

SEND IN THE CAVALRY: CONFLICT ON THE TEXAS FRONTIER

Based on Seventh Grade Texas Essential Knowledge & Skills



UTSA INSTITUTE OF
TEXAN CULTURES

A Smithsonian Affiliate

801 E. César E. Chávez Blvd. San Antonio, TX 78205-3296

Introduction

Dear Educator,

Thank you for choosing *Send in the Cavalry: Life and Conflict on the Texas Frontier*. This unique learning experience allows students to participate, imagine, compare, contrast and immerse themselves in a nineteenth century frontier fort.

As educators, we at the ITC understand that you may need to adapt these lessons to fit the constructs of your classroom and the needs of your students. Please feel free to copy the handouts included or create your own!

We look forward to seeing you on your visit to Institute of Texan Cultures and the Back 40. If you have any questions before your visit, please do not hesitate to contact us.

Best,

The Institute of Texan Cultures
Education and Interpretation
210-458-2281
ITCEducation@utsa.edu

Table of Contents

<i>Life at a Texas Frontier Fort</i> Reading and Comprehension Questions	4
Historical Image Analysis	9
Interpreting Primary Sources	12
Document-Based Questions	17
References	25

Life at a Texas Frontier Fort Reading and Comprehension Questions

Estimated Time: 30 minutes

Social Studies Standards:

7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to: (A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas; (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;

7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to: (A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;

7.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and (B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries;

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;

Materials:

- Copies of reproducible *Life at a Texas Frontier Fort* reading and main idea questions, pages 5-8

Instructions:

1. Instruct students to read *Life at a Texas Frontier Fort*.
2. As students read, they should complete the accompanying activities and questions:
 - Annotate the reading by making notes in the margins of the page.
 - Answer the comprehension questions at the end of each section.
 - Summarize the content of the reading by writing 2-3 sentences about life at a frontier fort.

Note: This assignment may be completed individually, or with a partner.

Life at a Texas Frontier Fort

Directions: As you read, answer each of the comprehension questions using complete sentences. At the end of the reading, write a 3-4 sentence summary of the article.

Life on the Texas Frontier in the 1800s was marked by conflict as cultures clashed over land. Native Americans struggled to hold onto their traditional way of life, while settlers pushed further west in search of new land and new lives. Following the Civil War, U.S. soldiers stationed in Texas worked to end Native American resistance and establish the influence of the federal government. Frontier forts played an important role in suppressing Native Americans, establishing settlements, and defining the culture of the Texas Frontier.

Conflict in the West

When the U.S.-Mexican War ended in 1848, Texans hoped to move further west to find free, wide-open land. At this time, a line of U.S. Army forts ran from Fort Worth south to the Rio Grande. Settlers moved past this line of protection, and soon came into conflict with Native Americans who lived and hunted there.

Native American tribes such as the Apache, Comanche, Kiowa, and other Plains Indians lived a nomadic lifestyle, moving from place to place hunting herds of bison and other wild game. Settlers pushed many of these tribes off their land and into other states. The growing population and changes to the land affected the annual migration of the buffalo, put a strain on food sources, and left some tribes struggling to find enough to eat.

Why did Texans move west after 1848?

On the other hand, most Americans at this time believed that they had a right to move west. This belief was called *manifest destiny*, the belief that Americans had a God-given duty to occupy all of the land between the Atlantic and Pacific oceans. As the U.S. population increased, cities

and towns in the East struggled with overcrowding. Land was in high demand and became expensive, so many Americans looked west for new opportunities.

While Americans saw this movement as their right, Native Americans viewed it as an invasion of territory. There was similar conflict across the Great Plains of the U.S. as settlers moved into land historically occupied by Native American tribes.

How did the idea of Manifest Destiny lead to conflict on the Texas Frontier?

Frontier Forts and the Return of the U.S. Army

The Texas Frontier could be a very unsafe place to live. In addition to tension with Native Americans, settlers also dealt with the sometimes lawless nature of the Wild West. As a result of the increased movement of settlers deeper into the Texas Frontier, the U.S. Army built a new line of forts 100 miles further west than the line that previously existed. From 1849 to 1852, troops were posted near the towns of Fredericksburg, Mason, Bracketville, Eagle Pass, and the present-day towns of Albany, Menard, San Angelo, Fort Stockton, Fort Davis and El Paso.

During the Civil War, many of these forts were left unprotected as soldiers were sent to the



Photograph shows Indians on horseback, hunting buffalo. Engraving from the Indian Collection.

frontlines in the eastern U.S., leaving settlements unprotected against Indian raids. Lawless settlers took advantage of the lack of protection and targeted isolated settlements to steal livestock.

Why was the Texas Frontier an unsafe place to live during the Civil War?

When the Civil War ended, the U.S. Army returned to Texas. Many of the regiments that served at these frontier forts consisted of recent immigrants in search of a new life, or recently freed African Americans. The Army provided young men an opportunity to earn a living and establish a life that might not otherwise be available to them. Many soldiers were Irish immigrants who moved to Texas because of a major potato famine that

starved thousands of families in Ireland. As a soldier in the U.S. Army, they were able to earn \$13 per month, receive a clothing allowance, and room and board. While it may not seem like much today, this enticed many men to join the military.

What were some of the benefits of serving in the U.S. Army?

Typical responsibilities at a frontier fort included daily training drills, guard duty, delivering mail, chores and inspections. After the Civil War, the Army had additional responsibilities to help restore the power of the federal government and participate in Reconstruction by helping to register voters.

One of the major responsibilities for



Map Questions:

Complete the chart below.

Native American Tribes in Texas (1849-1852)	U.S. Forts Built in Native American Land after Civil War
Comanche	Fort Concho

Where did Native American tribes live after the Civil War?

soldiers was to protect settlements from Indian raids. Because settlers were encroaching on land once hunted by Native Americans, tribes struggled to find enough to eat and tensions grew between them and white settlers. Indians often raided settlements and this tension erupted into a war over land and resources.

These raids caused many settlers to live in fear. When soldiers returned to the frontier forts after the Civil War, they did not have experience fighting against Native Americans. Forts were spread over long distances, which made it difficult for them to respond quickly to news of a raid. These factors made it difficult for soldiers to protect frontier settlements.

Describe one of the challenges faced by soldiers serving at Texas frontier forts.

Women and Children

In addition to the soldiers who lived and worked at Texas frontier forts, the population surrounding the forts included women and children. Women lived at the forts with their husbands, and some women worked there as maids, cooks and laundresses.

Officers and their families often hired maids to help keep the officer's home clean, care for children, and attend to other needs of the family. Maids were often single women that lived with the officer's family and cared for the home. Wives of enlisted soldiers, often worked as camp laundresses. A laundress was assigned to clean and press the laundry of 19 soldiers, earning \$30 to \$40 per month.



Children in front of an officer's home at Fort Davis, Texas in 1888.

What role did women play at frontier forts?

Children lived at the forts with their families. Moving to a frontier fort seemed like a great adventure to many kids. Living on the Texas frontier gave children the opportunity to hunt, fish, ride horses, and explore.

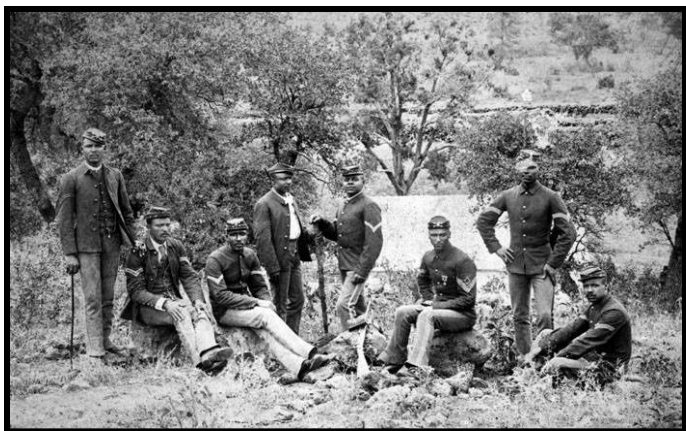
Schools were very limited at frontier forts. Children of enlisted soldiers usually did not receive formal education. Instead they helped with chores at home and took care of younger siblings. Young children of officers were taught to read and write at home, while older children were sent away to school. They were often sent to live with relatives on the East Coast, or to boarding schools.

There were important rules for children to follow while living at a frontier fort. They were not allowed to walk across the parade ground, where soldiers practiced their drills. They were taught to respect others and never to interrupt soldiers at work. Children could not leave the fort without an escort, but sometimes got to accompany their fathers on scouting missions, or go on family camping trips.

What challenges did children face while living at a frontier forts?

Buffalo Soldiers

Following the Civil War, African Americans were allowed to enlist as "regulars" and officially serve in the U.S. Army. Before and during the Civil War many African Americans fought, but they were considered volunteers and were not paid for their service. The U.S. Army's 9th and 10th Cavalries and the 24th and 25th Infantries were all-black regiments stationed at frontier forts. These all-black regiments faced discrimination and difficult living and working conditions. Each all-black regiment was led by a white officer, and some of these men were not happy to be assigned to the new African American units. During training,



Eight 10th Cavalry soldiers in uniform, ca. 1890.

Why did some African Americans join the U.S. Army after the Civil War?

African American soldiers played an important role in the development of the Texas frontier. They scouted, mapped, patrolled, protected settlers and helped to build roads. The first published use of the name Buffalo Soldier was in 1873, when a newspaper compared the curly hair of black troops with that of the buffalo.

Although Buffalo Soldiers still faced discrimination, many were recognized for their service and bravery. Several were awarded the Medal of Honor, the highest award a member of the military can receive.

Why were African American soldiers named Buffalo Soldiers?

Conclusion

Life on a frontier fort in Texas was both challenging and exciting! These soldiers and their families made important contributions to settling the Texas frontier.

Summarize What You Read: *In the space provided, summarize what you read in 2-3 sentences.*

Historical Image Analysis

Estimated Time: 25 minutes

Social Studies Standards:

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

Materials:

- Copies of reproducible *Historical Photograph Analysis* activity, pages 10-11

Instructions:

1. Give each student a copy of the reproducible *Historical Photograph Analysis* activity
2. Explain to students that photographs offer valuable insight into the lives of people from different historical eras.
3. Complete the first photograph analysis chart together, then instruct students to complete the remaining two individually.

Note: This assignment may be completed individually, or with a partner.

NAME: _____ DATE: _____

Historical Image Analysis

Directions: Look at each historical images and complete the chart below it by following the instructions for each step.

Image 1:



Step 1: Observation		
Examine the photograph for 2 to 3 minutes. What is your overall impression of the photograph?		
Use the space below to list people, objects and activities you see in the photograph.		
People	Objects	Activities
Step 2: Inference		
Based on what you observed, list three things you might infer from this photograph.		
Step 3: Questions		
What questions do you have about this photograph?		
Where could you find answers to your questions?		

Image 2:



Step 1: Observation		
Examine the photograph for 2 to 3 minutes. What is your overall impression of the photograph?		
Use the space below to list people, objects and activities you see in the photograph.		
People	Objects	Activities
Step 2: Inference		
Based on what you observed, list three things you might infer from this photograph.		
Step 3: Questions		
What questions do you have about this photograph?		
Where could you find answers to your questions?		

Image 1: Photograph shows members of the 9th Cavalry, mounted in parade formation (no date).

Image 2: Photograph shows view looking down from the top of Medicine Bluff Gap at several buffalo soldiers from the 10th Cavalry sitting and standing in the center of the Gap, ca 1870.

Interpreting Primary Sources

Estimated Time: 30 minutes (or 60 minutes if using both sets of documents)

Materials:

- Copies of reproducible *Interpreting Primary Sources: Conflict in the West* and/or *Interpreting Primary Sources: Buffalo Soldiers*, pages 13-16

Social Studies Standards:

7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to: (A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;

7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to: (A) analyze why immigrant groups came to Texas and where they settled;(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;(E) support a point of view on a social studies issue or event;(F) identify bias in written, oral, and visual material;(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;

Instructions:

1. Review with students the difference between a primary and a secondary source.
2. Explain to the students that you will be analyzing primary sources that relate to life on the Texas Frontier in the 19th century.
3. Give each student a copy of the reproducible *Interpreting Primary Sources* handout. You may choose to give students *Conflict in the West* and/or *Buffalo Soldiers* based on your preference and time availability.
4. Instruct students to read the first primary source and its corresponding background information silently. They may choose to underline important names, dates, or concepts from the document.
5. After students have finished reading the first document, as a class, complete the first row of the analysis chart. You may help students to describe the document and identify the audience and purpose.
6. Next, ask students to read the remaining documents, complete the analysis chart and answer the remaining questions on their own.
7. Remind students that reading and understanding primary sources is an important skill to help historians understand the feelings and motivations of people from the past.

Note: This assignment may be completed individually, or with a partner.

Interpreting Primary Sources

Conflict in the West

Directions: Read each document and its background information, and then complete the questions that follow.

Documents 1 and 2:

Background Information: In the mid-1800s, many Americans believed that the United States was destined to control all of the land from the Atlantic to the Pacific. In 1845, a journalist named John L. O’Sullivan wrote an article encouraging the expansion of U.S. territory further west and coined the term *manifest destiny*.

The whole continent appears to be destined by Divine Providence to be peopled by one nation, speaking one language, professing one general system of religious and political principles, and accustomed to one general tenor of social usages and customs. For the common happiness of them all, for their peace and prosperity, I believe it indispensable that they should be associated in one federal government.

— *President John Quincy Adams, 1811*

Away, away with all these cobweb tissues of the rights of discovery, exploration, settlement, contiguity, etc. The American claim is by the right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federative self-government entrusted to us.

— *John L. O’Sullivan, Democratic Review, 1845*

Document 3

Background Information: Santanta, Kiowa Chief, became known as “Orator of the Plains” because of his fight to protect his tribe and their way of life from the expansion of American settlement into the Great Plains. Although he attempted to use diplomacy and negotiate with the U.S. government, his frustration with being confined to a reservation on limited space led him to commit several raids against Texas settlements. Santanta was imprisoned for murders he committed during these raids, and eventually committed suicide while imprisoned at the Texas State Penitentiary at Huntsville.

A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers here on its bank. These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry.

— *Santana (also known as Satanta, Set’tainte or White Bear), Chief of the Kiowas, 1867*

Analyzing the Documents:

1. After reading each document and its background information, complete the following chart.

Document	Date	Description	Audience	Purpose
1. Statement from President John Quincy Adams				
2. Statement from John O’Sullivan				
3. Statement from Santanta, Chief of the Kiowas				

Making Inferences:

2. Given the information provided in the documents, how would you describe westward expansion in Texas during the 1800s?

3. What can be inferred about the lives of Native Americans at this time?

Making Generalizations:

4. Complete the following statement:

Although _____,

Native Americans _____

Interpreting Primary Sources Buffalo Soldiers

Directions: Read each document and its background information, and then complete the questions that follow.

Document 1

Background Information: In 1877, Second Lieutenant Henry Flipper was the first African American graduate of West Point, the United States Military Academy. Flipper was born into slavery, educated by the American Missionary Association and attended Atlanta University before being accepted to West Point. After his graduation, he was assigned to the 10th U.S. Cavalry, one of two African American cavalry regiments that served in the Indian Territory and later in Texas. In 1881, Flipper was accused of mishandling money from the Fort Davis commissary, or store, and then trying to hide the loss. He was put on trial and dismissed from the U.S. Army as his punishment.

I am sure that, after reading my Brief through, you will understand and appreciate the struggle I made to rise above the station to which I was born, how I won my way through West Point and how I made as honorable a record in the Army as any officer in it, in spite of the isolation, lack of social association, ostracism and what not to which I was subjected by the great majority of my brother officers. You will recognize also the almost barbarous treatment to which I was subjected at the time I was accused and tried.

It will not be possible, I apprehend, for you or any member of the Committee to wade through the 1000 or more pages of the record, nor is it necessary, but, if you should do so, you will readily be convinced that the crime of being a Negro was, in my case, far more heinous than deceiving the commanding officer.

— *Letter from Lt. Henry O. Flipper to Representative John A. T. Hull regarding a bill introduced to congress to reinstate Lt. Flipper into the Army and restore his rank, October 23, 1898.*

Document 2

Background Information: In 1898, the United States went to war with Spain after 250 American sailors were killed when the battleship Maine was blown up in the Havana harbor in Cuba. The war was fought to free the Caribbean and Philippine Islands from Spanish control. African American soldiers from the 9th and 10th Cavalries and the 24th and 25th Infantries were deployed to fight in the Caribbean and the Philippines and served along the famous volunteer unit, the Rough Riders, led by Lt. Col. Theodore Roosevelt. African American soldiers played an important role in battles such as Las Guasimas, El Caney, and San Juan Hill.

If it had not been for the Negro Cavalry, the Rough Riders would have been exterminated. I am not a Negro lover. My father fought with Mosby's Rangers, and I was born in the South, but the Negroes saved the fight, and the day will come General Shafter will give them credit for their bravery.

— *Soldier following the Battle of Las Guasimas, 1898*

Analyzing the Documents:

5. After reading each document and its background information, complete the following chart.

Document	Date	Description	Audience	Purpose
4. Letter from Lt. Henry O. Flipper				
5. Statement from Rough Rider				

Making Inferences:

6. Given the information provided in the documents, how would you describe the experience of African Americans serving in the U.S. Army after the Civil War?

7. What can be inferred about the lives of African American soldiers?

Making Generalizations:

8. Complete the following statement:

Although _____ ,
African American Soldiers were able to _____ .

Document-Based Question

Estimated Time: 45 minutes – 1 hour (plus time outside of class to complete)

Standards:

7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to: (A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;

7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to: (A) analyze why immigrant groups came to Texas and where they settled;(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;(E) support a point of view on a social studies issue or event;(F) identify bias in written, oral, and visual material;(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;

7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:(A) use social studies terminology correctly;(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (D) create written, oral, and visual presentations of social studies information;

Materials:

- Copies of reproducible *Document-Based Questions and Accompanying Documents: Conflict in the West* and/or *Document-Based Questions and Accompanying Documents: Buffalo Soldiers*, pages 18-24

Instructions:

1. Explain to students that a Document-Based Question (DBQ) is different from a standard essay question because it requires students to analyze historical information from a variety of sources such as photographs, maps, primary sources, etc. Like a standard essay, it does require students to have a clear thesis and argument.
2. Instruct students to write a minimum of five paragraphs responding to one of the following prompts:

DBQ 1:

How did westward expansion cause conflict on the Texas Frontier after 1848?

OR

DBQ 2:

Describe the benefits and hardships experienced by African Americans serving in the U.S. Army after the Civil War.

3. Remind students of the following strategies to help them organize and produce a successful DBQ:
 - a. Read the question or prompt three times to ensure that you understand exactly what your task is.
 - b. State the prompt in your own words.
 - c. Circle or underline the main words, including instructions, dates and historical eras.
 - d. Briefly list facts about the historical time that you already know. How would you answer this question if you had no documents to examine?
 - e. Read each document and underline important words or phrases. Make notes in the margins about what you observe in each document. Consider the chart that you completed in the Interpreting Primary Sources Activity and make notes about the source including date, description, audience and purpose.
 - f. Based on what you have already learned, and what you found in the documents, write a thesis statement that clearly answers the question.

- g. Write your thesis or introductory paragraph to include 3 sentences:
 - 1. An introductory sentence that defines the time and topic that you are writing about
 - 2. Your thesis statement
 - 3. A final sentence stating three topics you plan to write about that will help you prove your thesis
- h. Write three body paragraphs based on the topics listed in the introductory paragraph. Remember to use outside information from your brainstorming and support it with references to the documents provided.

Example: "In his letter to Henry Lee, Washington argues that...(Document C)."
- i. Complete each body paragraph with a concluding sentence that relates back to the thesis, and then begin the next paragraph with a transitional sentence.
- j. In your conclusion paragraph, write 2 sentences:
 - 1. Restate your thesis.
 - 2. Summarize the facts that you used to prove your thesis.

Document-Based Question

Conflict in the West

Directions: Write a five-paragraph DBQ-style essay responding to the following prompt. Include interpretations of the documents attached and your knowledge of the historical period.

How did westward expansion cause conflict on the Texas Frontier after 1848?

When writing, use these helpful hints:

- a. Read the question or prompt three times to ensure that you understand exactly what your task is.
- b. State the prompt in your own words.
- c. Circle or underline the main words, including instructions, dates and historical eras.
- d. Briefly list facts about the historical time that you already know. How would you answer this question if you had no documents to examine?
- e. Read each document and underline important words or phrases. Make notes in the margins about what you observe in each document. Consider the chart that you completed in the Interpreting Primary Sources Activity and make notes about the source including date, description, audience and purpose.
- f. Based on what you have already learned, and what you found in the documents, write a thesis statement that clearly answers the question.
- g. Write your thesis or introductory paragraph to include 3 sentences:
 1. An introductory sentence that defines the time and topic that you are writing about
 2. Your thesis statement
 3. A final sentence stating three topics you plan to write about that will help you prove your thesis
- h. Write three body paragraphs based on the topics listed in the introductory paragraph. Remember to use outside information from your brainstorming and support it with references to the documents provided.

Example: "In his letter to Henry Lee, Washington argues that...(Document C)."
- i. Complete each body paragraph with a concluding sentence that relates back to the thesis, and then begin the next paragraph with a transitional sentence.
- j. In your conclusion paragraph, write 2 sentences:
 3. Restate your thesis.
 4. Summarize the facts that you used to prove your thesis.

*Documents begin on next page.

Document A:

The whole continent appears to be destined by Divine Providence to be peopled by one nation, speaking one language, professing one general system of religious and political principles, and accustomed to one general tenor of social usages and customs. For the common happiness of them all, for their peace and prosperity, I believe it indispensable that they should be associated in one federal government.

— *President John Quincy Adams, 1811*

Document B:

Away, away with all these cobweb tissues of the rights of discovery, exploration, settlement, contiguity, etc. The American claim is by the right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federative self-government entrusted to us.

— *John L. O'Sullivan, Democratic Review, 1845*

Document C:



Photograph shows an advertisement for Texas land, ca. 1860.

Document D:

A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers here on its bank. These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry.

— *Santana (also known as Satanta, Set'tainte or White Bear), Chief of the Kiowas, 1867*

Document E:



Document F:

The Indians in Texas

Attacks on Herders – Horses Stolen and Killed

Washington, Oct. 3 – A report to Gen. Sherman from Capt. Wood, of the Twenty-fourth Infantry, commanding at Fort McIntosh, Texas, and dated Sept. 10, says: "On the 6th inst. a party of Indians appeared among the sheep and stock ranches about forty miles from here, on the San Antonio Road, the ranches being from three to twelve miles apart along the road and off on either side of the road. They first appeared about 10 o'clock A.M. at the ranch of Mr. Raymond Martin, wounding one of his herders, named Elentorio Suarez, by an arrow-wound in the eye and one in the left cheek, and a bullet in the left thigh. The man says the Indians were Lipans, and when he escaped they had wounded another herder, who subsequently died. There were about forty, and they afterward divided. He thinks he shot an Indian through the abdomen with his revolver. Magnus Suarez, a herder for Mr. Porfirio Berardez, was wounded through the wrist and breast with an arrow. He died on the 9th inst. Mariano Monsola, another herder, was also wounded. Four other herders are reported missing. The Indians took off eighteen brood mares belonging to Pedro Cruz, and killed a number of other belonging to him that would not drive gently. They also killed five or six brood mares belonging to Philip Villorail; also taking a mare and colt belonging to Mr. Rodriguez. Persons coming from the Nueces report that a party of Indians stole a number of horses on the 5th of September from near old Fort Ewall. This was probably the same party that committed the depredations at the sheep ranches."

— *New York Times*, October 4, 1873

Document-Based Question

Buffalo Soldiers

Directions: Write a five-paragraph DBQ-style essay responding to the following prompt. Include interpretations of the documents attached and your knowledge of the historical period.

Describe the benefits and hardships experienced by African Americans serving in the U.S. Army after the Civil War.

When writing, use these helpful hints:

- k. Read the question or prompt three times to ensure that you understand exactly what your task is.
- l. State the prompt in your own words.
- m. Circle or underline the main words, including instructions, dates and historical eras.
- n. Briefly list facts about the historical time that you already know. How would you answer this question if you had no documents to examine?
- o. Read each document and underline important words or phrases. Make notes in the margins about what you observe in each document. Consider the chart that you completed in the Interpreting Primary Sources Activity and make notes about the source including date, description, audience and purpose.
- p. Based on what you have already learned, and what you found in the documents, write a thesis statement that clearly answers the question.
- q. Write your thesis or introductory paragraph to include 3 sentences:
 - 1. An introductory sentence that defines the time and topic that you are writing about
 - 2. Your thesis statement
 - 3. A final sentence stating three topics you plan to write about that will help you prove your thesis
- r. Write three body paragraphs based on the topics listed in the introductory paragraph. Remember to use outside information from your brainstorming and support it with references to the documents provided.

Example: "In his letter to Henry Lee, Washington argues that...(Document C)."
- s. Complete each body paragraph with a concluding sentence that relates back to the thesis, and then begin the next paragraph with a transitional sentence.
- t. In your conclusion paragraph, write 2 sentences:
 - 5. Restate your thesis.
 - 6. Summarize the facts that you used to prove your thesis.

*Documents begin on next page.

Document A:

The colored regiments were to be organized on the general plan of the white regiments, modified in a few particulars. They were each to have a regimental chaplain whose duty should include the instruction of enlisted men in the common English branches. Up to that time all chaplains had been appointed not in regiments but in the Army. The colored regiments were also given two veterinary surgeons each, whereas the white regiments had but one.

- *Lt. John Bigelow, Jr., The Tenth Regiment of Cavalry from The Army of the United States Historical Sketches of Staff and Line with Portraits of Generals-In-Chief*

Document B:

I am sure that, after reading my Brief through, you will understand and appreciate the struggle I made to rise above the station to which I was born, how I won my way through West Point and how I made as honorable a record in the Army as any officer in it, in spite of the isolation, lack of social association, ostracism and what not to which I was subjected by the great majority of my brother officers. You will recognize also the almost barbarous treatment to which I was subjected at the time I was accused and tried.

It will not be possible, I apprehend, for you or any member of the Committee to wade through the 1000 or more pages of the record, nor is it necessary, but, if you should do so, you will readily be convinced that the crime of being a Negro was, in my case, far more heinous than deceiving the commanding officer.

- *Letter from Lt. Henry O. Flipper to Representative John A. T. Hull regarding a bill introduced to congress to reinstate Lt. Flipper into the Army and restore his rank, October 23, 1898.*

Document C:

NINTH CAVALRY TO MOVE

Negro Troops Objectionable to Citizens of San Antonio, Tex.

According to an announcement made by Representative Garner, of Texas, following a conference with President Taft yesterday, the Ninth cavalry, a negro regiment, will be withdrawn from San Antonio and sent to another station without delay. According to representations made to Representative Garner, and through him conveyed to the President, the negro regiment has shown resentment over the Texas law requiring negroes to ride in "jim crow" cars. As a result there have been disturbances in San Antonio, and citizens of that city have urged the Texas delegation in Congress to request the government to send the Ninth Cavalry to some other station.

- *The Washington Post, April 4, 1911*

Document D:

If it had not been for the Negro Cavalry, the Rough Riders would have been exterminated. I am not a Negro lover. My father fought with Mosby's Rangers, and I was born in the South, but the Negroes saved the fight, and the day will come General Shafter will give them credit for their bravery.

Document F:



Photograph shows drawing, by Frederic Remington, of a line of buffalo soldiers (10th Cavalry) leading horses around the shoulder of a mountain, from Century Magazine 1889, v. 15.

Document G:

You started from this post on an important mission under many disadvantages. Your horses were in poor condition, and you were to march, without forage, to penetrate a raw, and before unknown country. Hardly had you started when you encountered severe storms of rain and snow, accompanied by intense cold; you were without suitable and necessary shelter for such inclement weather; your horses perished day by day, you yourselves suffering from intense cold, many with frostbitten hand and feet; but through these hardships and difficulties you pushed nobly on, undaunted, undismayed, anxious to meet the enemy.

— *Brevet Brigadier General W.H. Penrose , Official farewell to the Officers and Soldiers of the Tenth U.S. Cavalry, 1868*

References

- Anderson, Adrian et al. *Texas & Texans*. Teacher Wraparound Edition. Columbus: Glencoe/McGraw-Hill, 2003.
- Bigelow, John. "The Tenth Regiment of Cavalry." In *The Army of the United States Historical Sketches of Staff and Line with Portraits of Generals-In-Chief*, ed Theophilus Francis Rodenbough and William L. Kaskin. New York: Maynard, Merrill & Co., 1896.
- Calloway, Colin G., ed. *Our Hearts Fell to the Ground: Plains Indian Views of How the West was Lost*. Boston: Bedford/St. Martin's, 1996.
- Crawford, Ann Fears et al. *Celebrating Texas: Honoring the Past, Building the Future*. Evanston: McDougal Littell, 2003.
- Ingram, Kim Denise. "The Roots of the Buffalo Soldiers at Fort Leavenworth, Kansas in 1866 and again in 1931-1940." MMAS thesis. , U.S. Army Command and General Staff College, 1995.
- Institute of Texan Cultures. "Buffalo Soldiers: Discovering Heritage on the Texas Frontier Educator's Guide." *The University of Texas at San Antonio*. http://www.texancultures.com/assets/1/15/Buffalo_Soldiers_Educator_Guide.pdf. (accessed April 27, 2012).
- Flipper, Henry O. "Letter from Lt. Henry O. Flipper to Representative John A. T. Hull Regarding a Bill Introduced to Congress to Reinstate Lt. Flipper into the Army and Restore His Rank." The National Archives Experience: Docs Teach. <http://docsteach.org/documents/6037382/detail?menu=closed&mode=search&sortBy=relevance&q=Buffalo+Soldiers>. (accessed April 27, 2012).
- Fort Davis National Historic Site. "Children at Fort Davis: Curriculum Materials Grades 2-5." National Park Service U.S. Department of the Interior. <http://www.nps.gov/foda/forteachers/upload/childrenatftdavis.pdf>. (accessed April 27, 2012).
- Leckie, William H. and Shirley A. Leckie. *The Buffalo Soldiers: A Narrative of the Black Cavalry in the West*. Revised Edition. Norman: University of Oklahoma Press, 2003.
- "Manifest Destiny Group Inquiry." Oakland Museum of California. <http://museumca.org/goldrush/curriculum/8g/81104021.html> (accessed April 27, 2012).
- "Ninth Cavalry to Move: Negro Troops Objectionable to Citizens of San Antonio, Tex." *The Washington Post*. April 4, 1911. [database online]; available from ProQuest Historical Newspapers, <http://search.proquest.com/docview/145125216> (accessed April 27, 2012).
- Parsons, Lynn H. *John Quincy Adams*. Lanham: Rowman & Littlefield Publishers, Inc., 2001.
- Presidio of San Francisco. "Buffalo Soldiers and the Spanish-American War." National Park Service U.S. Department of the Interior. <http://www.nps.gov/prsf/historyculture/buffalo-soldiers-and-the-spanish-american-war.htm> (accessed April 27, 2012).
- Smithsonian Center for Education and Museum Studies. "Santana, Chief of the Kiowas." Smithsonian Institution. <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1018>. (accessed April 27, 2012).
- Texas Archeological Research Laboratory. "Nineteenth-Century Forts and the Clash of Cultures on the Texas Frontiers."

The University of Texas at Austin. <http://www.texasbeyondhistory.net/forts/index.html> (accessed April 27, 2012).

"The Indians in Texas: Attacks on Herders - Horses Stolen and Killed." *New York Time*. October 4, 1873. [database online]; available from ProQuest Historical Newspapers, <http://search.proquest.com/docview/93340052> (accessed April 27, 2012).

Images

Mrs. Annie R. Lee, San Antonio. University of Texas San Antonio Special Collections (75-299).

Frederic Remington (drawing). University of Texas San Antonio Special Collections (68-1048).

George Catlin (drawing), Library of Congress, Washington D.C. University of Texas Special Collections (68-133).

National Park Service, Fort Davis National Historic Site, Fort Davis, Texas. Fort Davis photo collection archives, Abert Barnitz-Byrne Papers (1888).

San Antonio Conservation Society, San Antonio. University of Texas San Antonio Special Collections (75-1027).

Texas Beyond History, "Texas Frontier 1849-1852" (map), <http://www.texasbeyondhistory.net/forts/images/frontier49.html> (accessed April 30, 2012).

Texas Beyond History, "Texas After the Civil War" (map), <http://www.texasbeyondhistory.net/forts/images/frontierpostcivilwar.html> (accessed April 30, 2012). University of Texas Special Collections (70-506).