

BUFFALO SOLDIERS
Discovering Heritage on the Texas Frontier
Educator's Guide



NOTE TO THE EDUCATOR

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Preface

This curriculum study guide will serve as an educational tool to accompany the exhibition *Buffalo Soldiers: Discovering Heritage on the Texas Frontier*. It is designed to enhance a classroom visit to the museum or to act as an independent resource for educators.

More than a century ago, the first black regulars in the United States Army were deployed to Texas. Among them was the 9th Cavalry, which rode into San Antonio in 1867. Black regiments served throughout the state for the duration of the Indian Wars.

Today, these men continue to impart meaning into our lives. Pioneers in their own right, they enlisted to better their lives. That decision affected generations to come. This exhibit explores their everyday lives, illustrating how ordinary duties can leave extraordinary footprints on the Texan landscape.

Use of Guide:

The guide was written for grades 6-12. The teacher can adjust the activities to be grade-appropriate. The content and activities of the guide translate to the social studies and language arts state requirements, but also can be used across the curriculum.

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Read and Reflect Lesson Plan

Grade Level: 6-9

Duration: 1-2 class periods

Objectives

- Students will be able to think critically about the material and to relate this information to their prior knowledge and experiences.
- Students will be able to learn about the Civil War and its effects on the American people.
- Students will be able to realize that African American soldiers played a major role in the American military in the late 19th and early 20th centuries.

TEKS

Social Studies:

Standard 8: The student understands individuals, issues, and events of the Civil War.

Standard 14: Understands the course and character of the Civil War and its effects on the American people.

Standard 17: Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

Standard 19: Understands federal Indian policy and United States foreign policy after the Civil War.

Language Arts/Reading:

Standard 1: Uses the general skills and strategies of the writing process.

Standard 4: Gathers and uses information for research purposes.

Materials: Student Read and Reflect Handout.

Procedure

1. Explain the functions of the response notes to students. Stress that they are allowed to express ideas, feelings, questions, and opinions. Note that there are no "right answers" in response notes. Successful response captures high-quality student-text interaction.
2. Distribute the Student Read and Reflect Handout.
3. Evaluate.

Evaluation

The response journal may be viewed as a piece of ongoing assessment. Student entries can be evaluated when the teacher reads students' notes, when students share as a whole class, when students have literature circles, or when students have individual conferences with the teacher.

Background on the Technique

Read and Reflect

Writing is a powerful learning tool. Students can clarify their ideas, integrate background knowledge with new information, and deepen their understanding through writing. Whether called reader's responses, dialectic notebooks, or response notebooks, this activity engages the learner with the text providing a valuable learning experience. This is a "sophisticated note-taking device" and according to College Board, "by the time they have finished, this column [the response column] represents an intellectual history of their reading experience."

Read and Reflect Benefits the Learner in the Following Ways:

- Slows down the reading process, forcing the reader to pay attention and reflect.
- Students organize their thoughts.
- Students learn to monitor their own understanding.
- Forces students to make the connection between prior knowledge and the current information.
- Helps the reader track their reading.
- Teachers can redirect lessons based on it.
- Helps prepare readers with strong comprehension skills for testing.
- Engages readers in higher-level thinking.
- Expands class discussion.
- Allows for individualized learning.

Source: College Board Connect to College Success: Pre-AP: Interdisciplinary Strategies for English and Social Studies, Sample Activity: Dialectical Notebooks Guide, 2004.

Read and Reflect Handout

Response	Text
	<p>Buffalo Soldiers Background</p> <p>After the Civil War ended, the United States government organized the Army for peacetime. For the first time, African Americans were allowed to serve as U.S. Army soldiers or “regulars.” Before that time, blacks had served in the military as volunteers or non-regulars (such as during the Civil War when blacks had served as United States Colored Troops). But now blacks could officially be soldiers in the country’s standing army.</p> <p>Black regulars after the Civil War served in segregated regiments. Two regiments of cavalry and four regiments of <u>infantry</u> were open only to “colored men.” About 20 percent of cavalry troopers in the Army were black. Overall, African-American soldiers made up 10 percent of the U.S. Army—serving in the 9th and 10th Cavalry and the 24th and 25th Infantry. For 30 years—from 1869 until 1898 at the start of the Spanish-American War—up to 20,000 blacks joined the Army. They became known as Buffalo Soldiers.</p> <p>Historians believe the name Buffalo Soldiers originated in the early 1870s in <u>Indian Territory</u>, which is now Oklahoma. The first published use of the name came in 1873 when a newspaper reported that American Indians compared the curly hair of black troops with that of the buffalo. Initially, Buffalo Soldiers was apparently a descriptive name that showed neither respect nor derision. Historical accounts show that black soldiers in the 19th century did not refer to themselves as Buffalo Soldiers. But over time, Buffalo Soldiers became a common term for others to describe all African American soldiers.</p> <p>Most of the U.S. Army served on the frontier west of the Mississippi River. The Army worked its soldiers hard and expected all of them—black and white—to do the same jobs. Their work included constant patrolling, guarding the U.S. Mail, protecting survey and railroad crews, escorting cattle drives or settlers in wagon trains, occasionally fighting Indians or rustlers, assisting civilian lawmen, moving Indians onto reservations and keeping civilians off these reserved lands. There was also endless work details such as chopping wood, hauling water, and taking care of horses or mules at outposts spread across the West.</p>

Black and white soldiers of the same rank received exactly the same pay. The Army may have been the only place in America at the time where equality in pay occurred. All soldiers were clothed, housed, and fed the same, and they received the same equipment, weapons, and mounts.

Most soldiers stayed in the Army for one five-year enlistment, as they did not want a career in the military. Army records show, however, that many blacks served several enlistments in the Army, and some African Americans retired from the Army after twenty or more years of service

Three African Americans became commissioned officers (lieutenants and above) in the 19th century when they graduated from the United States Military Academy at West Point. Five blacks with the rank of captain served as chaplains in black regiments. But most black regulars in the Army served under the command of white commissioned officers.

The Army assigned all soldiers where it needed them. It was common for black and white soldiers to serve at the same frontier fort, but always in segregated units. Black non-commissioned officers (sergeants and corporals) sometimes commanded white and black soldiers of lesser rank. The Army was probably one of the few places at the time where a black man could give orders to a white man and expect to be obeyed.

Black and white regulars usually took part in their own separate social and recreational activities, but there were many exceptions to this. Athletic teams were sometimes made up of both black and white soldiers. At Army posts, the canteen and reading room where off-duty soldiers could relax were open to all, as were Army schools and religious gatherings.

In communities near Army posts, civilian merchants were usually willing to sell goods and provide services to all soldiers.

But because of racism, there were some violent off-duty clashes between white and black troops or between black soldiers and white civilians.

Black soldiers earned an impressive record during years of difficult service in harsh conditions. The U.S. Army used black troops in combat and recognized their bravery. Fourteen black

soldiers earned the Medal of Honor, and nine others earned the second highest military decoration for bravery called the Certificate of Merit, which awarded the soldier an extra \$2 per month in salary.

Daily Life

In the years following the Civil War, 20,000 black men served in the Frontier Indian Wars Army, despite racial division that existed in the United States. African Americans had served in colonial military units as early as the 1640s in defense against Indian attacks. During the Revolutionary War, blacks served in both the Continental Army and Navy. It was not until 1866, however, that black men were permitted to join the Regular U.S. (Peacetime) Army. This act of the military was monumental in paving the long road to equality for blacks in America. For these soldiers, being in the regular Army was a chance to prove themselves and to fight for equality and respect. These men, now known as "Buffalo Soldiers," need to be remembered and acknowledged.

Today we have alarm clocks to wake us in the mornings. At school we use bells to signify the beginning and end of each class. During the 19th century, the bugle was used to organize a soldier's day (See Bugle Calls Description, ATTACHMENT B). Each detail duty and drill that was performed throughout the day was signaled by a specific bugle call. Wristwatches had not yet been invented and pocket watches were a luxury most soldiers did not own. The frontier soldier had to listen to the different bugle calls to tell them him where to go and what was next on his to do list. Life at a frontier fort was not an easy one for soldiers of any race. There were many duties that had to be carried out on a daily basis. Some duties were different depending on your enlistment (Cavalry or Infantry). Cavalry referred to soldiers on horseback while Infantry referred to foot soldiers.

Education

Prior to the Civil War, there were few educational opportunities for enlisted men in the U.S. Army. Going to school was voluntary and not required of the enlisted men at this time.

In 1866, the act reorganizing the Regular Army required that school facilities for enlisted men be established at all permanent posts. The act, however, did not provide any guidelines for the establishment of post schools. Therefore, schools at military posts were often up to the discretion of post commanders. Sometimes a post had a school; other times it didn't. Attendance was voluntary. This seemed to have been the case at Fort Davis up until George Mullins, chaplain of the 25th Infantry came to Fort Davis in 1875.

As there was not a building designated as the schoolhouse, the post school at Fort Davis was held in the post chapel. The chapel at Fort Davis became a multipurpose building. It was used for church services, meetings, court-martial trials, the library, parties, dances and the school.

It was not until the revised Army Regulations of 1881 that guidelines for educating enlisted men were spelled out. Although still voluntary, officers were directed to strongly encourage enlisted men to attend school. It was not until 1889 that school was a requirement for all enlisted men who did not have the equivalent of an elementary education.

The primary subjects taught to the enlisted men were reading and writing, but they also learned geography and arithmetic. Some enlisted men, both black and white, saw education as a way to obtain promotions, since higher ranks required the ability to read and write. The goal of educating soldiers was to prepare them for military duties that required them to read and write, particularly writing military forms and reports.

Since many of the Buffalo Soldiers were former slaves, or children of slaves, they had been denied any formal education. Not only did joining the Army get a man an education, it provided a pathway to full citizenship and with that, came the need for a good education.

Although pencils and writing tablets were available at the time, pupils practiced their writing skills and did their math problems on slates using slate pencils. This was done to keep down costs, because paper and lead pencils were more expensive. The men would practice handwriting on the slates.

Expressive oral reading was considered very important during this time period. Reading and writing, while a crucial portion of the enlisted men's education, was not the only way soldiers were taught. The preferred method of teaching during this time period was the rote-and-drill technique. Material was repeated over and over to be memorized. To help with their studies, there were educational games that were played, which also served to break the monotony and help to relieve the boredom of garrison life.

Many of the black soldiers who went to school excelled quickly, which surprised their superiors. However, some soldiers took a little longer to learn reading and writing.

Enlistment

African American soldiers have been fighting for our country since the Revolutionary War, but it was not until after the mass departure of about one million soldiers from the Army (following the end of the Civil War) that President Andrew Johnson went to work with the Congress to establish six African American Army regiments in 1866. This was the first time African American troops were allowed to serve in the Army during peacetime. These special Army units were made up of the 9th and 10th Cavalry regiments and the 38th, 39th, 40th, and 41st Infantry regiments. Three years later, the four infantry regiments were combined to create the 24th and 25th Infantry regiments.

After the Civil War, this all-volunteer Army (the soldiers were not drafted or forced into service) was made up of just more than 50 percent native born Americans, the rest made up mainly of recent immigrants, with the majority of those coming from Ireland, Germany and England, followed by Canada, Scotland, France, and Switzerland. Many of these men had served in the military in other parts of the world and were looking for something familiar in a new and different place. The average age of someone enlisting for the first time was 23 years old. Few of the men who joined were educated and many were illiterate. Those who joined tended to come from the bottom of the economic ladder and were tired of working 16-hour days for 50 cents a day, assuming they could find a job. There were no minimum wage laws, which made the \$13 a month offered by the Army appealing.

Men saw the Army as a way to secure a better job after they left the Army than they had before they enlisted. They also were entitled to receive a pension if they served 30 years or more. In addition, if they served more than 20 years or had a disability discharge, they could qualify to live in one of the Soldiers' Homes or National Military Homes.

Financial reasons were also important. Not only would they be paid \$13 a month, they would also have three meals a day, a place to live and a uniform provided for them. Some soldiers hoped to save up a portion of that \$13 a month to buy land of their own.

While many of the immigrants joined the Army to gain a better grasp of the spoken language of the United States, some African Americans, as former slaves, had not been allowed to learn to read and write. They may have joined for the education that was offered to the enlisted men. The Army provided chaplains who would teach school to the men outside of their regular working hours. It was this education that would help ensure a chance for better employment after their service.

Enlistment required that a man sign an official document that committed the soldier to serve five years (in 1866 it was possible to enlist for three years, but by 1869 the enlistment period was five years) "unless sooner discharged by the proper authority." Recruiting was done in several places across the United States. The 9th Cavalry, organized in Greenville, Louisiana, was initially comprised of men from the New Orleans vicinity. In late 1866, recruiting was conducted in Kentucky as well. In some places the men were first trained for a few weeks and in others they were immediately sent out for duty. Upon enlistment the men were issued uniforms and received half pay until they were sent out to their assignment. For at least 10 years after the Civil War, most of the uniforms and equipment issued were surplus leftovers from the Civil War, often not in the best condition. For many this was still better than what they might have had outside of the Army.

Both a recruiting officer and an examining officer saw the new recruit. It was the recruiting officer who made sure the recruit filled out the enlistment application and was sworn in, which often meant reading it aloud to him as well as completing the

application for him. The examining officer would examine him to make sure he was healthy, at least 18 years old and would record his height, hair color, scars and any other identifying marks. Once the paper was complete, the new recruit took an oath.

Expenses

From the outside, the \$13 per month that a soldier would earn may have looked like good pay. In reality, however, the costs generated by being a soldier were higher than most men had calculated. Many of the items available in civilian areas for reasonable prices were very expensive to the soldiers stationed on the frontier. Men who enlisted probably did not calculate in the cost of having their laundry done, new or better equipment that might not be provided for them, such as specific hats or better-quality boots. They also had to purchase their own cleaning supplies for their equipment. The soldiers were paid with paper money on the frontier, which was not worth as much as gold or silver coins.

Each post had a commissary much like the grocery stores you shop at today. The men were issued rations, which generally included some protein, such as boiled beef or bacon, soft bread and coffee. They would have "hard tack" when they were in the field. Vegetables were infrequent, though sometimes soldiers would set up post or company vegetable gardens and grow their own. They would drink milk or sometimes a quart of spruce beer or cider. For a while they had whiskey, as alcohol was thought beneficial to good health. Sometimes the meat was not good by the time it arrived on the frontier. Meat also went bad in storage. When rations spoiled, the issued salt pork could be alive with maggots. The flour and bread or hard tack would host weevils and other insects.

Occasionally the men would hunt to supplement the meat, or forage for wild roots, fruits, and berries. They sometimes traded or combined their monies to purchase things they did not get supplied to them, such as canned meat, canned fruit, or canned butter. Sometimes they would even purchase a live pig!

There were not many places that the men could get supplemental food. The enlisted men spent their own money

to buy the extra food they needed or wanted from the commissary or the post trader (a civilian who maintained a store on an Army post to sell goods to soldiers). The commissary and post trader offered such things as pickles, fresh vegetables, turkeys, onions, potatoes, apples, butter, raisins, currants, and spices. These merchants would provide items that would add taste and variety to issued staples. One of the favorites was a form of instant coffee called coffee essence. The post trader and commissary also sold sardines, canned oysters, commercial canned beef, apple pies, cakes, onions, tobacco, matches, oil for cooking, lamps and stationery.

Post traders had to pay the cost of freighting the goods to the posts, which kept prices high. The favorite foods of the soldiers (canned butter, canned fruits, cheese and tobacco) were often peddled at prices providing the traders 500 to 1,000 percent profit.

Many post traders had no formal training; they were, however, good capitalists. Some people referred to the post trader as a "necessary evil" due to his selling goods but the trader also supplied large quantities of alcohol. Many thought the alcohol had the potential to damage the discipline in a camp and could reduce the combat readiness of troops. The post trader was viewed as a major source of supplementary food and wares. The Army tried to offer a monopoly to post traders, so prices would go down and quality would remain high. Because the Army paid its soldiers in such an irregular fashion, the post trader could not count on enough steady income to conduct business and still pay his bills. The monopoly was worthless and forced traders to keep prices high. The high prices were not due to greed; they were a side effect of Army payroll practices. A soldier might have to spend as much as \$5 to get a good dinner, and this was on a \$13 a month salary.

In order to supplement their regular pay, some of the enlisted men also served as domestic help. These men were called "strikers" and were hired to look after officer's horses and equipment as well as sometimes taking care of their cows and chickens. In some places, a soldier was the only cook available. They might be hired to do household chores such as making fires. Some of the strikers were given a room in the officer's quarters and became almost a part of the family. Many of the

horses and equipment as well as sometimes taking care of their cows and chickens. In some places, a soldier was the only cook available. They might be hired to do household chores such as making fires. Some of the strikers were given a room in the officer's quarters and became almost a part of the family. Many of the officers' wives had the soldier-servants help them with day-to-day housekeeping. In 1870, there were laws passed that made it unlawful for an officer to use an enlisted man as a servant under any circumstances; however this was not really enforced until 1882. Some soldiers took on extra soldiering duties such as working as a laborer to earn more pay.

Cathay Williams

On November 1866, Cathay Williams enlisted in the Army (See Cathay Williams Enlistment Document, ATTACHMENT C). Women were not allowed to serve as soldiers so she joined the 38th Infantry as a man, William Cathay. She told the recruiting officer that she was 22, though she may have been only 16, and that she was a cook. She named Independence, Missouri, the place of her birth. The recruiting officer described William Cathay as illiterate, five-feet, nine-inches tall with black eyes, black hair, and black complexion. An Army surgeon performed a cursory examination and determined she was fit for duty. She viewed the Army as a job open to African Americans, with prospects for a decent livelihood and a semblance of respect. As a black woman in 1866, her prospects were dim and low-paying. As a black man in the Army she would earn more money than a black female cook. Cathay Williams is the only documented African American woman who served in the U.S. Army prior to the official introduction of women.

Very little is known about the details of her service. Muster rolls reveal that William Cathay did not have an illustrious, or even an exciting, Army career. She was an average soldier, who was never praised or punished. She was one of the tallest privates in her company, the 38th U.S. Infantry.

Standing nearly six feet tall with a broad form, none of the other soldiers ever suspected Cathay wasn't anything different than what she claimed to be. Her cover wasn't blown even after contracting smallpox and having to see the doctor. It wasn't until Cathay grew tired of serving that she started

feigning sickness and willfully disclosed her true gender. She was discharged on the spot, and the soldiers were not happy when they learned they had been fooled (See Cathay Williams Certificate of Discharge, ATTACHMENT D).

Since she served illegally, she never received a pension. Fortunately, she was resourceful and found a way to support herself by opening a boarding house. She passed away in 1924 at the age of 82 in New Mexico.

American History Through Music Lesson Plan

Overview: In this class students will be listening to and appraising the song of mass and individual protest, identifying historical context of the song, summarizing and drawing inferences.

Grade Level: 6-9

Duration: One class period

TEKS

Social Studies:

Standard 14: Understands the course and character of the Civil War and its effects on the American people.

Standard 17: Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

Music:

Standard 7: Understands the relationship between music and history and culture.

Language Arts:

Writing

Standard 1: Uses the general skills and strategies of the writing process.

Standard 4: Gathers and uses information for research purposes.

Objectives

Students will learn:

- That African American soldiers played a major role in the American military in the late 19th and early 20th centuries. They were known as buffalo soldiers.
- How music is used to convey social, political and cultural messages.
- How the meaning of a lyric can be conveyed in song.

Materials: LCD projector, PC, PC speakers, *Buffalo Soldier* song by [Bob Marley](#), Lyrics of *Buffalo Soldier* (Attachment A)

Procedures:

1. Open the lesson by playing of the song *Buffalo Soldiers* by Bob Marley.
2. Point out that reggae is a strongly emotional music that communicates the tensions of the black Caribbean community.
3. Post the lyrics on an overhead projector so that all students can read them (Attachment A).
4. Read through the lyric of *Buffalo Soldier* (Attachment A). Using the information given (Background information on Buffalo Soldiers), provide students with a historical context.
5. Ask students to answer the following questions providing evidence from the song

A. What is the songwriter's main argument about why Buffalo Soldiers went to war? Give evidence to your conclusion.

Possible Answer: For survival as a part of the U.S. military

Evidence: "Fighting on arrival, /fighting for survival; / Driven from the mainland/ to the heart of Caribbean."

B. What is the songwriter's perspective on how the Buffalo Soldier contributed to the U.S. war effort during the Spanish-American War? Give evidence for your conclusion.

Possible answer: Buffalo Soldiers helped to win the war

Evidence: "Troddin' through San Juan/in the arms of America" and "buffalo soldier win the war for America;"

C. Do the lyrics suggest that this song relates to a particular country or conflict? If so, what country or war? Give evidence for your conclusion.

Possible answer: These lyrics relate to the U.S. and its participation in the Spanish-American War.

Evidence: "Troddin' through San Juan/in the arms of America" refers to Buffalo Soldier involvement in the famous victory at San Juan Hill.

Song Analysis:

The Buffalo Soldiers were a segregated regiment of black cavalry fighters during the American campaign to rid the West of "Indians" so that "civilized" white people could gain the lands used by American Indians. Ironically, many of the soldiers were slaves taken from Africa. Bob Marley gives a small history lesson as a protest song about the black man's role in building the country that continues to oppress him.

Teaching History Through Primary Resources Lesson Plan

Grade Level: 6-12

Duration: One or two class periods

TEKS

Social Studies:

Standard 8: The student understands individuals, issues, and events of the Civil War.

Standard 14: Understands the course and character of the Civil War and its effects on the American people.

Standard 21 (A): Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures.

Language Arts:

Standard 1: Uses the general skills and strategies of the writing process.

Standard 4: Gathers and uses information for research purposes.

Objectives:

- Students will be able to draw inferences from the primary sources analyses
- Students will learn that African American soldiers played a major role in the American military in the late 19th and early 20th centuries.

Materials: LCD projector, PC, Attachments C-F, Document Analysis and Photo Analysis worksheets.

Procedure

1. Students should have prior knowledge about Buffalo Soldiers and the Civil War movement.
2. Start the lesson by asking students what they think a day in the life of a Buffalo Soldier would be like today.
3. Explain to students that they are going to look at a variety of documents and photos from the Civil War era, primary sources, and will try to analyze them using the Document Analysis and Photo Analysis worksheets.
4. Divide the class into four groups and provide each group with a document or a photo (Attachments C-F) and appropriate worksheet. (Document Analysis or Photo Analysis worksheet)
5. Have students review the photo or the document and complete the worksheet.
6. As you call the groups up, ask one member of each one to briefly summarize for the whole class the nature of the document/ the photo they are presenting.
7. Project the photo or the document on a board during each group's presentation.

Assessment:

Evaluate students' responses based on the amount of accurate information provided.

Document Analysis

Name(s): _____

Date: _____ Hour: _____

1. What type of document is this (select one):

- Newspaper
- Letter
- Patent
- Memorandum
- Map
- Telegram
- Press Release
- Report
- Advertisement
- Congressional Record
- Census Report
- Other

2. Describe the physical qualities of the document (check all that apply):

Official letterhead _____ Which government agency or office? _____

Handwritten _____ Typed _____ Official Seals _____

Notations on page _____ Other characteristics _____

3. Document date(s) _____

4. Where it was written or created _____

5. Author/Creator _____ What's the author's status/ title? _____

6. Document Information:

A. List three things the author said that you think are important.

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

6. Why is this valuable source of information?

7. How can you use this source? Explain.

8. What is left unanswered in this document? What questions would you like the author(s) to answer?

Photo Analysis

Answer the questions below to find the clues that unlock the mysteries hidden from the casual observer.

1. Inspect the photograph carefully. Describe what you see...the people, physical setting, and any additional details.

2. What is the focus of the photograph? What is the first thing your eyes were attracted to?

3. Does it seem like the people photographed were aware of the camera?

Does it look like the photo was taken quickly or was it staged?

4. When do you think the photo was taken?

What clues support this?

5. Where do you think the photo was taken?

What clues support this?

6. What are some inferences (educated guesses) you can make about any people in the photo?

What clues support this?

7. What is happening in the photo?

What clues support this?

8. What are some unanswered questions raised by the photograph?

ATTACHMENT A

Buffalo Soldier

Brief History: This song was written by Bob Marley and Noel G. Williams in 1978. It was performed by Marley and released after his death on the album *Confrontation*. Buffalo Soldiers refer to infantry and cavalry units of African Americans within the U.S. military. Formed in 1866 by an act of Congress, the Buffalo Soldiers fought in the Indian wars and the Spanish-American War in both Cuba and the Philippines during the second half of the 19th century

Buffalo Soldier

Bob Marley and Noel G. "King Sporty" Williams

Buffalo Soldier, Dreadlock Rasta
There was a Buffalo Soldier
In the heart of America
Stolen from Africa, brought to America
Fighting on arrival, fighting for survival
I mean it, when I analyze the stench
To me, it makes a lot of sense
How the Dreadlock Rasta was the Buffalo Soldier
And he was taken from Africa, brought to America
Fighting on arrival, fighting for survival
Said he was a Buffalo Soldier, Dreadlock Rasta
Buffalo Soldier, in the heart of America
If you know your history
Then you would know where you coming from
Then you wouldn't have to ask me
Who the heck do I think I am
I'm just a Buffalo Soldier
In the heart of America
Stolen from Africa, brought to America
Said he was fighting on arrival
Fighting for survival
Said he was a Buffalo Soldier
Win the war for America

Dreadie, woe yoe yoe, woe woe yoe yoe
Woe yoe yoe yo, yo yo woe yo, woe yoe yoe
(repeat)
Buffalo Soldier, trodding through the land
Said he wanna ran, then you wanna hand
Trodding through the land, yea, yea
Said he was a Buffalo Soldier
Win the war for America
Buffalo Soldier, Dreadlock Rasta
Fighting on arrival, fighting for survival
Driven from the mainland
To the heart of the Caribbean
Singing, woe yoe yoe, woe woe yoe yoe
Woe yoe yoe yo, yo yo woe yo woe yo yoe
(repeat)
Trodding through San Juan
In the arms of America
Trodding through Jamaica, a Buffalo Soldier
Fighting on arrival, fighting for survival
Buffalo Soldier, Dreadlock Rasta
Woe yoe yoe, woe woe yoe yoe
Woe yoe yeo yo, yo yo woe yo woe yo yoe

ATTACHMENT B

BUGLE CALLS DESCRIPTION

The bugle was essential to all military communication. The primary bugler was assigned to the headquarters staff, and kept close to the commander at the front. Soldiers were quick to learn the calls of the bugle, and on a routine day at least four, and as many as ten, were made.

1. **First Call:** Sound as a warning that personnel will prepare to assemble for a formation.
2. **Reveille:** Signals the troops to awaken for morning roll call.
3. **Assembly:** Signals troops to assemble at a designated place.
4. **Mess Call:** Signals mealtime.
5. **Sick Call:** Signals all troops needing medical attention to report to the dispensary.
6. **Drill Call:** Sound as a warning to turn out for drill.
7. **Assembly:** Signals troops to assemble at a designated place.
8. **First Sergeant's Call:** Signals that the First Sergeant is about to form the company.
9. **Officer's Call:** Signals all officers to assemble at a designated place.
10. **Recall:** Signals duties or drills to cease.
11. **Mail Call:** Signals personnel to assemble for the distribution of mail.
12. **Mess Call:** Signals mealtime.
13. **Drill Call:** Sound as a warning to turn out for drill.
14. **Assembly:** Signals troops to assemble at a designated place.
15. **Recall:** Signals duties or drills to cease.
16. **Guard Mounting:** Sound as a warning that the guard is about to be assembled for guard mount.
17. **Retreat:** Signals the end of the official day.
18. **To the Color:** *To the Color* is a bugle call to render honors to the nation.
19. **Tattoo:** Signals that all light in squad rooms be extinguished and that all loud talking and other disturbances be discontinued within 15 minutes.
20. **Call to Quarters:** Signals all personnel not authorized to be absent to their quarters for the night.
21. **Taps:** This is the last call of the day. The call is also sounded at the completion of a military funeral ceremony.

Note: Please follow the link to hear the [bugle](#) calls.

ATTACHMENT C

STATE OF



TOWN OF

Missouri

Saint-Louis

Superintendent.

I, William Cathey born in Independence
 in the State of Missouri, aged twenty-two years,
 and by occupation a Cook Do HEREBY ACKNOWLEDGE to have
 voluntarily enlisted this fifteenth day of November
 1865, as a Soldier in the Army of the United States of America, for the
 period of THREE YEARS, unless sooner discharged by proper authority: Do also
 agree to accept such bounty, pay, rations, and clothing, as are, or may be, estab-
 lished by law. And I, William Cathey, do solemnly swear,
 that I will bear true faith and allegiance to the United States of America,
 and that I will serve them honestly and faithfully against all their enemies or
 opposers whomsoever; and that I will observe and obey the orders of the President
 of the United States, and the orders of the officers appointed over me, according
 to the Rules and Articles of War.

Sworn and subscribed to, at St. Louis Mo
 this 15th day of November 1865.

BEFORE Henry Schreiner
Major 38th Inf. U.S.A.

William Cathey
Cook

I CERTIFY, ON HONOR, That I have carefully examined the above named recruit, agreeably to
 the General Regulations of the Army, and that in my opinion he is free from all bodily defects and mental
 infirmity, which would, in any way, disqualify him from performing the duties of a soldier.

W. M. Powers
Act. Asst. Surg. U.S.A.
 EXAMINING SURGEON.

I CERTIFY, ON HONOR, That I have minutely inspected the Recruit, William Cathey
 previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my
 judgment and belief, he is of lawful age; and that, in accepting him as duly qualified to perform the duties
 of an able-bodied soldier, I have strictly observed the Regulations which govern the recruiting service.
 This soldier has black eyes, black hair, black complexion, is 5 feet 9 inches
 high.

Henry Schreiner
Major 38th Inf. U.S.A.
 RECRUITING OFFICER.

1A. O. O. No. 721

Assigned to the 38th Regiment of Infantry U. S. Army.

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ATTACHMENT D

ARMY OF THE UNITED STATES
CERTIFICATE

OF DISABILITY FOR DISCHARGE



William Catey, a private of Captain Clarke
 Company, (A) of the Thirty Eighth Regiment of the United States
 Infantry was enlisted by Maj. Merriam of
 the 38th Regiment of Infantry at Saint Louis Mo.
 on the 10th day of November, 1866, to serve 3 years; he was born
 in Independence in the State of Missouri, is 24
 years of age, 5 feet 9 inches high, Black complexion, Black eyes,
 Black hair, and by occupation when enlisted a Cook. During the last two
 months said soldier has been unfit for duty 60 days. His soldier has been under my
 Command since May 20th 1867. At that time he was doing Guard
 duty at Fort Stanton N.M. He was then and has been since, feeble both
 physically and mentally, and much of the time quite unfit for duty. The
 origin of his infirmities is unknown to me.
 STATION Fort Bayard, N.M.
 DATE: August 16, 1868

Charles E. Clarke
 Capt. 38th Inf. Fort May, Va.
 Commanding Company.

I CERTIFY, that I have carefully examined the said William Catey, Private
 of Captain Charles E. Clarke, (A) Company, and find him incapable of performing the duties of a
 soldier because of a consumption and feeble habit. He is constitutionally
 weak and is unable to do military
 duty, and is unfit for any service involving the least exertion.
 His condition dates prior to enlistment.
 Disability, &c.

D. L. Huntington
 M.D. Chief Surgeon, USA

DISCHARGED, this Fourteenth day of October, 1868, at
 Fort Bayard, N.M.
 [Signature]
 Lt. Col. 38th Inf. Fort
 Commanding the Regt. Post

The Soldier desires to be addressed at
 Town, Alton, County, Madison, State, Illinois

* See Note 1 on the back of this. † See Note 3 on the back of this
 [A. O. O., No. 100 & 101 - Print.] (DUPLICATES)

ATTACHMENT E



U.S. Army. 10th Cavalry.

Photo of 10th Cavalrymen, Troop C and K, who were captured by Mexicans at the Battle of Corrizal, June 21, 1916, and taken to the Mexican Penitentiary of Chihuahua. Later released to U.S. Army at El Paso, Texas.

ATTACHMENT F



U.S. Army.
10th Cavalry. Punitive expedition, guarding vilistas.

Glossary

Bugle: A brass wind instrument resembling a trumpet and sometimes having keys or valves, used typically for sounding military signal.

Cavalry: A branch of the Army mounted on horseback. Cavalry units could move quickly from place to place or go on scouting expeditions on horseback, but usually fought on foot. Their main job was to gather information about enemy movement.

Commissary: A store that sells food and equipment.

Corporal: A noncommissioned officer ranking above a private in the U.S. Army.

Drill: Training in a formal marching or other precise military or naval movements.

First Sergeant: The First Sergeant was the Chief Non-Commissioned Officer at the company level. He generally supervised a Second Sergeant, who in turn often supervised a couple of Corporals.

Hardtack: Hardtack is thick cracker made of flour, water, and sometimes salt.

Indian Territory: This term described the area that is now Oklahoma, except for the state's Panhandle region.

Indian Wars: A period of time when conflicts between the federal government and American Indians were common.

Infantry: A branch of the military in which soldiers traveled and fought on foot.

Mess Call: The bugle call that notified soldiers it was time to gather in the mess hall to eat.

Mess Hall: The portion of the barracks set aside for daily meals.

Muster: To formally enroll in the Army or to call roll.

Poncho: A rubberized canvas sheet made with a slit in the middle so as to be worn as a cape in the rain.

Private: Enlisted man; the lowest rank in the Army.

Regiment: The basic unit of Indian War soldiers that was usually made up of 1,000 men. Regiments were usually designated by number and Branch of Service (as in 10th U.S. Cavalry).

Tattoo: A signal on a drum, bugle, or trumpet at night, for soldiers or sailors to go to their quarters.

West Point: The United States Academy at West Point, New York. This is a school to train U.S. Army officers.

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