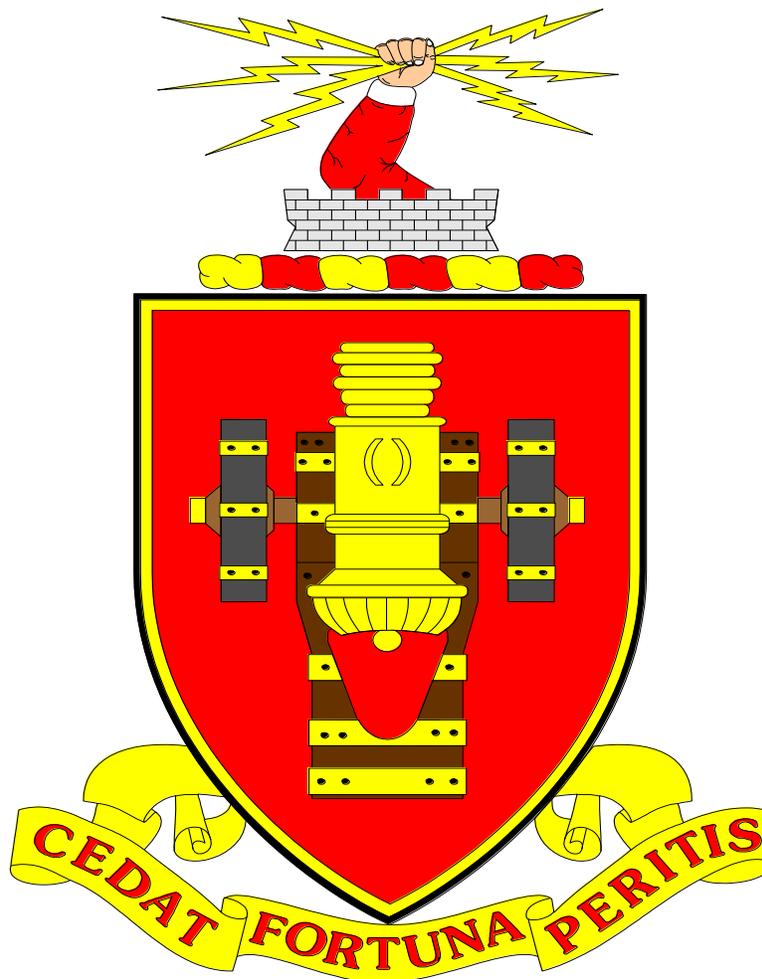


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TO42MD
HO 1
JULY 09

BATTLE ANALYSIS
INSTRUCTION BOOKLET



U.S ARMY FIELD ARTILLERY SCHOOL
FORT SILL, OKLAHOMA

1. **Purpose.** To provide guidance on writing the battle analysis.
2. **Learning Objective.** The student must prepare a battle analysis that demonstrates the ability to use military history to develop critical thinking skills. Focus your analysis on one of the following issues:
 - a. Evaluate the commander's intent.
 - b. Analyze an aspect of METT-T.
 - c. Analyze the relationship between fire support and any other element of the battlefield operating systems.
 - d. Evaluate a specific aspect of combat leadership or troop leading procedures.
 - e. Analyze one element of the battlefield organization (close, deep, or rear).
3. **Task.**
 - a. Select a book(s) and/or articles and analyze a specific battle or engagement.
 - b. Your analysis must include: (1) what was supposed to happen, (2) what happened, and (3) the lessons learned. Focus the analysis on **one specific lesson learned.**
4. **Standards.**
 - a. Effective writing. **All papers must be easily understandable in one single reading and generally free from grammatical error.**
 - b. Effective analysis. The student will demonstrate the ability to conduct systematic, disciplined analysis of military history and draw lessons relevant to tomorrow's battles.
5. **Administrative Instructions.**
 - a. The battle analysis will be worth up to 100 points.

b. Papers must be typed.

c. Papers must be 4-10 type-written pages in length (double-spaced).

d. **Be sure to cite the source(s) of your information. At the minimum include the author's name, the title of the book(s), and date of publication. Example: Glen Tucker, *Chickamauga* (1983).**

e. At the top of the paper include your name and class number.

f. Your paper must be your own work. **Do not copy a fellow student's paper and put your name on it. This is plagiarism and will not be tolerated.**

g. If you have any questions, please contact me at:

Office telephone: 442-3804

Office: Room 19W, Snow Hall (B730)

Email: Boyd.L.Dastrup@conus.army.mil

Hours: 0730-1630 daily