

The Jim Crow West

An 11th grade United States History lesson created by Terri Camajani (Washington H.S.), Michelle Kyung (Washington H.S.) and Valerie Ziegler (Lincoln H.S.). Project funded by a Teaching American History grant from the U.S. Department of Education. January 2008.

Context

This lesson is part of a unit on the era of Reconstruction and western expansion following the Civil War. Prior to this lesson students should have studied the Emancipation Proclamation, the Civil War amendments to the U.S. Constitution, Lincoln and Johnson's Reconstruction plans, and westward expansion.

California State Content Standards for Social Studies

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
 - 11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Objectives

Students will be able to:

1. Describe the experience and legacy of the Buffalo Soldiers.
2. Describe the racial inequalities faced by African Americans following the Civil War.
3. Discuss the ethical implications of the U.S. policy of using African Americans in the removal of Native Americans, the invasion of Mexico, and the colonization of the Philippines.
4. Analyze a variety of primary and secondary resources to draw conclusions about a time period and a historical figure.

Materials

1. PowerPoint lecture titled "The Buffalo Soldiers"
2. Laminated copies of the Buffalo Soldier trading cards; one card per student; no repeats within a group of four
3. One packet of primary sources for each group of four students
4. Worksheet titled "Buffalo Soldier Research"; one per student
5. Directions for the "Buffalo Soldier Journal"; one per student
6. "Buffalo Soldier" homework assignment; one per student
7. Answer key to the primary resources.
8. Rubric for the "Buffalo Soldier" journal; one per student

Time: Two to three 50-minute class periods

Assessment

1. Accuracy of responses on the "Buffalo Soldier Research" worksheet
2. Accuracy and creativity of the Buffalo Soldier journal (see rubric)

3. Test on Reconstruction and the West, which includes questions on the Buffalo Soldiers. [Would be good to include the questions here. They would define the content learning goals very precisely.]

Activities

Homework before Day 1

Direct students to complete the worksheet titled “Buffalo Soldiers” as homework.

Day 1: The Buffalo Soldier Experience

1. Open the lesson by playing of the song “Buffalo Soldiers” by Bob Marley. Post the lyrics on an overhead projector so that all students can read them. Review the lyrics of the song with the students, answering questions about vocabulary and meaning. Review student homework by conducting a whole-class discussion of the questions on the “Buffalo Soldier” worksheet:
 - Who do you think the Buffalo Soldiers were?
 - What clues in the lyrics tell us about the buffalo soldiers?
 - What do you think the phrase “stolen from Africa brought to America” means?
 - Why would Bob Marley write a song about the buffalo soldiers?[seems like this is a good place to explicitly preview the “ethical implications” as in “win the war for America,” both in the student worksheet and in the class discussion.]
2. Using the PowerPoint presentation, present a 20-minute lecture on the origin and experiences of the Buffalo Soldiers. Use your discretion in terms of what you feel is most important for students to capture in notes. If students take notes on all the slides, the lecture will take approximately 40 minutes.
3. Form students into groups of four. These groups are the “research teams.” Give each group a packet of four trading cards and direct students to divide the cards so each has one.
4. Direct each student to read silently the information on the back of his or her trading card and to complete Part 1 of “Buffalo Soldier Research Worksheet.” (10 minutes)
5. Direct each student to describe his or her Buffalo Soldier to the rest of the group, highlighting the important facts from Part 1 of the worksheet. (10 minutes)

Day 2: Primary Sources tell the story of a Buffalo Soldier

1. Reconvene students in their research teams.
2. Give each research group one packet of primary sources and read aloud the directions under Part 2 of the “Buffalo Soldier Research” worksheet.
3. Model the process of analyzing primary sources for the students.
 - a. Take the primary sources out of the envelope and spread them out in front of the group.
 - b. Point out the date at the top of sources and reiterate the significance of dates and chronological order in history. (Note that the poem in Source #1 is not a primary source.)
 - c. Have the students identify the Emancipation Proclamation (Source #16) and pull that out from the group of documents.

- d. Direct students to read the document and then discuss the date, the signatures, the vocabulary, and the content.
 - e. Ask students: “How is this document relevant to our study of the Buffalo Soldiers?” or “What does this document tell us about the Buffalo Soldiers?”
 - f. Explain to students that they will be creating journal entries about their assigned Buffalo Soldier and that they will be using these primary resources as the historical evidence. Not all of the documents in the packet will pertain to their assigned soldier; they must determine which materials are useful.
 - g. Remind the students that they will be writing about significant events in these soldiers’ lives. They are looking for evidence of how the soldiers lived and how their lives changed after the Civil War. Direct them to pay particular attention to ethical dilemmas that Buffalo Soldiers encountered in their work.
 - h. After sifting through the sources and finding materials that pertain to their soldier, students complete Part 2 of the “Buffalo Soldier Research” worksheet. (30 to 40 minutes)
4. Circulate through the room answering questions and checking for understanding. Verify that students have noted the important details about their Buffalo Soldier. See the answer key for ideas on what information students should extract from each source.
 5. As students in different groups who are researching the same Buffalo Soldier complete the research worksheet, regroup students in twos, threes, and fours to compare notes and discuss their findings. Pair students who encounter problems with the research with students who have accomplished the task
 6. In the last 5 to 10 minutes of class, read the directions for the “Buffalo Soldier Journal Assignment” to the class. Explain that students will create a journal of the Buffalo Soldier they researched. Be sure students have completed the “Buffalo Soldier Research” worksheet before they begin the journal assignment.
 7. Direct students to finish their journals as homework for the following day.

Closure

Day3: Reflection on the lives of the Buffalo Soldiers (optional or half a period)

1. Direct students to share entries from their journals with their research groups.
2. As a class, discuss the lessons of the Buffalo Soldiers. Discussion questions: “What types of hardships did the Buffalo Soldiers face? How much did the lives of African Americans change after the Civil War? What types of racism and prejudice existed for the Buffalo Soldiers? How were the Buffalo Soldiers involved in the history of San Francisco? What is ironic about the types of jobs that the Buffalo Soldiers were required to do, such as the removal of Native Americans and service in the Philippine American War?”
3. If possible, post the student work in the classroom.

Optional: Field trip to the Presidio

See the field trip graphic organizers and information on the Buffalo Soldiers in the Presidio. This field trip can be done in one day in conjunction with the National Park Service at the Presidio. The morning consists of a self-guided tour/scavenger hunt of the Presidio Main Post Walk

followed by lunch in the Presidio. The afternoon activity is a tour of the Presidio focusing on landmarks significant to the history of the Buffalo Soldiers (the cemetery, the Pershing statue, and the stables) led by a Presidio park ranger. You will need copies of the booklet titled “Main Post Walk” available at the Presidio Officers Club.

Bibliography

The African American Registry: A resource on African American History (2005). *Benjamin O Davis: The First Modern American Black General*. Retrieved 2007.

www.aaregistry.com/african_american_history

Allensworth Colony (January 17, 2004). *Visalia Times-Delta*. Retrieved 2007.

<http://www.co.tulare.ca.us/about/allensworth.asp>

Allen Allensworth. Battles and Victories of Allen Allensworth, A. M., Ph. D., Lieutenant-Colonel, Retired, U. S. Army. Retrieved 2007.

www.medalofhonor.com/AllenAllensworth.htm

Brown, W.H., Brown, W., Katz, W. L., and Paine, A. (1968). Six “New” Medal of Honor Men. *The Journal of Negro History*, Vol. 53, No. 1, 77-81.

Buffalo Soldiers on the Western Front (n.d.) Retrieved December 31, 2007.

<http://www.kyhorsepark.com/museum/exhibit.php?chapter=18&exhibition=Buffalo>

Davis, Stanford L. (1999). *Buffalo Soldiers and Indian Wars*. Retrieved 2007.

<http://www.buffalosoldier.net>

Davis, Stanford L. (2002). *Cathay Williams or William Cathay (Cathey)*. Retrieved December 31, 2007.

<http://www.buffalosoldier.net/CathayWilliamsFemaleBuffaloSoldierWithDocuments.htm>

Davis, Stanford L. (2000). *Colonel Charles Young*. Retrieved 2007.

<http://www.buffalosoldier.net/CharlesYoung.htm>

Davis, Stanford L. (2001). *Second Lieutenant Henry O. Flipper*. Retrieved 2007.

<http://www.buffalosoldier.net/HenryO.Flipper2.htm>

Encyclopedia of Arkansas History and Culture (2006). *Arkansas Biography: A Collection of Notable Lives [Electronic Version]*. *Pompey Factor (1849–1928)*

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=1639>

Gatewood, Willard B. Jr. (1987). *Smoked Yankees and the Struggle for Empire: Letters from Negro Soldiers 1898-1902*. University of Arkansas of Press, pp. 39-98.

Guinn, Jeff (2002). *Our Land Before We Die: The Proud Story of the Seminole Negro*. New York, Penguin Putnam Inc.

- Jackson, Lawrence P. (November 15, 2007). *Ralph Ellison: Emergence of Genius*. University of Georgia Press.
- Lewis, James G. and Robert Hendricks. *A Brief History of African Americans and Forests*. http://www.fs.fed.us/people/aasg/PDFs/African_Americans_and_forests_March21%202006.pdf
- National Archives and Records Administration. *Lt. Henry. O. Flipper's Quest for Justice: "As honorable as a record in the Army as any officer in it."* Retrieved 2007. http://www.archives.gov/exhibits/featured_documents/henry_o_flipper/
- Ohio Historical Center (1996-2006). *Letter from W.E.B DuBois to Charles Young*. Retrieved 2007. <http://dbs.ohiohistory.org/africanam/det.cfm?ID=5388>
- Ohio Historical Center (1996-2006). *Letter from L.C. Dyer to Samuel B. Wallace and then from Samuel B. Wallace to Charles Young*. Retrieved 2007. <http://dbs.ohiohistory.org/africanam/page.cfm?ID=5406>
- Ohio Historical Center (1996-2006). *Letter from Tracy Adjutant General of the Army to Charles Young*. Retrieved 2007. <http://dbs.ohiohistory.org/africanam/page.cfm?ID=5404>
- Ohio Historical Center (1996-2006). *Special Orders, No. 175, Extract 51 – Charles Young's retirement from active duty as a colonel*. Retrieved 2007. <http://dbs.ohiohistory.org/africanam/page.cfm?ID=5428>
- Ohio Historical Center (1996-2006). *Letter from Oswald Garrison Villard to Charles Young*. Retrieved 2007. <http://dbs.ohiohistory.org/africanam/page.cfm?ID=5393>
- Rainey, Timothy A. (1996). Buffalo Soldiers in Africa: The US Army and the Liberian Frontier Force, 1912 – 1927: An Overview. *Liberian Studies Journal*, Vol 21, No. 2, 203 – 238. <http://opc4-ascl.pica.nl>
- Schubert, Frank N. (1997). *Black Valor: Buffalo Soldiers and the Medal of Honor, 1870-1898*. Wilmington, DE: A Scholarly Resource Inc. pp 27-40.
- Schubert, Frank N. and Irene Schubert (eds.) (2004). *On the trail of the buffalo soldier II: new and revised biographies of African Americans in the U.S. Army, 1866-1917*. Wilmington, DE: Scarecrow Press.
- Texas Beyond History (2003). *Empty saddles at the mulberry springs*. Retrieved December 31, 2007. www.texasbeyondhistory.net/forts/clark/saddle.html
- Texas Beyond History (2003). *U.S. Army discharge papers for John Jefferson*. Retrieved December 31, 2007. <http://www.texasbeyondhistory.net/forts/clark/images/jefferson.html>
- Tucker, Phillip Thomas (2002). *Cathy Williams: From Slave to Female Buffalo Soldier*. Stackpole Books: Mechanicsburg, PA. pp. 36-37, 59-65, 199, 222-223.

U.S. Army Center of Military History (October 3, 2003). *Lieutenant Henry Ossian Flipper, U.S. Army 1856-1940*. Center of Military History. Retrieved 2007.
<http://www.history.army.mil/topics/afam/flipper.htm>

U.S. Army Center of Military History (October 3, 2003). *Remarks by the President at ceremony in honor of Lt. Henry O. Flipper*. Center of Military History. Retrieved 2007.
<http://www.history.army.mil/topics/afam/WH-Pardon.htm>

United States Congress. Senate Committee on Energy and Natural Resources Publisher (2003). *Buffalo Soldiers Commemoration Act of 2003*: report (to accompany S. 499). Buffalo Soldiers Commemoration Act of 2003: Buffalo Soldiers Commemoration Act of 2005 : report (to accompany S. 205). Call Number: Y 1.1/5:109-24. Washington, D.C.: U.S. G.P.O., 2003Description: 6 p. 24 cm Call Number: Y 1.1/5:108-92.

United States Congress (1874). *Testimony of John Kibbett: House Executive Documents 43rd Congress First Session* Volume 17, p. 22.

United States government, Documents of United States Congress. Thirty Ninth Congress. Session I, Ch. 299. 1866. An Act to increase and fix the Military Peace Establishment of the United States. July 28, 1866. <http://memory.loc.gov/l1/llsl/014/0300/03640332.tif>

Arlington National Cemetery (March 2006). *Benjamin O Davis, Brigadier General, United States Army*. Retrieved 2007. <http://www.arlingtoncemetery.net/bodavis.htm>

Background information on the Buffalo Soldiers for teachers

Black service in the military

The 1792 Militia Act was initially interpreted by the Army to ban black enlistment. When the Civil War began with only white troops, abolitionists lobbied President Lincoln to enlist black soldiers. In July 1861 Lincoln allowed the enlistment of black soldiers to perform supplementary, non-combat jobs. In the South, generals resisted this idea. As Confederate General Clement Stevens noted: “The justification of slavery in the South is the inferiority of the Negro. If we make him a soldier we concede the whole question.”

In January 1863 Lincoln issued the Emancipation Proclamation that freed slaves in Confederate states and opened the army to blacks. As a result, in 1866 the 39th Congress passed the Army Reorganization Act, which disbanded the U.S. Colored Troops and created the all-black Buffalo Soldier regiments. The Buffalo Soldiers consisted of four regiments: the 9th and 10th Cavalry, and the 24th and 25th Infantry. The military remained segregated until 1948 when President Truman signed an executive order desegregating the armed forces.

The Buffalo Soldiers

The name Buffalo Soldier first appeared in a letter from a frontier army wife to *The Nation* magazine in 1873. The name, which is thought to have originated with the Plains Indians (some say it was of Cheyenne origin), was soon widely adopted by writers and journalists. It is believed that the name was given out of respect to the soldiers because the Indians felt the soldier’s hair resembled that of the buffalo, a respected animal in Plains Indian culture. While the Buffalo Soldiers themselves rarely used the term, they featured the buffalo in the crest of the 10th Cavalry.

Many blacks joined the army to earn money and to receive an education (the army provided an opportunity for soldiers to learn to read and write). A fifth of the Civil War army was black. Despite inclusion in the army, black soldiers

faced racism and were often given poor equipment and difficult assignments.

At the conclusion of the Civil War Republican members of Congress began to appoint African Americans to the officer training academies of the army and navy. Only three of the 25 candidates appointed in the 19th century graduated. The U.S. Naval Academy admitted only five black students from the time of its creation until 1949. West Point admitted its first black cadet in 1870, but blacks were plagued by beatings, racism, and, in one case, a court martial.

African Americans after the Civil War

At the conclusion of the Civil War many former slaves chose to go west, which at that time included the states of Texas, Kansas, Nevada, Oregon and California. Many headed to Texas to work on cattle ranches and herded cattle along the Chisholm, Kansas, and Shawnee trails. From the 1870s to the 1890s one of every five cowboys was African American. Jim Crow laws were not only in the south; black cowboys were not allowed to eat in restaurants with white cowboys.

One response to the violent racism in the south as well as in the west was to create black towns. Often these towns were adjacent to largely white towns. The town of Nicodemus, Kansas, is one example. Within two years of its founding in 1877, the community had 700 residents. Bad weather and crop failures as well as the decision by the Union Pacific Railroad to bypass the town led to its end after 20 years. There are still several black towns in existence. The towns of Boley, Langston City, Porter, and Taft, in Oklahoma; Booker and Kendleton, in Texas; and Fairmount Heights and Glenarden, in Maryland, outside Washington, DC, all began as havens for blacks. While some criticized the establishment of black towns, the communities offered African Americans opportunities that were often rare in the 19th century. Beulah, California, was a black town

begun by Emma Scott in 1892 as a retirement community for the black veterans of the Gold Rush. The town was eventually sold for \$140,000 to create Mills College in Oakland, California.

Campaigns

One of the first assignments of the Buffalo Soldiers was to help settle the west. Soldiers were sent to the Great Plains, the western mountains, and the southwestern deserts. Jobs included helping to build forts and railroads, patrolling the borders, protecting mail coaches, and arresting bandits. Perhaps the toughest assignments included maintaining order between the Indians and the settlers. The thirty years of fighting between the U.S. government and the Indians in the Indian Wars resulted in Buffalo Soldiers involvement in 125 battles against the Cheyenne, Apache, Kiowa, Ute, Comanche, and Sioux. The Buffalo Soldiers were responsible for handling Indians who left the reservation and for policing white settlers and bandits that attacked their units. The artist Frederick Remington rode with the soldiers during the summer of 1888 and published drawings that challenged the stereotypes of black soldiers; many of them were featured in *Harper's Weekly*. The drawings showed soldiers as both heroes and as everyday soldiers.

In line with the job of protecting the west was the 9th Cavalry's assignment to chase Apache chief Victorio. Victorio left the San Carlos Reservation in New Mexico due to his resentment over the treatment of the Apache and the squalid living conditions. From the fall of 1879 through 1880 a series of skirmishes broke out between the Buffalo Soldiers and Victorio's men that resulted in the deaths of several Buffalo Soldiers. The 10th cavalry joined the chase and Victorio was pushed into Mexico, where he was eventually captured.

In 1866, just after the end of the Civil War, black troops formed the majority of the standing United States Army. Whites left the army to return home, but black soldiers had little interest in returning to the site of their enslavement. Black troops were first sent to the

Mexican border to demonstrate U.S. strength to Mexico. U.S. military forces were also intended to prevent insurrection at the Texas border. Texas had been the last outpost of the confederacy, and sending Buffalo soldiers made it clear who won the war.

Black troops also served along the Mexican border to manage the Indian population, which included Indians who had escaped from reservations and wanted to avoid being sent back. Black troops also crossed the border into Mexico with General John Pershing (called "Black Jack" because his troops were African American) in his pursuit of Mexican revolutionary Pancho Villa and his army. By the end of 1916 Mexican troops were pushing back against the North Americans, and battles began to become more frequent between the Buffalo Soldiers and the Mexican army. The last of those battles – at Carrizal – resulted in the end of U.S. military occupation of Mexico, although it was marked by the heroism of the Buffalo Soldiers. At the end of that year, the 10th cavalry was sent to train for the war in Europe – World War 1.

At the start of the Spanish American War in 1898, all four regiments of Buffalo Soldiers were shipped to Florida and Georgia to prepare for an invasion of Cuba. The War Department recruited an additional 3,000 new black troops. As the troops arrived in the south they were met with aggression and the enforcement of Jim Crow laws. The troops were harassed in public and local militias refused to accommodate them. In Cuba the Buffalo Soldiers rode with Teddy Roosevelt's Rough Riders, leading future Secretary of the Navy Frank Knox to comment "I must say that I never saw braver men anywhere."

As the war in the Philippines began at the end of the Spanish American War, President William McKinley authorized the War Department to raise two new black infantry regiments; the 48th and 49th Volunteer Infantries. The involvement of black soldiers was contentious and many, such as Booker T. Washington, spoke out against the use of black troops against people of color around the globe. The Filipino people recognized the irony and

rebels urged African American troops to defect. They circulated materials showing lynchings in the south and argued that black soldiers were merely spreading U.S. racist imperialism.

Troops of all four regiments assigned to Pacific commands embarked and returned through the Presidio of San Francisco and around the turn of the twentieth century, soldiers of the 24th Infantry and 9th Cavalry were garrisoned at the Presidio. In addition to

their service in armed combat, Buffalo Soldiers were responsible for the maintenance and upkeep of the National Parks. Buffalo Soldiers were stationed at Yosemite, Sequoia, and General Grant (Kings Canyon) National Parks. Tasks included map making, overseeing the construction of trails, and protection for the parks.

Background on Buffalo Soldiers featured in this lesson

Cathay Williams

Cathay Williams, or William Cathay, as her early military records show, was the first and only woman known to have served as a buffalo soldier. She was born into slavery and served as a cook for military officers in the south before joining the military to seek financial independence. Women were not allowed to enlist in the army at the time so Cathay Williams enlisted as William Cathay (medical exams were not required at the time). As part of the 38th Infantry, her military career spanned from its beginnings in Jefferson Barracks, Missouri, to Fort Cummings, New Mexico, where she helped to protect miners from the Apache. After a forty-seven mile trek to Fort Bayard, New Mexico, Cathay was diagnosed with neuralgia, a catch-all term for any acute pain caused by a nerve or parts of the nervous system. In October 1868 Cathay was given a medical discharge in which the captain stated "... 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." Historians argue about how much of the medical information on her discharge papers is true, as she was illiterate and unable to verify the documentation. There is also much argument over when it was discovered that Cathay was a woman; medical treatment at the time would not likely have required her to ever be fully undressed. This deception does not seem to be a factor in her discharge.

After her service in the army Cathay lived in a variety of places from New Mexico to Colorado, where she settled as a laundress. At age 41, Williams applied for a military pension, citing deafness, rheumatism and neuralgia, all contracted during her military service. The Department of Veterans Affairs initially denied her claim, citing no paper record of her deafness. In February 1892, the Pension Bureau rejected her claim for an invalid pension claiming that she had no disability. Little is known of her life after her pension rejection. An exact place and date of death cannot be verified but it is assumed she died in Trinidad, Colorado, her last place of residence.

Charles Young

Charles Young was born on March 12, 1864 to ex-slaves in Mays Lick, Kentucky. He was married to Ada and had two children, a son named Charles Jr. and a daughter, Marie. Musically and linguistically gifted, he played both the violin and the piano and spoke several languages. In spite of facing much discrimination, in 1889 he became the third African American to graduate from West Point. After graduating from West Point, he was assigned to the 10th Cavalry with the Buffalo Soldiers. When the Spanish-American War started, he was reassigned as a second lieutenant to train soldiers in Virginia. During the Spanish-American War, Young was sent to Cuba to command a squadron of the 10th Cavalry Buffalo Soldiers. At the end of the war, he was reassigned to Fort Duchesne in

Utah, where he was successful in mediating conflicts between shepherders and Native Americans. Years later, Young was assigned to Haiti, as one of the first military attaches. The United States intelligence department desired to gain important information about the political struggle in Haiti, and Young's job was to observe and report on the local military's activities. Despite the danger to his life, he fulfilled his obligation, only to have his reports stolen and sold to the Haitian government. In 1903, Young was sent to the Presidio in San Francisco to command the segregated 10th Cavalry. He was then assigned as "Acting Superintendent" of the Sequoia National Parks in California during the summer, where he took charge of extending the wagon road that led into the park. Young saw this as a priority because at that time there were less than five miles of completed wagon road due to the lack of government funds, which resulted in few visitors to the park. In 1912, he was sent to Liberia as a military attache. He also served as an advisor to the Liberian government. Young received the Springarn Medal, an annual award given to a distinguished African American, for his management of the construction of Liberia's infrastructure. In 1916, Young led a squadron of the 10th Cavalry into Mexico to pursue the forces led by the Mexican revolutionary Pancho Villa. He received accolades for his leadership, including one for saving an outflanked General Beltran and his men. As a result of this heroism, he was promoted to lieutenant colonel. When World War I began, Young was not only the highest ranking African-American officer in the army, but the first to reach that rank. As a result, the public, especially African Americans, wanted Young to be assigned to a major leadership role. When Young took his army physical, tests showed that his blood pressure was too high and he was recommended for retirement on June 22, 1917, under huge protest by the African-American community. To demonstrate that he was fit for duty, Young rode 500 miles on horseback from Wilberforce, Ohio, to Washington, D.C. Upon his arrival, he petitioned the Secretary of War to reinstate him

and give him command of a combat unit. Although he was reinstated, he was assigned to Camp Grant, Illinois. Toward the end of his life, he was once again assigned to Liberia, and he traveled to Lagos, Nigeria, to conduct research. Young is buried in Section 3 of the Arlington National Cemetery.

Henry O. Flipper

Henry Ossian Flipper was born into slavery on March 21, 1856. He was educated after the Civil War in missionary schools in Georgia and in 1873 was appointed to the U.S. Military Academy. At West Point he studied engineering and law and became fluent in both Spanish and French. Four years later he became the first African American to graduate from West Point. Following his graduation he received a commission as second lieutenant and served with the 10th Cavalry, a segregated Buffalo Soldier unit. For the next two years he served on the frontier in the southwest as a scout, engineer, surveyor, construction supervisor, quartermaster, and commissary officer. During his time at Fort Sill, he developed and constructed a drainage system which eliminated pools of standing water that were the breeding ground for mosquitoes that carried malaria. Called "Flipper's Ditch," it eased the spread of malaria so successfully that in 1977 it was designated a National Historic Landmark. While serving at Fort Davis, Texas, and acting as the quartermaster, his commanding officer accused him of embezzling money. Flipper was convicted not of stealing but of conduct unbecoming an officer. He was dismissed from the military. Flipper continued to fight to have the record changed even as he built a career in engineering. He worked as both a civil and a military engineer, opening his own mining engineering office in Arizona. He wrote books about his life at West Point and on the frontier, and while working for the Department of Justice he surveyed land grants and translated documents from Spanish to English. He lived and worked as an engineer in Mexico and became an authority on Mexican land and mining law. He was appointed as a special

assistant to the Secretary of the Interior and the Alaskan Engineering Commission, and throughout the 1920s was a consultant for a New York-based oil company. He died in 1940 at the age of 84, but his family and other supporters continued to work to have his military record cleared. In 1976 his dishonorable discharge was changed to a Certificate of Honorable Discharge in 1976. President Bill Clinton pardoned Lt. Flipper in 1999, acknowledging that a grave error had been made in the original discharge and acknowledging the amazing contributions that Henry O. Flipper made to the United States.

Pompey Factor

Pompey Factor was a Seminole Negro, a group of former slaves that fled to Florida and married into the Seminole tribe. In conjunction with the moving of Native American tribes west under President Andrew Jackson, many Seminoles fled to Mexico. In 1870, following the Civil War, many returned to the U.S. and served as Buffalo Soldiers scouts in the U.S. Army. John Kibbetts was appointed sergeant of the westward bound Seminole Negro Buffalo Soldier scouts and later would be the reason Pompey Factor was awarded the Medal of Honor. The Seminole Negros, under the command of Frank W. Perry, were charged with tracking of Kickapoos and Lipan Indians accused of stealing cattle. Private Pompey Factor was only 21 when he joined the 24th Infantry of Negro Scouts under Kibbetts. In April of 1875 Lieutenant John Lapham Bullis set out with Factor and two other scouts as they headed for the Pecos River in Mexico. A fight broke out with Comanche Indians and Factor and the other scouts were awarded the Medal of Honor for their actions in saving Bullis' life. Under the government reorganization of land, the Seminole Negros did not qualify for land owned by the Seminole Nation. Black Seminole leaders negotiated with the Office of Indian Affairs and the U.S. Army to gain land in Texas but a written form of this treaty was never found and is still a point of contention among Black Seminoles. In 1887 many Seminole Negros, including Pompey Factor,

returned to Mexico as tensions rose in Texas among black Seminoles and white settlers. In 1880 Pompey Factor retired from the Army and did not return to the U.S. until 1926 when he applied for a military pension. After initially being denied, Pompey Factor was awarded a pension but still died poor in 1928. He is buried in the Seminole Indian Scout Cemetery at Brackettville, Texas.

See bibliography for sources.

Special thanks

Special thanks to Ranger Frederick Penn from the National Parks Service at the Presidio for providing his invaluable knowledge of the Buffalo Soldiers, a variety of resources on the Buffalo Soldiers and for being an excellent tour guide. In addition, we would like to thank the National Archives for their assistance in tracking down copies of original documents and the Office of the Historian at the House of Representatives for providing journals for the House and Senate.

Name _____

Buffalo Soldiers

Background: After the Civil War, Congress established the all-black 9th and 10th Cavalry and 24th and 25th Infantry regiments. Their primary duty was to protect settlers on the country's remote western frontier. Although the name "Buffalo Soldiers" originally applied only to the black cavalry troops, it is now widely used to refer to all four African-American regiments. One of the primary duties of the Buffalo Soldiers on the western frontier was to protect the settlers and railroad workers from American Indians, bandits, and cattle rustlers. Buffalo Soldiers fought for a quarter of a century against the Cheyenne, Comanche, Kiowa, Apache, Ute, and Sioux. The Buffalo Soldiers built forts, scouted, and surveyed the land. They were sent to some of the most remote and lonely outposts on the frontier. Their equipment and horses were substandard, usually hand-me downs from the white army units. They often endured prejudice and hostility from the people they protected. Despite the hardships, 29 Buffalo Soldiers earned the Medal of Honor between the Civil War and World War I. The Buffalo Soldiers distinguished themselves during the Spanish-American War, the Philippine-American War, World War I, and World War II. After World War II, president Harry S. Truman ordered the armed forces desegregated.

"Buffalo Soldier"

Lyrics and music by Bob Marley and N. G. Williams, 1984

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 'eck 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, woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!

Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!

Buffalo Soldier troddin' through the land, wo-ho-oooh!
Said he wanna ran, then you wanna hand,
Troddin' through the land, yea-hea, yea-ea.
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, woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!
Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!

Troddin' through San Juan in the arms of America;
Troddin' through Jamaica, a Buffalo Soldier.
Fighting on arrival, fighting for survival:
Buffalo Soldier, Dreadlock Rasta.

Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!
Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy! /fadeout/

Use the background description and the lyrics to answer the following questions on a separate sheet of paper.

1. Who were the Buffalo Soldiers?
2. What clues in the lyrics tell us about who the buffalo soldiers were?
3. What do you think the phrase "stolen from African brought to America" means?
4. Why would Bob Marley write a song about the Buffalo Soldiers?

“Buffalo Soldier”

Lyrics and music by Bob Marley and N. G. Williams, 1984

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.

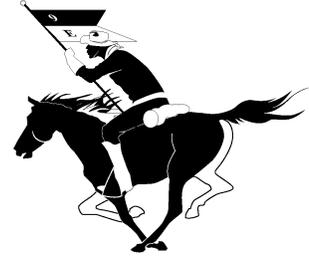
If you know your history,
Then you would know where you coming from,
Then you wouldn't have to ask me,
Who the 'eck do I think I am.

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, woy yoy yoy, etc.

Buffalo Soldier troddin' through the land, wo-ho-oooh!
Said he wanna ran, then you wanna hand,
Troddin' through the land, yea-hea, yea-ea.
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, woy yoy yoy, etc.

Troddin' through San Juan in the arms of America;
Troddin' through Jamaica, a Buffalo Soldier.
Fighting on arrival, fighting for survival:
Buffalo Soldier, Dreadlock Rasta.
Woy yoy yoy, etc.

Name _____



Buffalo Soldier Research

Part 1: Biography

Use the trading card of your Buffalo Soldier to complete Part 1.

a. Name of Buffalo Soldier _____

b. Summarize the soldier's background _____

c. Summarize the soldier's military experience _____

Part 2: Analyzing primary sources.

Working with your research team, spread out the contents of your primary source envelope where all members can see them. Decide which items contain information about which Buffalo Soldiers. Some items might belong to more than one person. Arrange the items for your person in chronological order. Read each item carefully and use the form below to record information to use in your journal.

Author, title, and date of source	Notes on the main points on the source that will help you write a journal about the soldier.
1.	
2.	
3.	

Author, title, and date of source	Notes on the main points on the source that will help you write a journal about the soldier.
4.	

Buffalo Soldier Journal Assignment

Historians have learned a great deal about the Buffalo Soldiers based on the journals they kept about their lives. Use the research you gathered about a Buffalo Soldier to write five journal entries. The journal entries should include the following:

- The name of the soldier on the cover of the journal.
- Five different time periods in the soldier's life. If you don't have exact dates you may approximate them but use the sources as a point of reference. The events must be written in chronological order.
- Specific references to events in the soldier's lives as revealed in the sources. Each entry should be a minimum of five sentences.
- At least one journal entry should discuss discrimination faced by the soldier in his/her life.
- At least one journal entry should address the ethical dilemma Buffalo Soldiers faced in the removal of Native Americans or while fighting in the Philippines or in Mexico.
- Handwritten on notebook paper or on folder paper. Try to make it look like a journal!

Be creative! Journal entries often contain drawings, poems and doodles. Feel free to include these if you feel it is something your soldier might have done. **[alt: ... if they convey information about your Buffalo Soldier.]**

An example of one journal entry:

May 5, 1875

Today was the toughest day we have faced yet on this commission. We were sent to move the Apache off their land. We rode out onto the plains and saw buffalos as far as the eye could see. Then we saw them. They had been waiting. The chief stood in the middle while the others crowded around. The meeting was not pleasant. I looked into the faces of the children we moved off the land and I couldn't help but think of my own children. Who am I to take land from people? The government pays me to move people from land this land but I do not even own any of my own. We loaded them up onto a wagon. The chief was given a document from the President. It stated...

The journal is due _____

[should students be required to cite their sources in the journals?]

Rubric for assessing the Buffalo Soldier journal assignment

Student's name	No Credit	In Progress	Basic	Pro-ficient	Ad-vanced
Organization and clarity: Journal is in the correct format and is written from the perspective of the soldier, is written in the student's own words, and is in chronological order.	0	2	3	4	5
Entry #1: Facts are clear and concise with good details. Accurately uses the primary sources to describe an event in the soldier's life.	0	1	2	3	4
Entry #2: Facts are clear and concise with good details. Accurately uses the primary sources to describe an event in the soldier's life.	0	1	2	3	4
Entry #3: Facts are clear and concise with good details. Accurately uses the primary sources to describe an event in the soldier's life.	0	1	2	3	4
Entry #4: Facts are clear and concise with good details. Accurately uses the primary sources to describe an event in the soldier's life.	0	1	2	3	4
Entry #5: Facts are clear and concise with good details. Accurately uses the primary sources to describe an event in the soldier's life.	0	1	2	3	4
Discussion of discrimination: At least one journal entry accurately portrays the discrimination faced by the Buffalo Soldier.	0	0	1	2	3
Ethical dilemma: At least one journal entry accurately portrays the ethical dilemma faced by the Buffalo soldier.	0	0	1	2	3
Creativity: Includes thoughtful visuals (drawings, doodles, etc) and shows evidence of effort.	0	2	3	4	5

Total points: _____ of 36

See back for additional comments.