

## SCCC - BATTLE OF COWPENS BATTLE ANALYSIS / STAFF RIDE TOPICS

For the Battle Analysis and Staff Ride your task will be to contribute to your group's understanding about a particular topic related to the Battle of Cowpens. You will be responsible for **ONE** of the topics listed below for which you will write a paper and then brief during the staff ride. **Topics in BOLD must have an individual assigned.**

**ASK FOR CLARIFICATION FROM THE INSTRUCTOR IF YOU HAVE ANY QUESTIONS.**

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|---------------------------------|----------------------------------|
| • <b>LTG Cornwallis</b>         | • British Army Soldiers          |
| • <b>MG Greene</b>              | • African-American Soldiers      |
| • <b>BG Daniel Morgan</b>       | • <b>Operational Sustainment</b> |
| • <b>LTC Banastre Tarleton</b>  | • Weapons Technology             |
| • <b>LTC William Washington</b> | • Law of War/EPW                 |
| • <b>LTC John Eager Howard</b>  | • Health Service Support         |
| • <b>COL Andrew Pickens</b>     | • MAJ Samuel Hammond             |
| • CPT Alexander Chesney         | • Operational Civil Affairs      |
| • Patriot Militia Soldiers      | • Operational Intelligence       |
| • Continental Army Soldiers     | • Operational Communications     |

1. Once you have your topic, read the questions and recommended sources specific to it shown in *Section 4* of [this document](#). The **TAB** readings are in the ***Cowpens Staff Ride Reading Book*** (4th ed., 2024) located on Microsoft Teams or in hardcopy at the Cyber Research Center (CRC).
2. Everyone, no matter what assigned topic, should read **TABS A-F & J-K** in addition to the recommended sources to obtain a common situational awareness of the event.:
  - **TAB A:** Introduction and How to Use this Staff Ride Reading Book
  - **TAB B:** Bibliography of Sources Related to the Southern Campaign and the Battle of Cowpens
  - **TAB C:** Chronology of Major Events Related to the Cowpens Campaign
  - **TAB D:** Maps Related to the Southern Campaign and the Battle of Cowpens
  - **TAB E:** Order of Battle – American Forces
  - **TAB F:** Order of Battle – British Forces
  - **TAB J:** “Southern (Dis)Comfort: British Phase IV Operations in Southern Carolina and Georgia”
  - **TAB K:** “The Stage is Set” from *The Road to Guildford Courthouse: The American Revolution in the Carolinas*
3. Everyone will benefit by reading and consulting the book, ***Devil of a Whipping*** by Lawrence Babits as most, if not all, topics are mentioned. For some Babits will be your main source.

4. Key points of discussion for each topic are indicated below and should be the minimum information presented in the paper and briefing. **Do not answer questions verbatim**; use your own organization and judgment in applying them to your topic.
- A. **CORNWALLIS**: Who is he? What is his background and training for this operation? What is he trying to accomplish? What forces does he have to accomplish his mission? How does he execute mission command? Assess his ability to deal with the challenges he faces. (See Tabs I, J, K, U in the *Staff Ride Book*)
  - B. **GREENE**: Who is he? What is his background and training for this operation? What is he trying to accomplish? What forces does he have to accomplish his mission? How does he execute mission command? Assess his ability to deal with the challenges he faces. (See Tabs G, K, V in the *Staff Ride Book*; biographies in the Cyber Research Center)
  - C. **MORGAN**: Who is he? What is his background and training for this operation? What is he trying to accomplish? Assess his ability to deal with the challenges he faces. Discuss his options and why he chooses to fight at Cowpens. How does he prepare his army for the battle? What does he know about the enemy? What are his actions/decisions during the battle? (See Tabs G, K, V in the *Staff Ride Book*; Babits; biographies in the Cyber Research Center)
  - D. **TARLETON**: What is his background and training for this operation? What is he trying to accomplish? Assess his ability to deal with the challenges he faces. Discuss his options and why he chooses to fight at Cowpens. What forces does he have, of what type and quality? What is the nature of his command style and how does he prepare his army for the battle? What are his actions/decisions during the battle? (See Tabs I, J, K, U in the *Staff Ride Book*; Babits; biographies in the Cyber Research Center)
  - E. **WASHINGTON**: Who is he? What is his background and training for this operation? Discuss his previous experience in battles and how that will help accomplish the mission at Cowpens. What forces does he have, of what type and quality? What are his actions/decisions during the battle? (See Tabs G & K in the *Staff Ride Book*; Babits; biographies in the Cyber Research Center)
  - F. **HOWARD**: Who is he? What is his background and training for this operation? Discuss his previous experience in battles and how that will help accomplish the mission at Cowpens. What forces does he have, of what type and quality? What are his actions/decisions during the battle? (See Tabs G, K, V in the *Staff Ride Book*; Babits; biographies in the Cyber Research Center)
  - G. **PICKENS**: Who is he? What is his background and training for this operation? Discuss his role in the war up to this point and how that will help accomplish the mission at Cowpens. What forces does he bring to the battle and how are they used? What are his actions/decisions during the battle? (See Tabs G, K, V in the *Staff Ride Book*; biographies in the Cyber Research Center)
  - H. **ALEXANDER CHESNEY**: Who is he? What is his role during the Cowpens operation? What are his options and how does he help his cause? What capability does he provide to Tarleton? How will the Cowpens campaign affect him, his family and their life in America? (See Tab M in the *Staff Ride Book*; Babits).

- I. **PATRIOT MILITIA SOLDIERS**: What type of men are serving in the militia at Cowpens? Why did they join? How are they paid, uniformed, and equipped? What is their training level? How are officers appointed? What specific units represent these men at Cowpens? What is their previous battle experience? What is their condition and morale prior to the battle? (See Tabs N & P in the *Staff Ride Book*; Babits Ch. 2). *Do not confuse or conflate this topic with the Continental Army or Tory/Loyalist Militia.*
- J. **CONTINENTAL ARMY SOLDIERS**: What type of men are serving in the Continental Army at Cowpens? Why did they join? How are they paid, uniformed, and equipped? What is their training level? How are officers appointed? What specific units represent these men at Cowpens? What is their previous battle experience? What is their condition and morale prior to the battle? (See Tabs N & P in the *Staff Ride Book*; Babits Ch. 2). *Do not confuse or conflate this topic with the Patriot Militia.*
- K. **BRITISH & LOYALIST SOLDIERS**: What type of men are serving in the British army and loyalist units at Cowpens? Why did they join? How are they paid, uniformed and equipped? What is their training level? How are officers appointed? What specific units represent these men at Cowpens? What is their previous battle experience? What is their condition and morale prior to the battle? (See Tabs N & P in the *Staff Ride Book*; Babits Ch. 2; Stephenson Ch. 2). *Do not write about Hessian Soldiers in this topic.*
- L. **AFRICAN-AMERICAN SOLDIERS (US only)**: What role did African-American soldiers play in this battle? How did they come to be at the Cowpens? What policies were enacted to allow them to enlist in the Continental Army or state military organizations? What was their experience as soldiers? Give some examples of the men who were at Cowpens. (See Tabs N & O in the *Staff Ride Book*; Stephenson Ch. 10)
- M. **OPERATIONAL SUSTAINMENT (BR & US)**: How did the American and British armies provide for sustainment (supply, transportation, maintenance, ammo)? From where and how did armies obtain their supplies? What challenges were common to both armies and what challenges were unique to just the British or just the American? What were the supply requirements based on unit strengths? What impact did foraging have on the nature of the war? How many horses needed to be fed and how much food did they need daily? (See Tabs K, R, S, U, V in the *Staff Ride Book*; Babits Intro & Ch. 3)
- N. **WEAPONS TECHNOLOGY (BR & US)**: What types of weapons did each side employ in the battle (cavalry, infantry, and artillery)? What were their characteristics (range, rate of fire, weight, operation)? How was the doctrine of 'linear warfare' used to employ the weapons effectively? (Tabs N & Q in the *Staff Ride Book*; Babits Ch. 1)
- O. **LAW OF LAND WARFARE/EPW OPERATIONS (BR & US)**: What were the accepted practices for dealing with POWs after this battle? Was there a difference between American and British policy? What did the troops expect regarding becoming a POW? What happened to POWs after the battle? Where did they go? (Tab T in the *Staff Ride Book*, Babits, Ch. 8 & 9)
- P. **HEALTH SERVICE SUPPORT (BR & US)**: What was the state of medicine during this period of the war? What were medical assets in a regiment to deal with wounds? What were their skills? How did they treat wounds? Types of medicine? Disease considerations? How many wounded during battle? Types/location of wounds? (Tab W in the *Staff Ride Book*; Babits, Ch. 9; Stephenson Ch. 8.)

- Q. **HAMMOND**: Who is he? What is his background and training for this operation? Discuss his previous experience in battles and how that will help accomplish the mission at Cowpens. What forces does he have, of what type and quality? How does he reflect the orders process? What is his mission during the battle? (See Tabs H & V in the *Staff Ride Book*; Babits, Ch 4 &5)
- R. **OPERATIONAL (BR & US) CIVIL AFFAIRS**: What were the policies of the armies toward local civilians? What kind of support did they expect? What kind of resistance? How did their operations affect the local populace view of the war? How did they mitigate friction with civilians and develop positive relations? (See Tabs J & L in the *Staff Ride Book*)
- S. **OPERATIONAL (BR & US) INTELLIGENCE**: How did armies in this period gather intelligence? What did each army during the campaign know of the other? What did they not know? What were they trying to find out? How successful was their intelligence gathering? (See Tabs K, U, V in the *Staff Ride Book*)
- T. **OPERATIONAL (BR & US) COMMUNICATIONS**: How did information transfer between armies and within armies? What types of information were communicated? How? What methods of redundancy were employed? How did they track messages? (See Tabs U & V in the *Staff Ride Book*)
5. Your best sources for reliable information will be in the **Cyber Research Center** in the Woodworth Library where you will find many books related to military leaders and other topics on the Revolutionary War. Books most helpful to your study include:
- Babits, Lawrence E. *A Devil of a Whipping: The Battle of Cowpens*. Chapel Hill: The University of North Carolina Press, 1998.
  - Rauch, Steven J. ed. *Battle of Cowpens Staff Ride Reading Book* (4<sup>th</sup> edition) 2024. (available digitally on Microsoft Teams or in hardcopy at the Cyber Research Center.)
  - Stephenson, Michael. *Patriot Battles: How the War of Independence Was Fought*. New York: HarperCollins, 2007.
  - Biographical studies of key leaders and valuable discussions of the topics referenced above are available in the Cyber Research Center.
6. **THE STAFF RIDE BRIEFING**: On the battlefield you will have **6-8 minutes** to present your topic. You may use note cards to assist you during your brief. If you decide to use some electronic method (e.g., a tablet), then be sure you know how to retrieve information quickly and not cause a delay attempting to find data in the device. In addition, you need to rehearse your presentation before you give it during the Staff Ride.
7. For questions regarding historical research sources or information, you may contact the US Army Signal Branch/School Historian, Mr. Steven Rauch, at 706-791-5212 or [steven.j.rauch.civ@army.mil](mailto:steven.j.rauch.civ@army.mil) and Mr. Ivan Zasimczuk, at 706-791-3920 or [ivan.a.zasimczuk.civ@army.mil](mailto:ivan.a.zasimczuk.civ@army.mil).

## INSTRUCTIONS FOR COMPLETING THE PAPER

- Your paper must be double spaced, have 1-inch margins on left, right, top and bottom, and be typed using 12-point Times New Roman.
- All pages will be numbered except for the cover page. Page numbers should be placed in the upper right-hand corner, ensure the last name is not on each page.

- **Cover Page (1 page):**

- The cover sheet must have ALL the following information centered on the page:

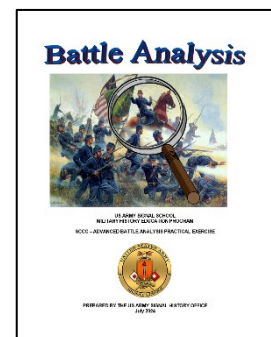
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BATTLE  
TOPIC  
SCCC CLASS # / FLOW  
Name  
Enterprise email  
Date

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- **Content (5-7 pages):**

- The content of your paper will be 5-7 pages long. You must have at least one full line of content on the 6th page.
- You will be referring to instructions found both in this document and in the ***Advanced Battle Analysis Practical Exercise (ABA PE)*** document (see image on left). In the ***ABA PE*** document, you will be using the *Advance Battle Analysis Methodology Format* Parts 1, 6, & 7.
- This content will be written as a seamless essay - do not use headers (e.g. "Introduction" or "Conclusion") to distinguish the sections
- The discussion should be in the past tense – these events have taken place. Avoid using the past conditional tense – 'He **WOULD HAVE** gone' should be 'he went.'
- Make sure you stay focused on YOUR topic; do not intrude too much upon someone else's topic.
- For the key discussion points, **do not answer the questions verbatim**. Use your own organization and judgment in applying and integrating them into the narrative.



## INSTRUCTIONS FOR COMPLETING THE PAPER (cont.)

- Your content will include:
  - An **introduction**: see the *Advance Battle Analysis Methodology Format Part 1: Define the Subject* (from the **ABA PE** document).
  - Your **central idea included in the introduction**: (your topic and how it is related to the subject battle and your plan of discussion/presentation of information). This is different from a thesis, which is not required, but may be included if you choose.
  - A **discussion of your topic's questions**: see in **this document Section 4: Key Points of Discussion**. This is the main body of the paper.
  - An **analysis/conclusion**: see the *Advance Battle Analysis Methodology Format Part 6: Assess the Significance of the Action* (from the **ABA PE** document).
  
- **Endnotes (1-2 pages, as needed):**
  - You will be using Turabian Style formatting. See the Turabian handout at the back of the **ABA PE** for guidance on your citations. READ IT CAREFULLY and FOLLOW EXACTLY.
  - Your endnotes page(s) will continue the page numbering and have the word **Notes** centered on top of the page.
  - Endnotes are required, do not use footnotes. You may use "Ibid." but be sure the references still match up after completing the final draft of your paper.
  - All information derived from sources MUST be identified. Failure to give credit for any material used, whether directly quoted or not, is PLAGIARISM and is NOT ACCEPTABLE.
  - Grades will be determined not only on the quality, clarity, and effectiveness of the writing but also the quality of research and integration of sources. Therefore, students should pay particular attention to the number of citations to ensure adequate coverage of the material and proper attribution. Papers with too few citations will suffer from both and, papers with too many citations run the risk of being nothing but the words of other authors.
  
- **Annotated Bibliography (1-2 pages, as needed):**
  - Refer to the *Advance Battle Analysis Methodology Format Part 7: Annotated Bibliography* (from the **ABA PE** document) for instructions on completing this section of your paper. An example is included in that section.
  - Be aware that the formatting of sources for the bibliography differs from that for the citations. Refer to the Turabian handouts for guidance.
  - Your bibliography page(s) will continue the page numbering and have the word **Bibliography** centered on top of the page.

## IMPORTANT TO REMEMBER

- Quotations may be used if you need to emphasize information or illustrate some thoughts of historical experts or participants. However, give some context to those by some sort of introduction (i.e., “Revolutionary War expert Steven J. Rauch said, “.....” Or BG Morgan said, “.....”). Therefore, use exact quotes only when it absolutely enhances the reader’s understanding of your topic and is essential to your point; otherwise convert the meaning of the text into your own words (i.e., paraphrase), and, of course, use proper citations for attribution.
- Do not just string large amounts of quoted text together - it reflects a lack of ability to synthesis information. No quotation should be more than three lines. You should be able to paraphrase the idea in your own words.
- Don’t turn in a first draft of your paper as your final draft. A good rule of thumb is to write, read, and revise at least three times before your essay is finalized.
- Read your paper aloud, and if the words do not sound correct (or you have trouble speaking the sentences), then you have a problem, and it will be just as confusing in written form.
- Do not use a running header or section titles within the paper. That just takes up space and is usually done to stretch content to fit the required number of pages.
- You must turn in a hard copy to your SGL on the due date.
- The instructor is available to answer questions, discuss your topic, and review and outline only but will not read a draft of the paper before it is due.
- When citing information from the Staff Ride Reading Book, credit the original author of the information where possible. This information is usually shown on the orange Tab page for that particular reading.
- Because analysis is worth 40% of the grade, ensure you have done enough to capture those points. A way to think about this is to dedicate 40% of the space/words to this effort, so use your judgment. Strongly consider using more than one doctrine to insulate yourself from failing this portion.

## INSTRUCTIONS FOR CONVERTING YOUR PAPER INTO YOUR BRIEFING

- During the Staff Ride you will be given the opportunity to contribute to the group's understanding about a particular leader, war-fighting function, or other aspect of warfare related to the battle.
- Your presentation will be between **6-8 minutes** in length and cover the important aspects of your topic as indicated by the questions about your specific topic in **this document, Section 4**.
- If you are not given course corrections on your paper from your Instructor (i.e. suggestions for changes), you have earned the right to teach your topic and may use the content to develop your briefing.
- Not receiving course corrections is NOT a guarantee of a passing grade. Many students are allowed to brief even though they have failed the assessment. Usually, plagiarized papers contain great content, and students are therefore allowed to instruct peers, but they fail the written assessment.
- If you are given course corrections on your paper, please include that information in your briefing. If your paper receives a failing grade, you must upgrade your information before the briefing. You may not teach from a paper that has failed because of poor content.
- Focus your research on the topic as it relates to the Staff Ride battle – not on some other action/location elsewhere or tangential to the event.
- You may use note cards or other memory aides to assist you during your brief. If you decide to use some electronic method (e.g., a tablet), be sure you know how to retrieve information quickly and not delay your briefing to find data in the device.
- Rehearse your presentation as you would any other briefing. Do not try to wing it or take a casual attitude about the presentation.
- Be prepared to face challenges of briefing in the field, which could include rain, wind, heat, cold weather, noise, and other distractions. Deal with it and do not let those things affect your presentation.
- The instructor has the prerogative to deliver any historic content in between student instruction. If the instructor covers content that you also had planned to discuss, deliver your presentation **WITHOUT** changes. Never use the excuse that the instructor already covered this so I will brief by exception.



## SIGNAL SCHOOL – COWPENS STAFF RIDE ADMIN INSTRUCTIONS

- The bus will load at the parking lot near the Water Tower in front of the Dinner Theater by the traffic circle at 0545 and will depart promptly at 0600 hrs. Estimated time of return to Fort Eisenhower is 1915 hrs. depending on traffic.
- The first set of seats in each row are reserved for the Instructors so don't sit there. They need to work with the bus driver for coordination. ACEs/SGLs should sit in the seats behind the Instructors for coordination.
- Uniform is civilian clothes, and the places we visit know we are the US Army, so act professional and appropriate in appearance, clothing, language, and actions.
- **You may be prevented from going on the Staff Ride by the SGL or Instructor if your dress is unprofessional or inappropriate.**
- The bus is sometimes cold, so be prepared with a jacket or blanket. The bus is equipped with a latrine.
- Bring money for breakfast at McDonald's and lunch. About \$15.00 is enough or bring your own food to eat should you wish.
- It is suggested that you bring snacks/drinks with you in case of traffic delays, etc., so you have something in case we are stuck. **BE SURE TO BRING WATER**, especially for the summer.
- Prepare for the weather should it be cold or rain. Cowpens can be very windy in the open fields. In winter it will be VERY cold and possibly snow. In the summer, it will be VERY hot and humid. If it rains, you WILL need an umbrella.
- Wear good walking shoes/boots. Not rough terrain, but we might go cross country through grass, mud, water, etc.
- Bring bug spray, sunscreen, or other chemical protectants you may need outside. If you are allergic to insect bites, then ensure you have appropriate medication with you.
- Don't forget your ID card as you will need it to get back in the gate upon return.
- When we are on the battlefield discussing the historical events, be sure to **TURN OFF ALL ELECTRONIC DEVICES**, just like in a classroom. Ours just happens to be outdoors. Do not wander away from the group to make or take calls - that constitutes missing training.
- No tobacco use (including cigarettes, cigars, chewing tobacco, e-cigarettes, etc.) or vaping is allowed, either on the bus or at the parks.

## **SIGNAL SCHOOL – COWPENS STAFF RIDE ADMIN INSTRUCTIONS (cont.)**

- During our stop for lunch, students are NOT authorized to consume alcoholic beverages. The training day does not end until we return to Fort Eisenhower.
- Please refrain from using foul language or inappropriate dialog among yourself and class members while on the bus, in restaurants, or at the staff ride locations. Your conversation can be heard by others, and it will not reflect well upon you as a professional in the US Army.
- Do not bring any of the following with you on the Staff Ride:
  - Pyrotechnics/fireworks/noise simulators
  - Historical weapons or models of weapons (gun or blade)
  - Camping stoves
- Under no circumstances are children or any other dependents allowed on the staff ride. If childcare is an issue, discuss and resolve with your immediate supervisor.

## SIGNAL SCHOOL - COWPENS STAFF RIDE - 0600 START

<b>TIME (Approx.)</b>	<b>LOCATION/EVENT</b>	<b>TOPIC/EVENT</b>	<b>A FLOW</b>	<b>B FLOW</b>
0545 - 0600	Load Commercial Bus at parking lot near Water Tower in front of the Dinner Theater by the traffic circle.	Accurate Head Count Admin Announcements		
0600	Depart Ft. Eisenhower			
0600- 0730	Enroute Ninety-Six (I-20 to exit 5 (US25/121) to Epworth Camp Road (SSR44) to US178 to 248)			
0730- 0845	STAND #1 Orientation to Southern Theater of Operations	Cornwallis Greene Sustainment Chesney Civil Affairs		
0845- 0930	Enroute to Clinton, SC (248 North to CoronaVac to 72/121 North Clinton)	Accurate Head Count Admin Announcements		
0930 - 1015	Coffee Break/Breakfast (McDonald's I-26 Exit 52)			
1015 - 1030	STAND #2 Operational Challenges	Communications Intelligence		
1030 – 1130	Enroute Cowpens Battlefield (I26 to I85 to exit 78 to US 221N toward Chesnee – follow signs to Cowpens NB)	Accurate Head Count Admin Announcements		
1130 - 1145	Actions at Visitor's Center (bookstore, museum, latrine)			
1145 - 1500	Battlefield walk/discussion	Accurate Head Count Admin Announcements		
	STAND #3 Morgan's Camp	Morgan Washington		

	<b>STAND #4 Continental Line</b>	<b>Howard Continental Army African- Americans</b>		
	<b>STAND #5 Militia Line</b>	<b>Pickens Patriot Militia</b>		
	<b>STAND #6 Skirmish Line</b>	<b>Weapons Tech Hammond</b>		
	<b>STAND #7 British Assembly Area</b>	<b>Tarleton British Army</b>		
	<b>STAND #8 Fight the Battle</b>	<b><u>All Applicable Topics</u></b>		
	<b>STAND #9 Morgan Hill</b>	<b>Law of War/EPW Health Svc Support</b>		
<b>1500 - 1515</b>	<b>STAND #10 Near monument or in VC classroom</b>	<b>Integration Phase</b>		
<b>1515 – 1600</b>	<b>Enroute to Lunch (US 221 to I85 to I26 to Exit 22)</b>	<b>Accurate Head Count Admin Announcements</b>		
<b>1600 - 1645</b>	<b>Lunch</b>			
<b>1645 – 1915</b>	<b>Enroute Ft. Eisenhower</b>	<b>Accurate Head Count Admin Announcements</b>		
<b>1915</b>	<b>Arrive Ft. Eisenhower</b>	<b>Training Complete</b>		

# Signal School Staff Ride: Bus Pick-Up Point

