

SCCC – SAVANNAH CAMPAIGN/MARCH TO THE SEA 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 Savannah Campaign. 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.

- | | |
|---|--|
| <ul style="list-style-type: none"> • MG William T. Sherman • LTG William J. Hardee • BG Judson Kilpatrick • MG Joseph Wheeler • PVT Robert K. Sneden & the POW Experience • CPT Orlando Poe & Engineering Operations • BG Gabriel Rains & IEDs • BG William Hazen • Confederate Railroads | <ul style="list-style-type: none"> • Union Sustainment • Fort McAllister • Slave Refugees • Civil Affairs/Civilian Women • Union Signal Operations • Health Service Support • Union Intelligence • Information Operations/Media • MG Oliver O. Howard • BG John Winder & Prisons • Confederate Artillery |
|---|--|

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 ***Savannah Campaign 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-E** to obtain a common situational awareness of the event.:
 - **TAB A:** Bibliography
 - **TAB B:** Maps
 - **TAB C:** "March to the Sea" from *America's Civil War*
 - **TAB D:** "November 1864: The March to the Sea" from *Grinding, Relentless War*
 - **TAB E:** Special Field Orders

3. Everyone will benefit by reading and consulting the book, ***Southern Storm*** by Noah Andre Trudeau as most, if not all, topics are mentioned. For some Trudeau 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. **SHERMAN**: Who is he and what is his background for conducting this operation? What is he trying to accomplish? What forces does he have to accomplish this mission? How does he execute mission command? Assess his ability to deal with the challenges he faces. (See Tabs C, D, E, F, G in the *Staff Ride Book*; biographies and memoirs in the Cyber Research Center)
 - B. **HARDEE**: Who is he and what is his background for this operation? How does he execute the defense of Savannah? What forces does he have to accomplish his mission? Assess his ability to deal with the challenges he faces. (See Tabs C, H, X in the *Staff Ride Book*; Hughes biography of Hardee in the Cyber Research Center)
 - C. **KILPATRICK**: Who is he and what is his background for this operation? What is unique about him and why was he chosen for his position? What is his mission? What forces does he have to accomplish his mission? Describe his actions at the Battles of Waynesboro and Buckhead Creek. Assess his ability to deal with the challenges he faces. (See Tab C, D, E, I, J in the *Staff Ride Book*; Martin's biography of Kilpatrick in the Cyber Research Center)
 - D. **WHEELER**: Who is he and what is his background for this operation? What is unique about him and who does he work for? What is his mission? What forces does he have to accomplish his mission? Describe his actions at the Battles of Waynesboro and Buckhead Creek. Assess his ability to deal with the challenges he faces. (See Tabs C, H, I, J in the *Staff Ride Book*; Dyers' and Longacre's' biographies of Wheeler in the Cyber Research Center)
 - E. **SNEDEN**: Who is he? Discuss his experience as a POW at Camp Lawton. How does he deal with his captors? What does he do to survive? How do we know about him today? (See Tab P, Q, R in the *Staff Ride Book*, Sneden biography and Derden's *Camp Lawton* in the Cyber Research Center)
 - F. **POE**: Who is he and what is his background for this operation? What is his mission? Describe the engineering capabilities of the Union army and give examples of their use. Discuss Poe's impact on the outcome of Sherman's March to the Sea. (See Tabs C, D, E, V in the *Staff Ride Book*; Taylor's biography of Poe in the Cyber Research Center)
 - G. **RAINS**: Who is he? How did his scientific knowledge impact Sherman's army as it conducted this campaign? Describe how land torpedoes function and how they are made. Give specific examples of the use of land torpedoes during the march from Waynesboro to Savannah. What long term effects does Rains have on warfare then and today? (See Tabs C, F, W in the *Staff Ride Book*; Rain's *Confederate Torpedoes* in the Cyber Research Center)
 - H. **HAZEN**: Who is he? What is his background for this operation? What is his mission? What forces does he have to accomplish his mission? How does he execute his mission at Fort McAllister? Assess his ability to deal with the challenges he faces. (See Tabs Y, Z, AA in the *Staff Ride Book*; Trudeau's *Southern Storm*)

- I. **CONFEDERATE RAILROADS**: Explain the importance of the Confederate railroad network and why it was specifically targeted for destruction by the Union army. How was it managed in terms of manpower, equipment, maintenance, and interoperability? What were the vulnerabilities of the CSA railroads at the time of the march and what procedures did the Union army use to disrupt and neutralize the CSA railroad network? (See Tabs C, D, E, K in the *Staff Ride Book*)
- J. **UNION SUSTAINMENT**: What did Special Field Order 120 direct? What were the logistics requirements based on strength of men and animals? How did foraging work? How did they obtain ammunition? What were the field-trains composed of? What were some logistics challenges that had to be overcome during the march? (See Tabs C, D, E, G in the *Staff Ride Book*)
- K. **FORT MCALLISTER**: What was the purpose of Fort McAllister? How was it built? Describe the terrain and defensive preparations using the OAKOC method. How effective was it against threats as designed? What aspects of the fort in its construction and purpose are relevant for today? How effectively was it adapted to a different threat? (See Tabs X & Y in the *Staff Ride Book*, Durham's *Guardian of Savannah* in the Cyber Research Center)
- L. **SLAVE REFUGEES**: What role did African-American's play during this event? What policies did Sherman establish towards the refugees? Were they followed by the troops or enforced by the leaders? What were the reactions of the soldiers and the slaves to each other? Give specific examples of interaction of slaves with the Union army. (See Tabs C, D, E, in the *Staff Ride Book* and Trudeau's *Southern Storm*)
- M. **CIVIL AFFAIRS/SOUTHERN CIVILIAN WOMEN**: What was the interaction between the civilian women and the invading army during Sherman's march to the sea? How did they perceive the Union soldiers? How did the Union soldiers perceive the southern women? Illustrate with specific examples (positive and negative) of the interaction between women and the Union army as it moved between Atlanta and Savannah. What role did the elite women play in post-war understanding and interpretation of this event? (See Tabs C, D, E in the *Staff Ride Book*, Trudeau's *Southern Storm* and Frank's *Civilian War* in the Cyber Research Center)
- N. **UNION SIGNAL OPERATIONS**: Describe the Signal organization in Sherman's army and their capabilities. What equipment did they have? How did Signal leaders facilitate mission command once the army reached the Savannah area? Give specific examples from the Signal Officer reports regarding the events to capture Fort McAllister. (See Tabs L, M, and Z in the *Staff Ride Book*; Trudeau's *Southern Storm*)
- O. **HEALTH SERVICE SUPPORT**: What medical assets and capabilities did Sherman ensure his army took with them for this movement? What types of medical skills were required of the surgeons and other medical personnel? What types of injuries and wounds did they have to be able to treat, such as those suffered by combatants at Fort McAllister? What were disease considerations of the day? How did Sherman's army compare to other armies regarding overall health during the march to the sea? (See Tabs C, E, F, G in the *Staff Ride Book*; Trudeau's *Southern Storm*; *The Army Medical Department 1818 – 1865* at <http://www.history.army.mil/html/books/030/30-8-1/index.html>)

- P. **UNION INTELLIGENCE**: What means did Sherman's army use to gather intelligence? How successful was their intelligence gathering? What role did HUMINT have in gaining information? What about SIGINT? Give specific examples from the march between Waynesboro and Savannah in December 1864. (See Tabs C, F, G in the *Staff Ride Book*, Trudeau's *Southern Storm*)
- Q. **INFORMATION OPERATIONS/MEDIA**: What role did IO play in the operation? What were its effects on the armies and civilian populations? What role did newspapers play in terms of factual information? How did leaders of both sides use rhetoric to influence the action? (See Tabs C, D, F, CC in the *Staff Ride Book*; Trudeau's *Southern Storm*)
- R. **HOWARD**: What is his background and training for this operation? What is he trying to accomplish? Discuss his experience and how that will help accomplish the mission. What forces does he have to accomplish his mission? Assess his ability to deal with the challenges he faces. (See Tabs C, D, G in the *Staff Ride Book*; Trudeau's *Southern Storm*)
- S. **WINDER**: What is his background? What is he trying to accomplish? Discuss his role in the war up to this point and the challenges he faces. What do the reports say about his performance? (See Tabs O & R in the *Staff Ride Book*; Derden's *Camp Lawton* and Blakey's biography of Winder in the Cyber Research Center)
- T. **CONFEDERATE ARTILLERY**: What types of artillery was used at Fort McAllister and for what purpose? What were the weapon characteristics (i.e. range, ammunition types and rate of fire)? During the overall defense of Savannah, how effective was artillery in holding off Sherman's army? (See Tabs X & Y in the *Staff Ride Book*; Durham's *Guardian of Savannah* in the Cyber Research Center; website on Civil War artillery at: <http://www.civilwarartillery.com/>)
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 Civil War. Books most helpful to your study include:
- Trudeau, Noah Andre. *Southern Storm: Sherman's March to the Sea*. New York: Harper Collins Publishers, 2008.
 - Rauch, Steven J. ed. *Savannah Campaign Staff Ride Reading Book* (4th edition) 2024. (available digitally on Microsoft Teams or in hardcopy at the Cyber Research Center.)
 - 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 and Mr. Ivan Zasmiczuk, at 706-791-3920 or ivan.a.zasmiczuk.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:

BATTLE

TOPIC

SCCC CLASS # / FLOW

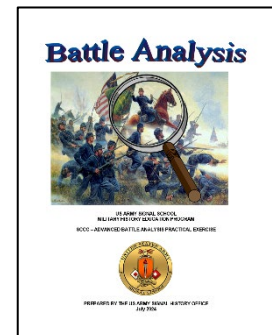
Name

Enterprise email

Date

- **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 - SAVANNAH 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.
- Meal Plan: You may bring your own food to eat or purchase your food from commercial establishments along the way.
 - BREAKFAST: There is no breakfast stop on this Staff Ride. You should eat breakfast before you get on the bus or while on the bus.
 - LUNCH: We will stop at a shopping center in Statesboro that has various fast-food establishments.
 - DINNER: We will not be stopping for dinner, but we will make a quick stop at a truck stop on Highway 16 for those who want to grab some food for the return trip.
- 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. 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.

SIGNAL SCHOOL - SAVANNAH STAFF RIDE ADMIN INSTRUCTIONS (cont.)

- No tobacco use (including cigarettes, cigars, chewing tobacco, e-cigarettes, etc.) or vaping is allowed, either on the bus or at the parks
- 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 - – SAVANNAH STAFF RIDE - 0600 START

TIME (Approx.)	ROUTE/LOCATION	TOPIC/EVENT	NAME OF BRIEFER
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 - 0700	Enroute Big Buckhead Church (Tobacco Rd to US 25S to B BH C Rd.)		
0700 - 0800	STAND #1 Big Buckhead Church – START FIELD STUDY PHASE	Sherman Union Sustainment Kilpatrick Wheeler	
0800 – 0810	Enroute to Magnolia Springs SP (via B BH C Rd to US 25S)	Accurate Head Count Admin Announcements	
0810 - 0920	STAND #2 Magnolia Springs SP/ CSA POW Camp Lawton	Snedden/POWs Slave Refugees Information Ops/Media Winder	
0920 - 0930	Enroute To Millen (via US 25S to 67/21E to Cotton Ave)	Accurate Head Count Admin announcements	
0930 - 1000	STAND #3 Millen RR Depot	Confederate Railroads Howard Poe/Engineers	
1000 - 1020	Enroute to Scarboro (via 17)	Accurate Head Count Admin Announcements	

•

1020 - 1050	STAND #4 Scarboro	CivAffairs/CivWomen Rains Union Intelligence	
1050 – 1120	Enroute to Statesboro (via 17 to Cooperville to 301/73 to Statesboro)	Accurate Head Count Admin Announcements	
1120 – 1200	Lunch Stop - Shopping Center, Statesboro RT 80	Various Restaurants (McD's; Chick-fil-A; Taco Bell; Hardees; Wendy's; Starbucks)	
1200 - 1315	Enroute Ft. McAllister (via bypass to 67S to I16 to I95)	Accurate Head Count Admin Announcements	
1315 - 1515	STAND #5 Ft. McAllister SP	Hardee Fort McAllister Confederate Artillery Hazen Union Signal Operations Health Services Support	
1515 - 1530	STAND #6 Museum Classroom	Integration Phase	
1530 - 1550	Enroute to Richmond Hill (via 144 to US17)	Accurate Head Count Admin Announcements	
1550 – 1620	Dinner Break – Love's Gas Station		
1620 – 1900	Enroute Ft. Eisenhower (I95 / I16/ 67N / bypass / US25N)	Accurate Head Count Admin Announcements	
1900 - 1915	Arrive Ft. Eisenhower	Training Complete	

Signal School Staff Ride: Bus Pick-Up Point

