

History of the Noncommissioned Officer

CHANGE SHEET 1

1. Synopsis. This change sheet corrects minor administrative errors in the L233, History of the Noncommissioned Officer Training Support Package.
2. Pen and ink changes: none.
3. Page change(s): Remove old pages and insert revised page(s) as indicated.

Remove Pages Insert Pages

1 thru 9
27

1 thru 9
27

4. Additional changes that need explaining: none.
5. File this sheet in front of the TSP for reference purposes.
6. Approval of change sheet.

Name/Signature	Rank	Position	Date
Karen M. Wilson	GS09	Training Specialist	
Victor A. LeGloahec	SGM	Chief, PLDC	
Marion Lemon	SGM	Chief, CDDD	

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L233 / HISTORY OF THE NCO
Effective Date	01 Feb 2004
Supersedes TSP(s) / Lesson(s)	L233, Version 1, Identify the Historical and Significant Contributions of the Noncommissioned Officer Corps, Oct 03.
TSP Users	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p style="text-align: center;">COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p style="text-align: center;">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p style="text-align: center;">E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
400-022-1001	Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps

This TSP
Contains

TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data	4
Section II Introduction.....	8
Terminal Learning Objective - Identify the historical evolution and significant contributions of the noncommissioned officer corps.....	8
Section III Presentation	10
Enabling Learning Objective A - Identify The role of the NCO existing in the pre-Revolutionary War period	10
Enabling Learning Objective B - Identify the role of the NCO during the Revolutionary War.....	11
Enabling Learning Objective C - Identify the role of the NCO during the War of 1812.....	14
Enabling Learning Objective D - Identify the role of the NCO during the Civil War	16
Enabling Learning Objective E - Identify the role of NCO during world War I.....	17
Enabling Learning Objective F - Identify the role of NCO during World War II.....	20
Enabling Learning Objective G - Identify the role of NCO during the Korean War	22
Enabling Learning Objective H - Identify the role of the NCO during the Vietnam War	24
Enabling Learning Objective I - Identify the role of the NCO during Operations Just Cause and Desert Storm	27
Enabling Learning Objective J - Identify the role of the NCO in the War on Terrorism and Operation Enduring Freedom.	30
Enabling Learning Objective K - Identify the role of the NCO as it exists today.	33
Section IV Summary.....	39
Section V Student Evaluation	42
Appendix A - Viewgraph Masters A -	1
Appendix B - Test(s) and Test Solution(s) (N/A) B -.....	1
Appendix C - Practical Exercises and Solutions (N/A) C -.....	1
Appendix D - Student Handouts D -.....	1

**HISTORY OF THE NCO
L233 / Version 2
01 Feb 2004**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	400-022-1001 (*)	<u>INDIVIDUAL</u> Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	None		
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		2 hrs	/ Conference / Discussion
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	2 hrs	
Test Lesson Number		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	_____	N/A
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	None		
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
711613	THE HISTORY OF THE NCO		Video Tape
CMH PUB 70-37	TIME-HONORED PROFESSIONALS, THE NCO CORPS SINCE 1775	01 Oct 1989	
CMH PUB 70-38	THE STORY OF THE NONCOMMISSIONED OFFICER CORPS	01 Oct 1989	
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	
TRADOC REG 350-10	INSTITUTIONAL LEADER TRAINING AND EDUCATION	01 Aug 2002	
TRADOC REG 350-13	INSTRUCTION IN MILITARY HISTORY	01 Oct 1999	
	"OPERATIONS JUST CAUSE AND DESERT STORM" THE NCO JOURNAL	1992	Winter Edition

Student Study Assignments

Before class--

- Review Student Handout 1, Appendix D.

During class--

- Participate in class discussion.

After class--

- Turn in recoverable reference material (if applicable).

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements	<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>		
	None					
Equipment Required for Instruction	<u>ID</u> <u>Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
	5820-00-P54-5863 TV COLOR, 19 Inch.	1:16	1:2	No	1	No
	5820-00-T39-0694 VCR	1:16	1:2	No	1	No
	6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
	6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
	7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
	7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
	7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes
	PIN 711613 TVT HISTORY OF THE NCO	1:16	1:2	No	1	No
	* Before Id indicates a TADSS					
Materials Required	Instructor Materials:					
	<ul style="list-style-type: none"> • TSP. • References listed above. • TVT, The History of the NCO (PIN 711613). 					
Classroom, Training Area, and Range Requirements	Student Materials:					
	<ul style="list-style-type: none"> • Pen or pencil and writing paper. • Student handouts, Appendix D. 					
Ammunition Requirements	CLASSROOM (40X40 PER 16 STUDENTS)					
	<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr 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.

Before class--

- Read TSP material.
- Pass out all student material.

During class--

- Read and study all TSP material and be ready to conduct the class.
- USASMA expects you to know the information in this TSP well enough to teach from it not read from it.
- This TSP has questions throughout to check learning or generate discussion among the group. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.

After class--

- Collect all recoverable materials for this lesson.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Curtiss W. Garner /t/Garner, Curtiss W.	GS09	Training Specialist	14 Jan 04
/s/Victor A. LeGloahec /t/LeGloahec, Victor A.	SGM	Course Chief, PLDC	15 Jan 04
/s/George V. Bucher /t/Bucher, George V.	GS-11	Chief, CMD	15 Jan 04
/s/Marion Lemon /t/Lemon, Marion	SGM	Chief, CDDD	15 Jan 04

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>30 mins</u>
Media: <u>TVT, The History of the NCO</u>

Motivator

Although NCOs today receive better training and are more prepared than ever, the achievements of your predecessors have contributed much to your career. Get to know them, and you will see that the NCOs of the past are as much your comrades in arms as the men and women you train with in the Primary Leadership Development Course (PLDC). You will become the NCO the Army looks upon to train, test, judge, reward, and discipline soldiers of today, as well as in the future.

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:	Identify the historical evolution and significant contributions of the noncommissioned officer corps.
Conditions:	In a classroom environment as a small unit leader responsible for 5 to 10 soldiers.
Standards:	Identified the historical evolution and significant contributions of the noncommissioned officer corps (as it existed during the pre-Revolutionary War period; the Revolutionary War; the War of 1812; the Civil War; World War I; World War II; the Korean War; the Vietnam War; Operations Just Cause, Desert Storm, and Enduring Freedom; the war on terrorism; and today) IAW CMH Pub 70-37, CMH Pub 70-38, TRADOC Reg 350-10, and FM 7-22.7.

Safety Requirements	None
Risk Assessment Level	Low
Environmental Considerations	<p>NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.</p> <p>Low</p>
Evaluation	This lesson is not testable.
Instructional Lead-In	<p>The historical evolution for the NCO is one full of pride and tradition. The opening line of the NCO creed “No one is more professional than I” is not just a pledge to you and the people of the United States of America. It is also a promise to all NCOs who came before you that their service and sacrifice was not in vain. Their commitment to the high ideals of this country--our constitution and the defense of freedom and America--is the history of the United States Army. It is from their commitment and sense of duty that established the warrior ethos. They were warriors and members of a team who served the American people. They understood the necessity of placing the mission first and knowing the seriousness of the mission by placing it first with an attitude of never accepting defeat and never quitting no matter the reason. They conditioned their minds and bodies to become proficient and professional in their fighting skills in order to deploy, engage, and destroy the enemies of the United States, no matter the conditions. It is through their actions and the actions you and your fellow warriors conduct today that will set you apart from any other Army in the world. You stand ready as a team, living the Army values as guardians of freedom and the American way of life. You are an American Soldier.</p> <p>NOTE: Show TVT, The History of the NCO (PIN 711613)</p>

I. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the role of the NCO during Operations Just Cause and Desert Storm.
CONDITIONS:	In a classroom environment, as a small unit leader responsible for 5 to 10 soldiers.
STANDARDS:	Identified the role of the NCO during Operations Just Cause and Desert Storm and how it contributed to the U.S. Army's success IAW The NCO Journal, Winter edition, 1992.

1. Learning Step / Activity 1. Operations Just Cause and Desert Storm

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:8
 Time of Instruction: 5 mins
 Media: VGT-11

HOW VGT-11, OPERATIONS JUST CAUSE AND DESERT STORM



The NCO Journal, Winter edition, 1992 and soldier experiences

General Frederick M. Franks, Jr. said, "Soldier's trust in NCOs was a key to the Army's performance in Just Cause and Desert Storm. Almost every soldier told me two important things; they all stated that their training was critical in preparing them for the unknowns of combat, and they praised the sergeants who had ensured they were ready for battle

"Soldiers place great trust in their leaders — particularly their sergeants — to ensure they are prepared to fight and win. Soldiers know when they are being taken care of by being properly trained, when their welfare is a priority and when their leaders have their best interest at heart. This is a reflection of the competence and