



FOREIGN POLICY RESEARCH INSTITUTE
WACHMAN CENTER

**CLASSROOM LESSONS:
THE MILITARY IN U.S. DOMESTIC HISTORY**

**The Domestic Role of the U.S. Navy:
Protecting Commerce and Defending America's Interests**

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Grade Level: 10th-12th grade U.S. History II and AP U.S. History, 11th and 12th grade Economics/AP Economics

OBJECTIVES:

- 1. Students will develop an understanding of how the United States Navy's primary peacetime role since the late 18th century has been the defense of American commerce.**
- 2. Students will examine the impact that naval support has had on the opening of new markets to American products, from the early 19th century until today.**
- 3. Students will analyze how the problems of international piracy have been addressed by the U.S. Navy and its allies, from the 18th century until the present day.**
- 4. Students will synthesize their knowledge through the development of an analysis of the impact of American military intervention on the advancement of American commerce in one particular country in the period from 1825-1925.**

NATIONAL HISTORY STANDARDS FOR GRADES 5-12/ UNITED STATES:

NSS-USH.5-12.2 - Era 3 - Revolution and the New Nation

Standard 2B - The student understands the economic issues arising out of the Revolution.

NSS-USH.5-12 - Era 4 - Expansion and Reform (1801-1861)

Standard 1A- The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

NSS-USH.5-12 - Era 6 - The Development of the Industrial United States

Standard 4B - The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

NSS-USH.5-12 - Era 7 - The Emergence of Modern America (1890-1930)

Standard 2A - The student understands how the American role in the world changed in the early 20th century.

Standard 3D - The student understands politics and international affairs in the 1920s.

PROCEDURES

DAY ONE

- 1. Put the following quote on the board:**

"...that it was founded on the Laws of their Prophet, that it was written in their Koran, that all nations who should not have acknowledged their authority were sinners, that it was their right and duty to make war upon them wherever they could be found, and to make slaves of all they could take as Prisoners, and that every Muslim who should be slain in battle was sure to go to Paradise."¹

Ask students what U.S. President this quote comes from. Once you've gotten their answers, tell them that it was from Thomas Jefferson, in 1786. The background of the quote is that in 1786 Thomas Jefferson, then US ambassador to France, and John Adams, then US Ambassador to Britain, met in London with Sidi Haji Abdul Rahman Adja, the Dey's ambassador to Britain, in an attempt to negotiate a peace treaty based on Congress' vote of funding. To the US Congress these two future Presidents later reported these reasons for the Muslims' hostility towards America, a nation with which they had no previous contacts.

- 2. Use this as a starting point for a discussion of international piracy, and the role that the U.S. Navy has played in defending American interests against piracy, from the late 18th century until today.**
- 3. Have students read "America and the Barbary Pirates: An International Battle Against an Unconventional Foe" by Gerald W. Gawalt. This article can be found at**

http://memory.loc.gov/ammem/collections/jefferson_papers/mtjprece.html 7

4. For homework, students will summarize this article, focusing on the role of the U.S. Navy on fighting the piracy threat, and the arguments between paying off the pirates vs. military intervention.

DAY 2

1. Collect/discuss the student homework from Day 1
2. Have students watch the first 30 minutes and view the first 7 slides of the FPRI presentation from the History Institute for Teachers from April 10/11, 2010 entitled "Protecting Maritime Trade". Links to these presentations can be found at:

<http://www.fpri.org/education/militaryindomestichistory/> 3

3. Students will select an expedition from slide #7 or one of the Barbary States (Morocco, Algiers, Tunis, or Tripoli), and develop a presentation on that expedition and its accomplishments, or on the stormy relationship of that Barbary State with the United States in the period from 1780-1820. Presentations will be made with a partner, and will be completed on the final day of this unit.

DAY 3

1. Students will read a short piece on the U.S. Navy in the period from 1866-1898 to get an overview of the strengths and weaknesses of the U.S. Navy during this time period. This article can be found at:

<http://www.answers.com/topic/u-s-navy-1866-1898> 4

2. Students will watch minutes 30-38 and view slides 8-11 of the FPRI presentation from the History Institute for Teachers from April 10/11, 2010 entitled "Protecting Maritime Trade". Links to these presentations can be found at:

<http://www.fpri.org/education/militaryindomestichistory/>

3. Students will compare and contrast the two views of the U.S. Navy of the late 19th century, focusing on the U.S. Navy's role of "flying the flag" around the world during this time period. Strengths and weaknesses will be discussed, with a focus on the Navy's role in carrying out U.S. foreign policy.

DAY 4

1. Students will read an article on the role of the U.S. Navy and U.S. Marines in the occupation of Veracruz, Mexico in 1914. The article can be found at:

<http://militaryhistory.about.com/od/battleswars1900s/p/veracruz.htm>

Those students wanting more detail (or to get extra credit) will go to the National Archives site to delve deeper into the occupation. The site they will begin at is

http://militaryhistory.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=militaryhistory&cdn=education&tm=43&gps=465_2313_763_445&f=00&su=p897.8.336.ip_&tt=11&bt=0&bts=0&zu=http%3A//www.archives.gov/publications/prologue/1997/fall/mexican-punitive-expedition-1.html

To get extra credit, students will develop an opinion paper of the positive and negative impacts of the American occupation of Veracruz, and its impact on Mexican/American relations.

2. Students will next watch minutes 38-49 and view slides 12-15 of the FPRI presentation from the History Institute for Teachers from April 10/11, 2010 entitled "Protecting Maritime Trade". Links to these presentations can be found at:

<http://www.fpri.org/education/militaryindomestichistory/>

3. Students will focus on modern piracy and alliances between the U.S. Navy and navies from other nations. Students will also view the map showing piracy locations and attempted piracy locations. This map can be found at

http://www.icc-ccs.org/index.php?option=com_fabrik&view=visualization&controller=visualization.googlemap&Itemid=219 6

4. Students will discuss the partnership between the military and business in saving merchant ships and tankers from pirates. Should business further reimburse the military when they're saved from pirates? If so, how should business compensate the government?

DAY 5

1. Students will continue their discussion of modern piracy, starting with the following quote:

“When they sprang to the deck of an enemy’s ship, every sailor held a dagger in each hand and a third in his mouth, which usually struck such terror in the foe that they cried out for quarter at once.” 2

Students will analyze this quote, discussing how the quote fits both today and in the past.

2. Students will give their presentations on late 18th/early 19th century expeditions and relations with individual Barbary States. These can be completed on Day 6 as necessary.

DAY 6

1. Finish student presentations.
2. In-class assessment of student knowledge on the changing domestic role of the United States Navy over time, while still remembering that “the more things change, the more things remain the same.

RESOURCES

- 1 http://www.islam-watch.org/ThomasJefferson/Founding_Fathers_Fight_Islam.htm
- 2 http://www.nytimes.com/2009/04/12/weekinreview/12gettleman.html?_r=1
- 3 <http://www.fpri.org/education/militaryindomestichistory/>
- 4 <http://www.answers.com/topic/u-s-navy-1866-1898>
- 5 http://militaryhistory.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=militaryhistory&cdn=education&tm=43&gps=465_2313_763_445&f=00&su=p897.8.336.ip_&tt=11&bt=0&bts=0&zu=http%3A//www.archives.gov/publications/prologue/1997/fall/mexican-punitive-expedition-1.html
- 6 http://www.icc-ccs.org/index.php?option=com_fabrik&view=visualization&controller=visualization.googlemap&Itemid=219

7 http://memory.loc.gov/ammem/collections/jefferson_papers/mtjprece.html

8 <http://militaryhistory.about.com/od/battleswars1900s/p/veracruz.htm>