0	No	0	No
7025-01-559-1352 - Display Unit: Smartboard White 64	0:0	1:1	No	0	No
7520-00-138-7981 - Marker Assortment, Tube Type	1:1	5:1	No	0	No
7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet	1:5	1:1	No	0	No
7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba	0:0	2:1	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

**Materials Required**

*Instructor Materials:*

Instructor will need, all regulation, powerpoint slides, Rubric, and Checklist.

*Student Materials:*

Student will need, all regulation, Rubric, and Checklist.

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

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:16	10	10

**Ammunition Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.  
Instructors must ensure the Operating Environment (OE) is addressed throughout the lesson.

**Proponent Lesson  
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

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## SECTION II. INTRODUCTION

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Method of Instruction: Facilitator  
Instr Type(I:S Ratio/Qty): 79T Certified Instructor (1:16/0)  
Time of Instruction: 5 mins  
Instructional Strategy: Small Group Instruction

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### Motivator

It is important for you to know how to develop and sustain historically minded soldiers capable of bringing historical perspective to contemporary military problems. As a Senior leader, it is important that we learn from past events to enhance our ability to be a better leader in the future. This lesson is designed to improve your critical thinking skills drawing on lessons learned from historic battles.

### Show VU 1: Title Slide

### Show VU 2: TLO slide

### Terminal Learning Objective

**NOTE.** Inform the students of the following Terminal Learning Objective requirements.

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

Action:	Construct a Military History Battle Analysis
Conditions:	Given AR 870-5, TRADOC REG 350-13, and Job Aid.
Standards:	Recieve a 80% or higher on a 5-7 page research paper based on a battle analysis IAW grading rubric.

### Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil consideration, (METT-TC). No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation. In the event of a tornado, or other adverse weather, designated storm shelters provide protection. In Ssaratoga Hall, the designated storm shelters are: all latrines.

### Risk Assessment Level

**Low - Power and Data Cables on the floor.**

Assessment: Power cords and data cables may cause a potential tripping hazard.

Controls: Tape or secure cables to the floor.

Leader Actions: Inspect classroom prior to training. Periodically remind students to look down before they move their feet.

**Low - Food or drink near computer and electrical equipment.**

Assessment: Food or drinks may spill into electrical equipment and cause an electrical shock and damage equipment.

Controls: Do not allow food or drink around electrical or computer equipment.

Leader Actions: Inspect classroom prior to training. Identify and correct violations.

**Low - Electrical storm**

Assessment: During an electrical storm, surges of electricity can be passed through electrical equipment and can pose a hazard to equipment users.

Controls: Power down all electrical equipment.

Leader Actions: Conduct exterior inspection of building to ensure no tree limbs are in contact with the building. Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

**Low - Inclement Weather**

Assessment: Tornadoes, hurricanes or othr tropical storms can pose a huge safety risk.

Controls: In an emergency, move towards designated storm shelters.

Leader Actions: Identify storm shelters in the building and brief students.

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**Environmental Considerations**

**NOTE:** Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

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

**Instructional Lead-in**

When can we learn from military history? How can we be grounded as Senior Non-Commissioned Officers? When, in the time of battle can we reflect back and say, this situation came up before? Well, one of the goals to this lesson in military history is to produce leaders who use critical thinking that has been grounded in military history, as a basis for future decision making.

### SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Present Introduction to Military History

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 0 hrs 20 mins

Instructional Strategy: Small Group Instruction

Media Type: Slides

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Facilitate a discussion with the following questions. First, allow students to share answers, but make sure the following information is added if they do not provide it themselves.

a. What is Military History?

**Answer:** Military history is the record of all activities of all armed forces (including Army, Navy, MC and Air Force) in war and peace.

b. Why is it important to remember what has occurred in military battles of the past?

**Answer:** The bottom line is Lessons Learned. We must learn about what happened in the past so that we can instruct our future leaders not to make the same mistakes as our past leaders.

c. What do you already know about the systematic way that the Army goes about analyzing battles and conflicts?

**Answer:** Will vary.

**Say:** Shortly, we will learn about this method in depth because our military leaders want to ensure we incorporate critical thinking skills derived from military history methodologies during our Advanced Training and Education of subordinate Officers, Warrant Officers and Non-Commissioned Officers because knowing how to analyze for lessons learned is a must for leaders and an important part of Army Training.

**Instructor Note:** Go into TRADOC Reg 350-13 (in the Job Aid) and briefly discuss the

following:

1. 3-1 IMH Program Goal

2. 3-2 Program Objectives a-c

(a) Key in on 3-2 c (2): In NCOES, to know and understand the evolution and historical contribution of the NCO in the US Army; the role of the NCO during the evolution of combined arms warfare; and the uses of military history in leadership.

3. 3-6 Noncommissioned (NCO) officer course standards

(a) Key in on 3-6 c (Senior Leader Course): Instruction will be progressive in nature and focus on battle analysis methodology and the relevance and utility of military history to training and leadership.

(b) Key in on 3-6 d (USASMA): USASMA will emphasize the American experience and be designed to provide sergeants major with historical tools that can be used on staffs and in units at battalion level and above for training and professional development. Instruction will concentrate on the use of military history and historical methods in military decisionmaking.

**Instructor Note:** Go into AR 870-5 (in the Job Aid) Chapter 2 (Army Historical Program) and discuss the following:

1. 2-1 General

(a) Scope

(b) Objective

Check on Learning:

**Question:** Why is it so important in the NCOES to know and understand the evolution and historical contribution of the NCO in the US Army?

**Answer:** The lessons learned from military history can be applied in leadership principles today.

**Question:** What is a Staff Ride and why is it important?

**Answer:** Systematic preliminary study of a selected campaign or battle utilizing primary sources, an extensive visit to the field to study actual sites associated with the historical events, and an opportunity to integrate the insights and lessons derived from both preliminary and field study.

Review Summary:

As you can see, military history is an important part of being a Senior Leader. You have to be able to apply what has happened to the past to the current operating environment. We will now look into the steps of conducting a battle analysis.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Introduce how to conduct a Battle Analysis

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 1 hr 30 mins

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Instructor Note:** Have students refer to the Job Aid and go to the Study Guide for Battle Analysis.

a. Again, what is a battle analysis?

**Answer:** A process for systematic study of a battle or campaign.

b. How much information should you gather for your battle analysis?

**Answer:** There should be enough data gathered to give a clear analysis of the battle without trying to create a documentary.

c. **Say:** There are four sections to a battle analysis and each builds on the previous one in logical order. We will now break down and discuss.

**Instructor Note:** Go through each of the four sections of the battle analysis covering these main points:

**1. Define the Subject (The definition of the study)**

(a) Determine what, where, when, and who

(b) Determine the research sources (3 sources with one being a internet source)

(1) Books

(2) Articles

(3) Film footage or interviews

(4) Internet

(c) Evaluate the research sources

**Ask:** Why would you want to evaluate your research sources?

**Answers:** For content to see if it will help or if it is relevant. Also, to determine if there is a Bias from the author.

**Ask:** Why is important to check if an author is being subjective or objective when writing an article or book?

**Answers:** Will vary

## **2. Set the Stage (The setting for the study)**

(a) Consider strategic factors

(1) What caused the war?

(2) Who were the opponents?

(3) What armed forces did they have available?

(4) How well were they trained and equipped?

(5) Were there any social, political, economic, or religious factors?

(b) Describe the operational setting

(1) What campaign was the battle part of?

(2) What were the overall objectives of the campaign?

(3) How did the battle fit into the overall campaign?

(c) Review the tactical situation

(1) Weather

- (2) Terrain
- (3) Comparison of the opposing forces
- (4) Size and composition
- (5) Technology
- (6) Logistical systems
- (7) Command, control and communications
- (8) Intelligence
- (9) Doctrine and training
- (10) Condition and morale
- (11) Leadership

**3. Describe the Action (Describe the Battle)**

- (a) The mission of the opposing forces (objectives and options)
- (b) Disposition of the forces (location and how the units deployed)
- (c) Opening moves of the battle

(d) Major phases

(e) The outcome (Who won, did either side achieve the objective, or any long term effects)

**Instructor Note: Say:** This section of describing the action is what most people consider to be real military history. By following the format, you will study the battle chronologically. If you need to skip a phase in order to examine a combat functional area—such as maneuver, logistics, etc, because it is more important to your overall objective, then do so.

#### **4. Draw lessons learned (The most important step of the battle analysis)**

**Instructor Note:** STRESS that this is the most important step of the battle analysis.

(a) Relate causes to effects (Why did something happen and what caused the outcome?)

(b) Establish military lessons learned (What happened then that is still relevant to today in Recruiting?)

The bottom line is this: Whatever the battle, be sure that the insights gained through your research are described as lessons learned that:

(a) Transcend Time (Goes beyond that current time and is still relevant in today's operating environment)

(b) Transcend Place (Goes beyond that place and can be applied to different environments)

(c) Transcend Doctrine (The lessons learned then could have changed doctrine in the current operating environment)

**Instructor Note:** Use the “The Boy Who Cried Wolf” as an example for lessons learned.

1. **Ask:** Who remembers the story “The Boy Who Cried Wolf”?

2. Have the class briefly describe the story until everyone is familiar with it. Fill in missing details from the short story listed below if necessary.

**BATTLE SUMMARY:** *A shepherd-boy, who watched a flock of sheep near a village, brought out the villagers three or four times by crying out, "Wolf! Wolf!" But when his neighbors came to help him, he laughed at them for their pains. The Wolf, however, did truly come at last. The shepherd-boy, now really alarmed, shouted in an agony of terror: "Pray, do come and help me; the Wolf is killing the sheep;" but no one paid any heed to his cries, nor rendered any assistance. Having no cause to fear, the Wolf at his leisure lacerated or destroyed the whole flock.*

3. **ANALYSIS:** Ask: What caused the destruction of the flock? Answer: The shepherd-boy had a habit of lying so that when he finally told the truth, no one believed him. Not only had his habit of lying damaged his reputation in the community, it also caused him to lose the very means he had for making a living. As well, innocent victims (the sheep) unjustly suffered or died.

4. **LESSONS LEARNED Ask:** What are the overall lessons learned from this story? Answers: There is no believing a liar, even when he speaks the truth. Lying not only destroys a person’s reputation, but the reputation of the organization he/she represents. (NOTE: The reputation of shepherds in history has been that of being lower class and untrustworthy.) As well, innocent people could possibly be harmed by your actions. Ask: How do these lessons, especially lying, apply to Recruiting? (Have several students share their answers)

5. **Say:** This is a brief example of what we are looking for from your battle analysis - (1) a summary of the battle, (2) an analysis of what caused the success or failure of the battle, and (3) how those same causes can affect you as a recruiter and as a NCOIC.

**Instructor Note:** Briefly go into the Job Aid and cover the 9 principles of war:

1. Objective
2. Offensive
3. Mass
4. Economy of Force
5. Maneuver
6. Unity of Command
7. Security
8. Surprise
9. Simplicity

Check on Learning:

**Question:** Why is it important to focus on the lessons learned from a battle analysis?

**Answer:** Will Vary

**Question:** What would you include during “Setting the Stage” of the battle analysis?

**Answer:** Strategic Factors, Operational Settings, and Tactical Situations

**Question:** How can a battle analysis help in your job as a RRNCO and as a future NCOIC?

**Answer:** Will Vary

Review Summary: Summarize the learned activities.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Demonstrate a Battle Analysis (The Battle of Mogadishu)

Method of Instruction: Research/Study

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 0 hrs 45 mins

Instructional Strategy: Individual/Timed

Media Type: None

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Instructor Note:** Instructor will walk the students through a brief example of how a battle analysis will be conducted based upon the previous night's reading assignment and the video clips listed below from the movie *The Battle of Mogadishu*.

### 1. Define the Subject

a. Who:

(1) US Army Force (3<sup>rd</sup> Battalion, 75<sup>th</sup> Ranger Regiment, 1<sup>st</sup> SF (Delta), Air Force Combat Controllers, Para-Rescue from 1<sup>st</sup> Battalion 160<sup>th</sup> Special Operations Aviation Regiment, units from 10<sup>th</sup> Mountain Division, Navy Seals, and additional UN Forces.

(2) Somali Militia Forces (Somali National Alliance)

b. What:

(1) Battle of Mogadishu

(2) Somalia

c. When:

(1) 3-4 October 1993

d. Where

(1) Mogadishu, Somalia

(2) Eastern Africa

### **Show VU: 3 President George Bush-Address on Somalia**

#### **2. Set the Stage**

a. Strategic Factors

(1) What caused the war?

(a) Operation Provide Relief (August 1992)

(b) Operation Restore Hope (December 1992)

(c) Mohammed Farrah Aidid ordered the attack on a Pakistani force (June 1993)

### **Show VU: 4 CBS News from Somalia**

(2) How well were they equipped (All Forces)?

(a) Somali Militia (AK-47 and RPG-7 rockets)

(b) US/UN Troops (M-16, M60, M249, .50 Caliber, OH-6 Little Birds, HUMVEE, UH-60 Blackhawk, and AH-1 Cobra.

(3) How well were they trained (All Forces)?

(a) Somali Militia (Very minimal, but used primitive techniques such as bull horns, and starting fires to signal others)

(b) US/UN Troops (Very highly trained but lacked MOUT training)

(4) Tactical Situation

(a) Weather (Hot and Dry)

(b) Terrain (Urban)

(c) Size and Composition

(1) Somali Militia (2000-4000 troops)

(2) US/UN Troops (160 troops)

(d) Technology

(1) Somali Militia (Very primitive, used bull horns and fires for signaling)

(2) US/UN Troops (Superior to the Somali Militia)

(e) Intelligence

(1) United States underestimated the capability of the Somali Militia

(f) Condition and Morale

(1) Somali Militia (Felt cornered and desperate)

(2) US/UN Troops (Felt superior to the Somali Militia)

(g) Leadership

(1) Somali Militia (Mohamed Farrah Aidid)

(2) US/UN Troops (MG William Garrison)

**3. Describe the Action**

**Show VU: 5 Audio and Video from Black Hawk Down**

**A. Plan:**

a. Delta Operators would assault the target building using MH-6 Little Bird Helicopters.

b. Rangers would fast rope in from MH-60 Black Hawk Helicopters (four total) and provide a defensive perimeter.

c. A column of nine HMMWV's and three five-ton trucks would arrive and take the entire assault team and prisoners back to base (Total time of the operation 30 minutes or less).

**B. What actually happened:**

a. The MH-6 Little Birds hit the target but the dust was so bad they landed out of position.

b. The Rangers fast roped in but one group landed a block away from the area. PFC Blackburn fell from the helicopter while fast roping and suffered injuries to his back and neck.

c. Super 61 was shot down by an RPG, killing both pilots.

#### **Show VU: 6 Super 61 Video**

d. There was confusion between the ground convoy and assault team, resulting in the ground convoy waiting for approximately 20 minutes to receive orders to move out.

e. Super 64 was shot down by an RPG, during the wait for the ground convoy.

f. The Troops fought through the night waiting on extraction.

g. The battle ended approximately 0630 Monday, 4 October when US Forces were evacuated by the armored convoy.

h. Several troops left the city on foot to a rendezvous point that has been referred to the "Mogadishu Mile."

#### **Show VU: 7 Real Video of the Battle of Mogadishu**

##### **C. State the outcome:**

##### **Ask:**

1. Who won the battle?
2. Were there any long term effects?

#### **4. Draw Lessons Learned**

**Ask:** What were the lessons learned?

**Possible Answers: Planning, Coordination, Communication, Being prepared, Manpower**

**Ask:** How do the lessons learned apply to Recruiting? (Make sure the students

connect the lessons learned to the operational environment.)

Check on Learning: Conduct a check on learning.

Review Summary: We have looked at the regulatory guidance covering the importance of military history. We learned how the study of military history enhances our critical thinking skills and gives the Army Leader a greater perspective on his operating environment. We showed you battle analysis methodology which is the systematic approach to the study of a military event and how we can learn lessons from other Soldiers experiences. Finally, we showed you some resources to begin your study.

### ShowVU: 8 Rubric

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Discuss the Rubric/Assignment Information

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)\*

Time of Instruction: 0 hrs 45 mins

Instructional Strategy: Small Group Instruction

Media Type: Handout

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

a. Go over the Battle Analysis Rubric in its entirety and make sure every student understands how they will be evaluated.

**Note: Stress to students, the last paragraph of the battle analysis must answer how the knowledge obtained will help them become a better leader of RRNCO's.**

**Note: Allow the students to use the remaining time to begin working on their battle analysis while the instructor is available to answer any questions.**

Check on Learning: No check on learning needed

Review Summary: We have looked at the regulatory guidance covering the importance of military history. We learned how the study of

military history enhances our critical thinking skills and gives the Army Leader a greater perspective on his/her operating environment. We showed you the battle analysis methodology which is the systematic approach to the study of a military event and how we can learn lessons from other Soldiers experiences. Finally, we finished a brief demonstration on the Battle of Mogadishu and discussed the lessons learned that we can apply to your current job as an RRNCO and future Senior Leader.

**ShowVU:9 TLO**

## SECTION IV. SUMMARY

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Method of Instruction:	Facilitator
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:16/0)
Time of Instruction:	5 mins
Instructional Strategy:	Small Group Instruction

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### Check on Learning

Conduct a check on learning at the end of each LSA.

### Review/Summary

Summarize each learning activity.

## SECTION V. STUDENT EVALUATION

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### **Testing Requirements**

Refer student to the Individual Student Assessment Plan (ISAP).

### **Feedback Requirements**

Schedule and provide immediate feedback in context to the material presented. Answer students' questions, correct misunderstandings, and provide remedial training as needed.

**Appendix A - Viewgraph Masters**

**ARNG-SLC - Construct Military History Battle Analysis  
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<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		

## Appendix B - Test(s) and Test Solution(s)

**Appendix C - Practical Exercises and Solutions**

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PCB9T006 Version 2.1**

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**Appendix D - Student Handouts**

**ARNG-SLC - Construct Military History Battle Analysis  
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<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
0	Construct a Military History Battle Analysis	PPT

Appendix E - TRAINER'S LESSON OUTLINE

ARNG-SLC - Construct Military History Battle Analysis

805B-PCB9T006 / Version 2.1

DRAFT

1. The importance of this lesson: (Why)

Construct a Military History Battle Analysis

2. What we want our Soldiers to Achieve: (Outcomes/Standard)

Recieve a GO on a 5-7 page research paper based on a battle analysis IAW grading rubric.

3. Tasks to be taught

<u>Task Number</u>	<u>Task Title</u>	<u>Task Type</u>
805B-79T-5114	Review an RRNCO's Time Management Work Plan	Individual TAUGHT

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Additional Non-Standard Tasks

None

4. References:

<u>Reference Number</u>	<u>Reference Title</u>	<u>Date</u>
AR 870-5	Military History: Responsibilities, Policies, and Procedures	21 Sep 2007
TRADOC REG 350-13	Instruction In Military History	05 Mar 2010

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Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 4 hrs 0 mins

LAND: Classroom, Training Area, and Range Requirements

<u>Id</u>	<u>Name</u>
17120-M-1600-40	Classroom, Multipurpose, 1600 Square Feet, 40 Students

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AMMO: Ammunition Requirements

<u>DODIC</u>	<u>Name</u>
None	

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MISC: Materiel Items and TADSS Requirements

<u>Id</u>	<u>Name</u>
6130-01-C12-1514	Power Supply Assembly, TYX: Battery Back Up UPS APC
6730-01-C07-0756	Projector, LCD/DLP: ELP7200 Epson
6730-01-C13-1784	Screen Projection, Rear/Fixed or PT: 980S Quartet
702101C056576	COMPUTER, PERSONAL WORKSTATION
702101C161319	COMPUTER MICRO LAP TOP PORTABLE AC
7025-01-559-1352	Display Unit: Smartboard White 64
7520-00-138-7981	Marker Assortment, Tube Type
7520-01-C12-6434	Easel, portable with/without Access TY SZ AA: QRT500TE Quartet
7730-01-C09-7569	Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba

(Note: Asterisk before ID indicates a TADSS.)

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#### **Additional Non-Standard Resources**

None

#### **6. A possible technique to achieve the outcome:**

None

#### **7. Conduct AAR with Soldier and Cadre.**

None

**NOTE:** Before presenting this lesson, Instructors must be thoroughly prepared by studying the appropriate lesson plan and identified reference material.

