



# BUILDING A MORE PERFECT UNION

PART II



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

EDSITEment!  
THE BEST OF THE HUMANITIES ON THE WEB

*a more perfect*  
**UNION**

NATIONAL  
ENDOWMENT  
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**NHD**  
NATIONAL  
HISTORY DAY



# BUFFALO SOLDIERS: PROTECTING THE AMERICAN WEST

Author: Dawn M. Crone, Brownsburg High School, Brownsburg, Indiana

## GUIDING QUESTION:

Who were Buffalo Soldiers, and how did they shape the U.S. Army's role in the American West and the Spanish-American War?

## OVERVIEW

African American men and women have served in every conflict in U.S. history. After the Civil War, the Buffalo Soldiers shaped the history of the U.S. Army. After analyzing primary and secondary sources, students will complete a tic-tac-toe activity to learn more about the Buffalo Soldiers. Students will synthesize this information to complete a graphic organizer and discuss new questions and ideas raised by the lesson.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Identify secondary and primary sources;
- > Evaluate various representations of the Buffalo Soldiers;
- > Explain who Buffalo Soldiers were and why they were called Buffalo Soldiers; and
- > Recognize the Buffalo Soldiers' legacy.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- > CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## CONNECTIONS TO C3 FRAMEWORK

- > D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- > D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

## DOCUMENTS USED

### PRIMARY SOURCES

Document, War Department General Order 143 Ordering the Creation of the U.S. Colored Troops, May 22, 1863  
National Archives and Records Administration (NAID 4662603)  
<https://catalog.archives.gov/id/4662603>

Frederic Remington, *Marching in the Desert with the Buffalo Soldiers*, "A Scout with the Buffalo Soldiers," *The Century*, April 1889

Frederic Remington Art Museum  
<https://fredericremington.org/photos/custom/Documents/Scout%20w%20the%20Buffalo%20Sold.pdf>

Frederic Remington, *Soldiering in the Southwest—the Rescue of Corporal Scott*, *Harper's Weekly*, August 21, 1886  
Library of Congress (89714479)  
<https://www.loc.gov/item/89714479/>

Law, Thirty-Ninth Congress of the United States, An Act to increase and fix the Military Peace Establishment of the United States, July 28, 1866

Photograph, *The 25<sup>th</sup> Infantry Regiment baseball team*, c. 1913-1917  
U.S. Army Museum of Hawaii  
<https://www.nps.gov/havo/learn/historyculture/buffalo-soldiers.htm>

Photograph, *American bison hide coat, mid-nineteenth to early twentieth century*  
Gift of Avis, Eugene, and Lowell Robinson, National Museum of African American History and Culture (2014.179.2)  
<https://nmaahc.si.edu/explore/stories/buffalo-soldiers>

Photograph, *Cabinet card of Buffalo soldier wearing buffalo coat*, c.1886  
Smithsonian National Museum of African American History and Culture (2020.10.1)  
[https://nmaahc.si.edu/object/nmaahc\\_2020.10.1](https://nmaahc.si.edu/object/nmaahc_2020.10.1)

Photograph, Celia Crocker Thompson, *Negro Troopers of 1899 [serving as park rangers at Yosemite National Park]*, 1899  
National Park Service (YOSE 77999)  
<https://npgallery.nps.gov/YOSE/AssetDetail/69aee9e4ba9145b6ae8af093e273ec72?#>

Photograph, Chr. Barthelmess, *[Buffalo soldiers of the 25<sup>th</sup> Infantry, some wearing buffalo robes, Ft. Keogh, Montana]*, 1890  
Library of Congress (98501226)  
<https://www.loc.gov/item/98501226/>

Photograph, *A detachment of Black Seminole Indian Scouts*, c. 1885  
National Park Service  
<https://www.nps.gov/articles/000/black-seminole-indian-scouts.htm>

Photograph, *Geronimo, full-length portrait, facing front, posed on one knee, holding rifle*, c. 1886  
Library of Congress (2004672097)  
<https://www.loc.gov/item/2004672097/>

Photograph, *John C. H. Grabill, Cabinet card of a Buffalo wearing a buffalo coat*, c. 1886  
National Museum of African American History and Culture (2020.10.1)  
[https://nmaahc.si.edu/object/nmaahc\\_2020.10.1?destination=/explore/collection/search%3Fedan\\_q%3Dbuffalo%2520coat](https://nmaahc.si.edu/object/nmaahc_2020.10.1?destination=/explore/collection/search%3Fedan_q%3Dbuffalo%2520coat)

Photograph, *Photograph of a Buffalo Solider with hat, trumpet, mandolin, and cartridge belt*, late nineteenth century  
National Museum of African American History and Culture (2016.5.2.24)  
[https://nmaahc.si.edu/object/nmaahc\\_2016.5.2.24](https://nmaahc.si.edu/object/nmaahc_2016.5.2.24)

Photograph, *Photograph of K Troop, 9<sup>th</sup> Cavalry Regiment, United States Army. Two Medal of Honor recipients are visible; George Jordan is seated at lower left and Henry Johnson is standing at upper right*, c. 1890  
U.S. Army  
[https://en.wikipedia.org/wiki/Troop#/media/File:K\\_Troop\\_9th\\_Cavalry\\_detail.jpg](https://en.wikipedia.org/wiki/Troop#/media/File:K_Troop_9th_Cavalry_detail.jpg)

Photograph, *Photograph of Lt. Henry O. Flipper*, c. 1877  
National Archives and Records Administration (NAID 2668824)  
<https://catalog.archives.gov/id/2668824>

Photograph, *Moses Williams*, c. 1886–1898  
National Archives and Records Administration  
[https://commons.wikimedia.org/wiki/File:Moses\\_Williams.jpg](https://commons.wikimedia.org/wiki/File:Moses_Williams.jpg)

Photograph, *[Sgt. John Denny, full-length portrait, standing, facing front]*, c. 1900  
Library of Congress (97506061)  
<https://www.loc.gov/item/97506061/>

Photograph, *Six African American Soldiers with three halibut*, 1896–1913  
Alaska State Library (ASL-P226-867)  
<https://vilda.alaska.edu/digital/collection/cdmg21/id/14974/rec/15>

Photograph, *Troop A, Ninth U.S. Cavalry—Famous Indian Fighters*, 1898  
National Museum of African American History and Culture (2011.155.175)  
[https://nmaahc.si.edu/object/nmaahc\\_2011.155.175](https://nmaahc.si.edu/object/nmaahc_2011.155.175)

Photograph, *Typical stage of the Concord type used by express companies on the overland trails. [Buffalo] Soldiers guard from atop*, c. 1869  
National Archives and Records Administration (111-SC-87712)  
<https://catalog.archives.gov/id/530910>

Photographs, *John Pellino, USMA PAO and Jorge Garcia/PV, Buffalo Soldier Monument at the United States Military Academy at West Point*, September 16, 2021  
U.S. Army  
[https://www.army.mil/article/250332/west\\_point\\_dedicates\\_monument\\_to\\_buffalo\\_soldiers](https://www.army.mil/article/250332/west_point_dedicates_monument_to_buffalo_soldiers)

## SECONDARY SOURCES

Article, “10<sup>th</sup> Cavalry Regiment “Buffalo Soldiers””  
Oklahoma History Center  
<https://www.okhistory.org/historycenter/militaryhof/inductee.php?id=117>

Article, “Buffalo Soldiers and the Spanish-American War,”  
February 9, 2022 (excerpt)  
National Park Service  
<https://www.nps.gov/prsf/learn/historyculture/buffalo-soldiers-and-the-spanish-american-war.htm>

Map, *Significant Historic Sites Associated with the Buffalo Soldier Regiments*  
National Park Service  
[https://www.nps.gov/history/hdp/exhibits/african/images/buff\\_sold1big.jpg](https://www.nps.gov/history/hdp/exhibits/african/images/buff_sold1big.jpg)

Map, *The Trans-Mississippi West: Some Posts, Tribes, and Battles of the Indian Wars 1860–1890*  
U.S. Army Center of Military History  
<https://www.history.army.mil/books/amh-v1/Map35.jpg>

Video, *Buffalo Soldiers—Service on the Frontier* [4:19]  
National Park Service  
<https://www.youtube.com/watch?v=y13RwS95PIM>

## TEACHER-CREATED MATERIALS

- › Tic-Tac-Toe Board (Boards A, B, and C)
- › Buffalo Soldiers Graphic Organizer
- › Buffalo Soldiers Source Set
- › Tic-Tac-Toe Board Answer Key

## ACTIVITY PREPARATION

- › Print a classroom set of the Buffalo Soldiers Source Set for use in the Tic-Tac-Toe activity (25 sources in the set).
- › Make copies of handouts with one version of the Tic-Tac-Toe Board (there are three variations) on the front and one Buffalo Soldiers Graphic Organizer on the back for each student.
- › Print one copy of the Tic-Tac-Toe Board Answer Key for teacher use.
- › Prepare to project the video *Buffalo Soldiers—Service on the Frontier* to the class.

## CONNECTIONS

In many ways the U.S. armed forces have served as a way to build a more perfect union while expanding social and economic opportunities for African American men, women, and members of the LGBTQ+ community over its history.

## PROCEDURE

### ACTIVITY ONE (25 MINUTES)

- > Distribute one source from the Buffalo Soldiers Source Set to each student or pair of students. If the class is larger than the class set, duplicate sources as needed. If the class is smaller, select the appropriate number of sources for the class.
- > Ask students to analyze their source independently before the activity begins.
- > Distribute the Buffalo Soldiers Tic-Tac-Toe Board/Graphic Organizer handout to each student. Explain that the sources scattered around the class will provide answers to questions.
- > Tell students what to do once they have achieved Tic-Tac-Toe (e.g., return to their seat, check in with an adult, or try to answer all questions on the card).
- > Allow students to move around the classroom with their cards and sources to complete their Tic-Tac-Toe Board. Circulate and assist as needed.

### ACTIVITY TWO (25 MINUTES)

- > Organize students into groups of three to five students each to complete Part A of the Buffalo Soldiers Graphic Organizer.
  - » **Teacher Tip:** If there are duplicate sources in the class, organize the groups so that no two students in a group have the same source.
- > Lead a class discussion about the different documents and images.
  - » *What are some examples of primary sources? What are some examples of secondary sources? Did any of the sources contain both a primary and a secondary source? How do you know?*
  - » *What did you learn from the images and photographs?*
  - » *How did the textual sources influence your understanding of the topic?*
  - » *What insights did you gain from the maps?*
  - » *What theme did your group create? Why did you choose this theme?*
- > Project the video clip, *Buffalo Soldiers—Service on the Frontier* [4:19]. Explain to students that they are to use the video to complete Part B of the graphic organizer. Review answers after the video has concluded.

- > Give students time to complete the synthesis question after discussing it with their groups.
- > What questions did the lesson generate? What more do they want to learn? How might they research their answers?

### ASSESSMENT OPTIONS

- > Students can submit a completed Tic-Tac-Toe Board or graphic organizer as a formative assessment.
- > Students can research and discuss the perspective of Indigenous people and Native Nations toward Buffalo Soldiers.
- > Students can research the legacy of the Buffalo Soldiers through the segregated units that served in World War I and World War II.
- > Students can research the integration of the U.S. armed forces following World War II.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT:

- > Manifest Destiny (1845–1900)
- > Emancipation Proclamation (1863)
- > Plains Indians War (1850s–1870s)
- > Transcontinental Railroad (1863–1869)
- > Spanish-American War (1898)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

[NHD.ORG/250](https://edsitement.neh.gov/250)

## EDSITEment!

### RELATED RESOURCES

Lesson Plan: African-American Soldiers in World War I: The 92<sup>nd</sup> and 93<sup>rd</sup> Divisions  
<https://edsitement.neh.gov/lesson-plans/african-american-soldiers-world-war-i-92nd-and-93rd-divisions>

Lesson Plan: The Impact of the Transcontinental Railroad  
<https://edsitement.neh.gov/lesson-plans/150th-anniversary-impact-transcontinental-railroad>

Media Resource: Latino Americans: War and Peace  
<https://edsitement.neh.gov/media-resources/latino-americans-war-and-peace>

Teacher's Guide: American Indian History and Heritage  
<https://edsitement.neh.gov/teachers-guides/american-indian-history-and-heritage>

# SOURCE A

Document, War Department General Order 143 Ordering the Creation of the U.S. Colored Troops, May 22, 1863  
National Archives and Records Administration (NAID 4662603)  
<https://catalog.archives.gov/id/4662603>

GENERAL ORDERS, }  
No. 143. }  
WAR DEPARTMENT,  
ADJUTANT GENERAL'S OFFICE,  
Washington, May 22, 1863.

I..A Bureau is established in the Adjutant General's Office for the record of all matters relating to the organization of Colored Troops. An officer will be assigned to the charge of the Bureau, with such number of clerks as may be designated by the Adjutant General.

II..Three or more field officers will be detailed as Inspectors to supervise the organization of colored troops at such points as may be indicated by the War Department in the Northern and Western States.

III..Boards will be convened at such posts as may be decided upon by the War Department to examine applicants for commissions to command colored troops, who, on application to the Adjutant General, may receive authority to present themselves to the board for examination.

IV..No persons shall be allowed to recruit for colored troops except specially authorized by the War Department; and no such authority will be given to persons who have not been examined and passed by a board; nor will such authority be given any one person to raise more than one regiment.

V..The reports of Boards will specify the grade of commission for which each candidate is fit, and authority to recruit will be given in accordance. Commissions will be issued from the Adjutant General's Office when the prescribed number of men is ready for muster into service.

VI..Colored troops may be accepted by companies, to be afterwards consolidated in battalions and regiments by the Adjutant General. The regiments will be numbered *seriatim*, in the order in which they are raised, the numbers to be determined by the Adjutant General. They will be designated: "— Regiment of U. S. Colored Troops."

VII..Recruiting stations and depôts will be established by the Adjutant General as circumstances shall require, and officers will be detailed to muster and inspect the troops.

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VIII..The non-commissioned officers of colored troops may be selected and appointed from the best men of their number in the usual mode of appointing non-commissioned officers. Meritorious commissioned officers will be entitled to promotion to higher rank if they prove themselves equal to it.

IX..All personal applications for appointments in colored regiments, or for information concerning them, must be made to the Chief of the Bureau; all written communications should be addressed to the Chief of the Bureau, to the care of the Adjutant General.

BY ORDER OF THE SECRETARY OF WAR:

E. D. TOWNSEND,  
Assistant Adjutant General.



# SOURCE B

Law, Thirty-Ninth Congress of the United States, An Act to increase and fix the Military Peace Establishment of the United States, July 28, 1866

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THIRTY-NINTH CONGRESS. Sess. I. CH. 299. 1866.

July 28, 1866. CHAP. CCXCIX. — *An Act to increase and fix the Military Peace Establishment of the United States.*

See 1867, ch. 169.  
*Post*, p. 434.

Military peace establishment to consist of what.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the military peace establishment of the United States shall hereafter consist of five regiments of artillery, ten regiments of cavalry, forty-five regiments of infantry, the professors and corps of cadets of the United States Military Academy, and such other forces as shall be provided for by this act, to be known as the Army of the United States.

Artillery.

SEC. 2. *And be it further enacted,* That the five regiments of artillery provided for by this act shall consist of the five regiments now organized; and the first, second, third, and fourth regiments of artillery shall have the same organization as is now prescribed by law for the fifth regiment of artillery; but the regimental adjutants, quartermasters, and commissaries shall hereafter be extra lieutenants selected from the first or second lieutenants of the regiment.

Cavalry.

SEC. 3. *And be it further enacted,* That to the six regiments of cavalry now in service there shall be added four regiments, two of which shall be composed of colored men, having the same organization as is now provided by law for cavalry regiments, with the addition of one veterinary surgeon to each regiment, whose compensation shall be one hundred dollars per month; but the grade of company commissary sergeant of cavalry is hereby abolished. The original vacancies in the grade of first and second lieutenant shall be filled by selection from among the officers and soldiers of volunteer cavalry, and two thirds of the original vacancies in each of the grades above that of first lieutenant shall be filled by selections from among the officers of volunteer cavalry, and one third from officers of the regular army, all of whom shall have served two years in the field during the war, and have been distinguished for capacity and good conduct; any portion of the cavalry force may be armed and drilled as infantry or dismounted cavalry at the discretion of the President, and each cavalry regiment shall hereafter have but one hospital steward, and the regimental adjutants, quartermasters, and commissaries shall hereafter be extra lieutenants selected from the first or second lieutenants of the regiment.

Infantry.

SEC. 4. *And be it further enacted,* That the forty-five regiments of infantry provided for by this act shall consist of the first ten regiments, of ten companies each, now in service; of twenty-seven regiments, of ten companies each, to be formed by adding two companies to each battalion of the remaining nine regiments; and of eight new regiments, of ten companies each, four regiments of which shall be composed of colored men and four regiments of ten companies each to be raised and officered as hereinafter provided for, to be called the veteran reserve corps; and all the original vacancies in the grades of first and second lieutenant shall be filled by selection from among the officers and soldiers of volunteers, and one half the original vacancies in each of the grades above that of first lieutenant, shall be filled by selection from among the officers of volunteers, and the remainder from officers of the regular army, all of whom shall have served two years during the war, and have been distinguished for capacity and good conduct in the field. The veteran reserve corps shall be officered by appointments from any officers and soldiers of volunteers or of the regular army who have been wounded in the line of their duty while serving in the army of the United States in the late war, and who may yet be competent for garrison or other duty, to which that corps has heretofore been assigned.

Appointments from volunteer officers and soldiers, how distributed.

SEC. 5. *And be it further enacted,* That the appointments to be made from among volunteer officers and soldiers under the provisions of this act shall be distributed among the States, Territories, and District of Columbia, in proportion to the number of troops furnished by them respectively

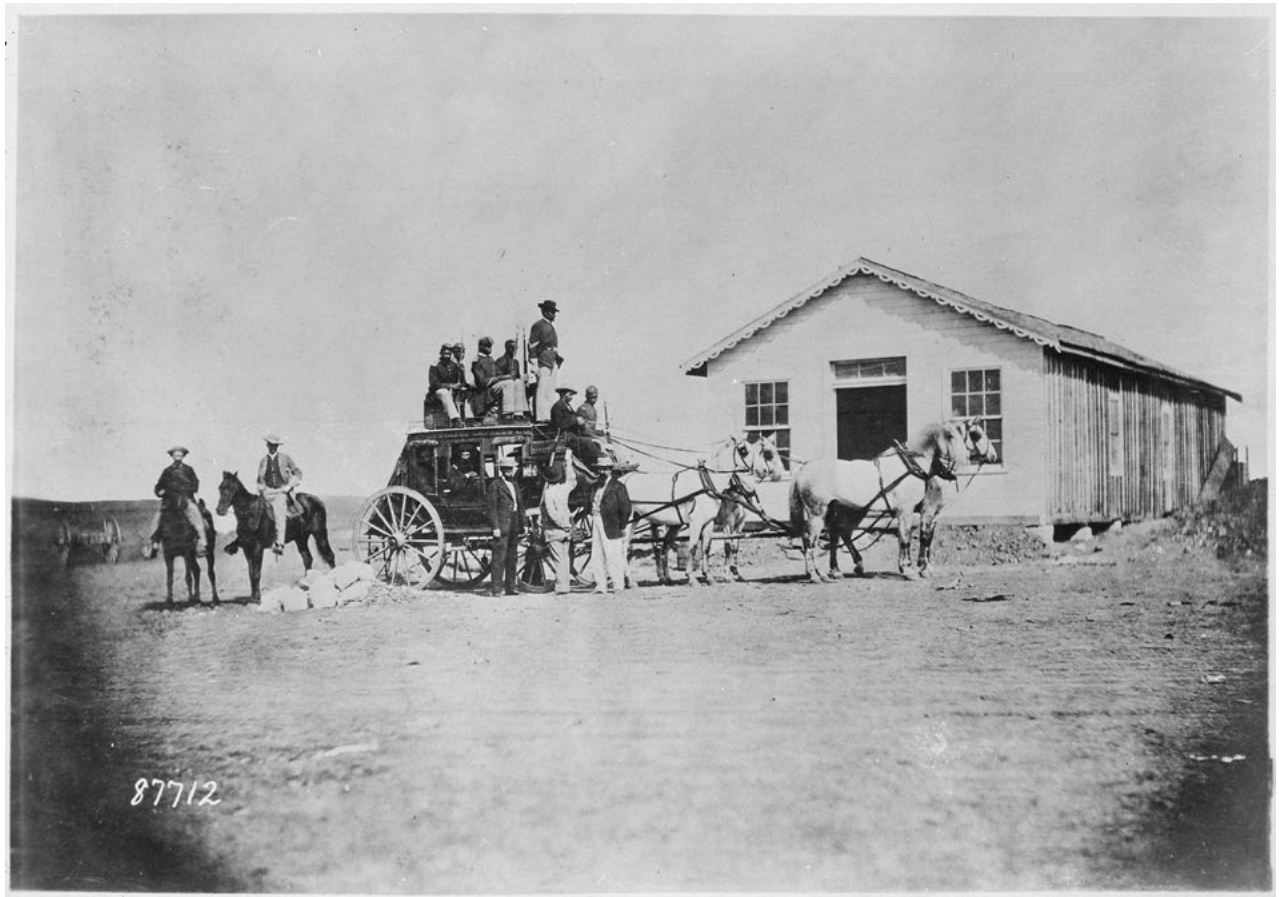
## PRIMARY SOURCE PACKET: SOURCE C

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Photograph, *Typical stage of the Concord type used by express companies on the overland trails. [Buffalo] Soldiers guard from atop, c. 1869*

National Archives and Records Administration (111-SC-87712)

<https://catalog.archives.gov/id/530910>



## SOURCE D

Photograph, *Photograph of Lt. Henry O. Flipper*, c. 1877  
National Archives and Records Administration (NAID 2668824)  
<https://catalog.archives.gov/id/2668824>

**Historical Context:** “Born into slavery in Thomasville, Georgia, on March 21, 1856, Henry Ossian Flipper was appointed to the U.S. Military Academy at West Point, New York, in 1873. Over the next four years he overcame harassment, isolation, and insults to become West Point’s first African American graduate and the first African American commissioned officer in the regular U.S. Army. Flipper was stationed first at Fort Sill, Oklahoma, later served at Forts Elliott, Quitman, and Davis, Texas. He served as a signal officer and quartermaster, fought Apaches, installed telegraph lines, and supervised the building of roads. At Fort Sill, the young lieutenant directed the construction of a drainage system that helped prevent the spread of malaria. Still known as ‘Flipper’s Ditch,’ the ditch is commemorated by a bronze marker at Fort Sill and the fort is listed as a National Historic Landmark.

In 1881, while serving at Fort Davis, Flipper’s commanding officer accused him of embezzling \$3,791.77 from commissary funds. A court-martial found him not guilty of embezzlement but convicted him of conduct unbecoming an officer and ordered him dismissed from the Army.

After his dishonorable discharge, Flipper fought to clear his name as he pursued a career as an engineer and an expert on Spanish and Mexican land law. In 1898, a bill reinstating him into the Army and restoring his rank was introduced in Congress on his behalf. To bolster his case, he sent [a letter to] Congressman John A. T. Hull, chairman of the House Committee on Military Affairs . . . Flipper’s letter to Hull is an eloquent statement asking Congress for ‘that justice which every American citizen has the right to ask.’ The bill and several later ones were tabled, and Flipper died in 1940 without vindication, but in 1976, the Army granted him an honorable discharge, and in 1999, President Bill Clinton issued him a full pardon.”<sup>1</sup>



<sup>1</sup> “Lt. Henry O. Flipper,” National Archives and Records Administration, accessed February 14, 2023. <https://www.archives.gov/exhibits/featured-documents/henry-flipper>.



## SOURCE E

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Photograph, *A detachment of Black Seminole Indian Scouts*, c. 1885  
National Park Service  
<https://www.nps.gov/articles/000/black-seminole-indian-scouts.htm>



**Historical Context:** “A group of Black Seminole Indian Scouts from Mexico helped the Buffalo Soldiers during the Plains Wars to track other American Indian groups. These men used their knowledge of the land to effectively do their job. Four of them were awarded the Medal of Honor. Who were the Black Seminole Indian Scouts and how did they come to be an integral part of the Buffalo Soldiers on the frontier?”

The Black Seminole Indians followed a circuitous and difficult path from the swamps of Florida to the borderlands of Texas and Mexico. In the Antebellum South, enslaved people in Georgia and South Carolina self-emancipated south into Spanish-held Florida. The Spanish would not send the now-freed Blacks back to enslavement in the colonies. The freedmen and women would make their way into the hinterland of Florida and encounter the Seminole people, who welcomed them. The newly freed men and women assimilated into Seminole life. The historical record shows that the Black Seminoles lived in their own towns and fought alongside Seminoles as equals in battle. The Black Seminoles adopted some of the Seminole ways and occasionally intermarried.

During Indian Removal before the Civil War many Seminole people, including the Black Seminoles, were moved West to Indian Territory, modern-day Oklahoma. The Black Seminoles endured similar hardships of starvation and disenfranchisement as other native peoples during that time. Upon arrival in Indian Territory, they remained vulnerable to kidnapping and re-enslavement.

In 1850, this threat became too much for the Black Seminole Indians. A group led by John Horse and Coacoochee, known as Wild Cat, left Indian Territory and traveled to Mexico, where they could live without fear of re-enslavement. The Mexican government received them warmly and welcomed their help in fighting against Apache and Comanche raiding parties that crossed into Mexico. The Black Seminole Indians also helped fend off bandits and slave raiders attempting to annex parts of Mexico to create a pro-slavery state.

## SOURCE E (CON'T)

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After 20 years in Mexico, the Black Seminoles were interested in returning to the United States. They hoped to reclaim their land rights set out in original treaties at the time of Indian Removal. Major Zenas R. Bliss of the Twenty-fifth Infantry encouraged the Black Seminoles to emigrate back to the United States and offered them positions as scouts. On July 4, 1870, the first group of Black Seminoles arrived at Fort Duncan, Texas, to offer their scouting services. Six weeks later, in August, the U.S. Army created the Seminole Negro Indian Scouts.

The first group consisted of John Kibbetts and 10 other men and their families. Kibbetts, their leader, was appointed sergeant. All 11 men signed up for a six-month enlistment. Many of the white officers at Fort Duncan thought they were hiring scouts that looked like the Seminole people in Oklahoma. They were surprised to see that these scouts were Black. The scouts quickly adapted to their new environment. Major Bliss said they were 'excellent hunters, and trailers, and brave scouts . . . splendid fighters.' Bliss and other officers were more than happy to give the scouts and their families a place to live in exchange for their skills on the frontier.

Throughout the 1870s, more Black Seminoles emigrated back to the United States from Mexico. Most of them settled at Fort Duncan and later Fort Clark in Texas. The ranks of the Seminole Negro Indian Scouts also increased at this time. The scouts numbered no more than 50 enlisted men at any one time.

From 1873 until 1881, Lieutenant John Lapham Bullis led the scouts. They engaged in 26 campaigns and were often heavily outnumbered, but the scouts never lost a man killed or wounded in action. Four of the Black Seminoles received the Medal of Honor for their actions: Private Adam Paine, Private Pompey Factor, Trumpeter Isaac Payne, and Sergeant John Ward. All four are buried in the Seminole Negro Indian Scout Cemetery west of Fort Clark, Texas.

As the Plains Wars ended, the U.S. Army no longer needed the Seminole Negro Indian Scouts. Many of them enlisted in the segregated Buffalo Soldier regiments. In 1914, the U.S. Army officially disbanded the Seminole Negro Indian Scouts. The Black Seminoles were displaced from Fort Clark and moved to nearby Brackettville, Texas. Some of the Black Seminole scouts' descendants remain in Brackettville, keeping their unique culture and heritage alive for future generations."<sup>1</sup>

<sup>1</sup> "Black Seminole Indian Scouts," National Park Service, accessed August 25, 2023. <https://www.nps.gov/articles/000/black-seminole-indian-scouts.htm>.



## SOURCE F

Photograph, *Geronimo, full-length portrait, facing front, posed on one knee, holding rifle, c. 1886*  
Library of Congress (2004672097)  
<https://www.loc.gov/item/2004672097/>

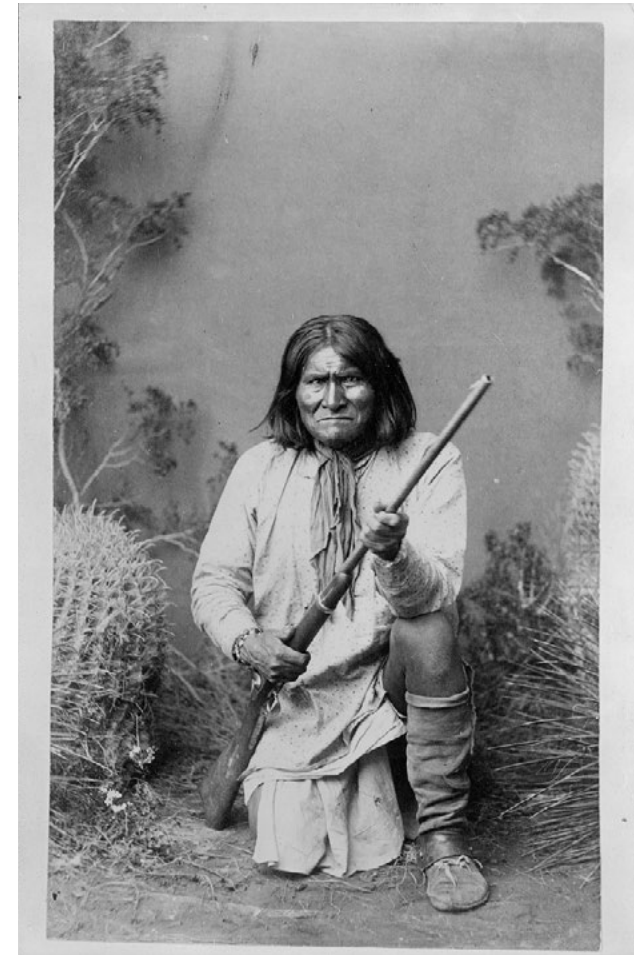
**Historical Context:** Geronimo, an Apache leader, fought Buffalo Soldiers throughout the Plains. He refused to remain on reservations, repeatedly escaping. In 1886, he was eventually captured and lived out his life as a Prisoner of War at Fort Sill in what was Indian Territory (later Oklahoma Territory and now the modern-day state of Oklahoma). He told an account of his life to Stephen Melvil Barrett, who wrote and edited his story.

“After his capture, Geronimo was taken first to San Antonio and then, transferred to Fort Pickens in Pensacola, Florida. In his memoir, he recalls that

Here they put me to sawing up large logs. There were several other Apache warriors with me, and all of us had to work every day. For nearly two years we were kept at hard labor in this place and we did not see our families until May, 1887. This treatment was in direct violation of our treaty made at Skeleton Cañon. After this, we were sent with our families to Vermont, Alabama. . . . We had no property, and I looked in vain for General Miles to send me to that land of which he had spoken; I longed in vain for the implements, house, and stock that General Miles had promised me. . . . We were not healthy in this place, for the climate disagreed with us. So many of our people died that I consented to let one of my wives go to the Mescalero Agency in New Mexico to live. . . . [The superintendent] has always had trouble with the Indians, because he has mistreated them. One day an Indian, while drunk, stabbed Mr. Wratten with a little knife. The officer in charge took the part of Mr. Wratten and the Indian was sent to prison. . .

Five years later, Geronimo and other Apache were sent to Fort Sill, where they received from the government certain crops and livestock. However,

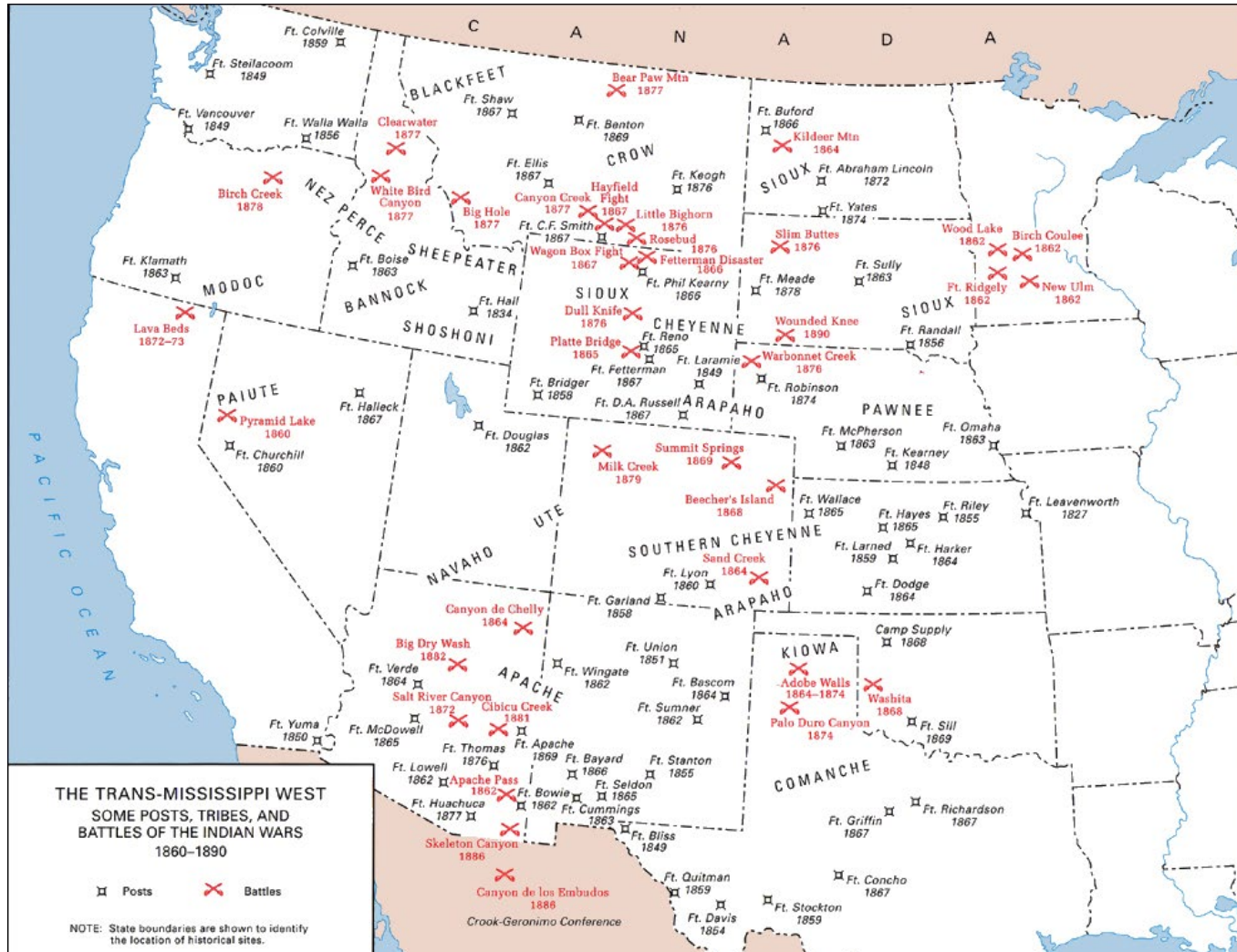
In the matter of selling our stock and grain . . . the Indians understood that the cattle were to be sold and the money given to them, but instead part of the money is given to the Indians and part of it is placed in what the officers call the ‘Apache Fund’. We have had five different officers in charge of the Indians here and they have all ruled very much alike—not consulting the Apaches or even explaining to them. It may be that the Government ordered the officers in charge to put this cattle money into an Apache fund, for once I complained and told Lieutenant Purington that I intended to report to the Government that he had taken some of my part of the cattle money and put it into the Apache Fund, he said he did not care if I did tell. Several years ago the issue of clothing ceased. This, too, may have been by the order of the Government, but the Apaches do not understand it. If there is an Apache Fund, it should some day be turned over to the Indians, or at least they should have an account of it, for it is their earnings.”<sup>3</sup>



<sup>3</sup> Geronimo, *Geronimo's Story of His Life*, S. M. Barrett, Ed., (1906): 177–182. <https://www.ibiblio.org/ebooks/Geronimo/GerStory.pdf>.

# SOURCE G

Map, *The Trans-Mississippi West: Some Posts, Tribes and Battles of the Indian Wars 1860-1890*  
 U.S. Army Center of Military History  
<https://www.history.army.mil/books/amh-v1/Map35.jpg>





## SOURCE H

**Historical Context:** “The buffalo robe, a type of fur overcoat, is an iconic object linking African American soldiers with Native Americans and white explorers in the nineteenth century, in both fact and myth. Native Americans made buffalo robes from the skin and hair of buffaloes and some wrapped their dead in the robes before placing them on scaffolds. White explorers on the Lewis and Clark trail coveted the robes for the warmth provided and African American soldiers were known for wearing the buffalo robes on the western frontier . . . Soldiers of the 25<sup>th</sup> Infantry wore buffalo robes to protect themselves from sub-zero temperatures.”<sup>4</sup>



Photograph, John C. H. Grabill, Cabinet card of a Buffalo wearing a buffalo coat, Stugis, Dakota Territory, c. 1886 National Museum of African American History and Culture (2020.10.1)



Photograph, American bison hide coat, mid-nineteenth to early twentieth century Gift of Avis, Eugene, and Lowell Robinson, National Museum of African American History and Culture (2014.179.2) <https://nmaahc.si.edu/explore/stories/buffalo-soldiers>

<sup>4</sup> Krewasky A. Salter and Lonnie G. Bunch III, “The Buffalo Robe,” National Museum of African American History and Culture, accessed February 14, 2023. <https://nmaahc.si.edu/explore/stories/buffalo-soldiers>.

## SOURCE I

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Frederic Remington, *Soldiering in the Southwest—the Rescue of Corporal Scott*, *Harper's Weekly*, August 21, 1886  
Library of Congress (89714479)  
<https://www.loc.gov/item/89714479/>





## SOURCE J

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Frederic Remington, *Marching in the Desert with the Buffalo Soldiers*, "A Scout with the Buffalo Soldiers," *The Century*, April 1889

Frederic Remington Art Museum

<https://fredericremington.org/photos/custom/Documents/Scout%20w%20the%20Buffalo%20Sold.pdf>



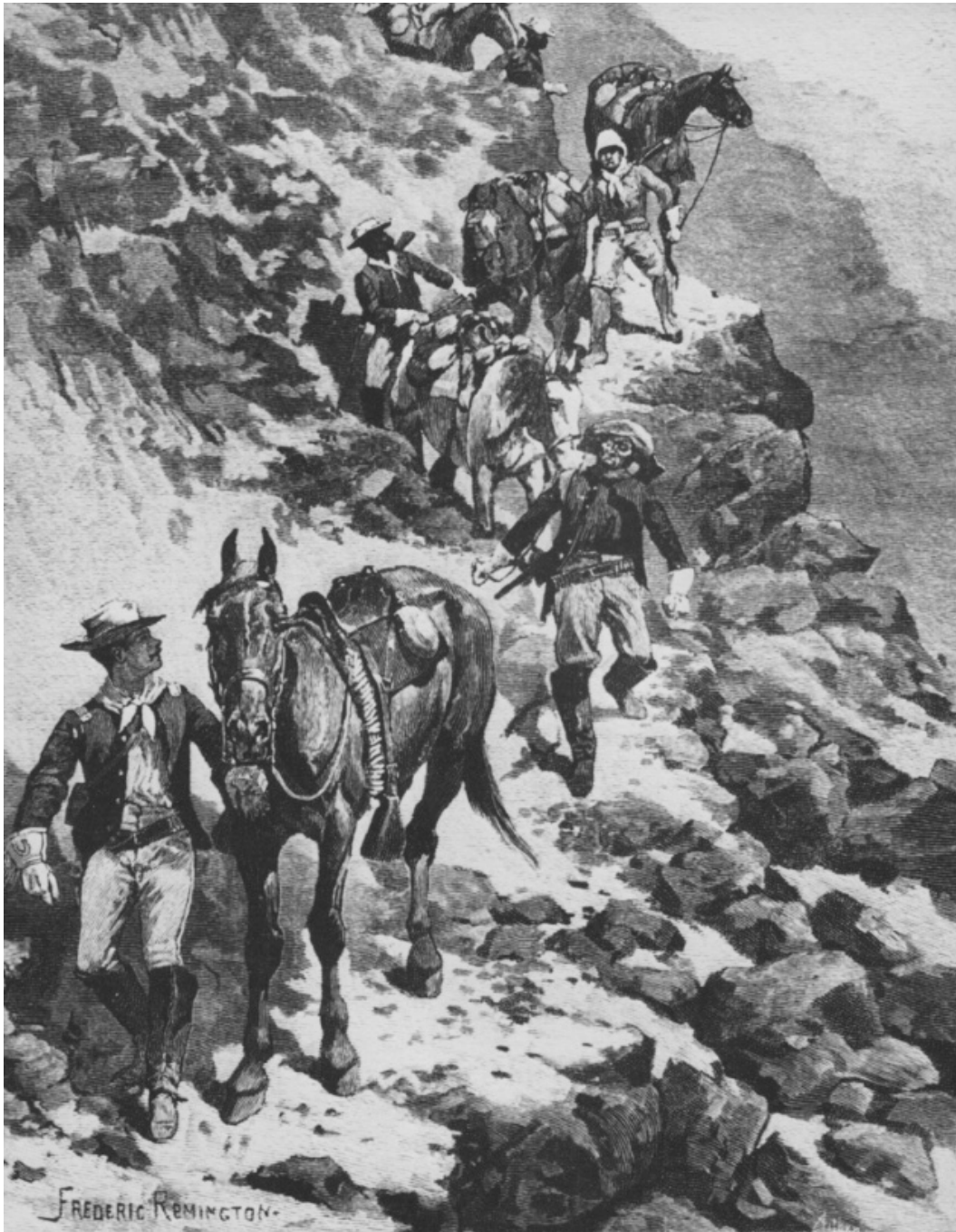
## SOURCE K

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Frederic Remington, "A Scout with the Buffalo Soldiers," *The Century*, April 1889

Frederic Remington Art Museum

<https://fredericremington.org/photos/custom/Documents/Scout%20w%20the%20Buffalo%20Sold.pdf>



## SOURCE L

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Photograph, *Photograph of K Troop, 9<sup>th</sup> Cavalry Regiment, United States Army. Two Medal of Honor recipients are visible; George Jordan is seated at lower left and Henry Johnson is standing at upper right, c. 1890*

U.S. Army

[https://en.wikipedia.org/wiki/Troop#/media/File:K\\_Troop\\_9th\\_Cavalry\\_detail.jpg](https://en.wikipedia.org/wiki/Troop#/media/File:K_Troop_9th_Cavalry_detail.jpg)





## SOURCE M

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Photograph, Chr. Barthelmess, [Buffalo soldiers of the 25<sup>th</sup> Infantry, some wearing buffalo robes, Ft. Keogh, Montana], 1890  
Library of Congress (98501226)  
<https://www.loc.gov/item/98501226/>



## SOURCE N

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Article, "Buffalo Soldiers and the Spanish-American War," February 9, 2022 (excerpt)  
National Park Service

<https://www.nps.gov/prsf/learn/historyculture/buffalo-soldiers-and-the-spanish-american-war.htm>

"In order to prepare for the invasion of Cuba, the Buffalo Soldiers were posted to the southeastern United States for the first time in their history.

Originally billeted near Tampa, Florida, where overt racial discrimination was the norm, local white citizens refused 'to make any distinction between the colored troops and the colored civilians' and tolerated no infractions of local discriminatory laws and racial customs. Despite this prejudice, the troops of the 9<sup>th</sup> and 10<sup>th</sup> Cavalry, and the 24<sup>th</sup> and 25<sup>th</sup> Infantry served with distinction on the battlefields of Las Guasimas, El Caney, and San Juan Hill.

The terrain and climate were challenging. Troops had to deal with heat, rainstorms, mud and yellow fever. When there was an outbreak of yellow fever in the army camps, Black 24<sup>th</sup> Infantry soldiers served as nurses and hospital orderlies for the stricken Caucasian troops, ordered to do so because of the stereotype that Blacks were physically better able to deal with tropical heat conditions.

In four months of fighting the Spanish under these adverse conditions, the Buffalo Soldiers were described as 'most gallant and soldierly.'

During one landing at Tayabacoa, Cuba, 10<sup>th</sup> Cavalry Privates William H. Thompkins, Fitz Lee, Dennis Bell, and George Wanton voluntarily went ashore in the face of enemy fire to rescue wounded U.S. and Cuban comrades. After several failed attempts, they succeeded. Each was awarded the Medal of Honor for their actions. A career soldier, Thompkins was eventually buried at the Presidio's San Francisco National Cemetery, along with another 450 Black veterans of the 9<sup>th</sup> and 10<sup>th</sup> Cavalry and the 24<sup>th</sup> and 25<sup>th</sup> Infantry.

Called the most integrated battle force of the 19<sup>th</sup> century, the troops of the 24<sup>th</sup> Infantry and the 9<sup>th</sup> and 10<sup>th</sup> Cavalry fought up the slope of San Juan Hill along with White regular army regiments and the 1<sup>st</sup> Volunteer Cavalry (the Rough Riders) led by Lieutenant Colonel Theodore Roosevelt. Twenty-six Buffalo Soldiers died that day, and several men were officially recognized for their bravery. Quarter Master Sergeant Edward L. Baker, Jr., 10<sup>th</sup> Cavalry emerged from the battle wounded by shrapnel, but was awarded the Medal of Honor for his heroism. . . . "

# SOURCE 0

Photograph, *Troop A, Ninth U.S. Cavalry—Famous Indian Fighters*, 1898  
National Museum of African American History and Culture (2011.155.175)  
[https://nmaahc.si.edu/object/nmaahc\\_2011.155.175](https://nmaahc.si.edu/object/nmaahc_2011.155.175)





## SOURCE P

Photograph, *Six African American Soldiers with three halibut*, 1896–1913  
Alaska State Library (ASL-P226-867)  
<https://vilda.alaska.edu/digital/collection/cdmg21/id/14974/rec/15>

**Historical Context:** “During the Klondike Gold Rush, boomtowns popped up on the edges of ‘the Last Frontier.’ In Southeast Alaska, Skagway and Dyea became important ports on the route to the gold fields. These were lawless communities swarming with gold hungry stampedeers. Sam Steele of the North-West Mounted Police described early Skagway as ‘little better than a hell on earth’ and ‘about the roughest place in the world.’

Several things added to the disorder in Skagway. First, poor conditions closed the White Pass Trail that started in Skagway, repeatedly stranding stampedeers in town. Second, the border between the United States and Canada (then part of Great Britain) was still in dispute. Each country wanted the ocean access of the port towns. As a result, the United States Army gave orders to send troops to Alaska. There they could bring law and order, show the American flag, and protect people and property.

Initially four companies of the 14<sup>th</sup> Infantry, as well as a Hospital Corps were sent to Alaska. By 1899, only one company remained. In May 1899 the 14<sup>th</sup> Infantry was relieved by another regiment, fresh off of fighting in the Spanish-American War, the Buffalo Soldiers of the 24<sup>th</sup> Infantry.”<sup>5</sup>



Alaska State Library - Historical Collections

<sup>5</sup> “Buffalo Soldiers in Skagway,” National Park Service, updated September 25, 2019, accessed February 14, 2023. <https://www.nps.gov/klgo/learn/historyculture/buffalo-soldiers.htm>.

## SOURCE Q

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Photograph, *Photograph of a Buffalo Soldier with hat, trumpet, mandolin, and cartridge belt*, late nineteenth century  
National Museum of African American History and Culture (2016.5.2.24)  
[https://nmaahc.si.edu/object/nmaahc\\_2016.5.2.24](https://nmaahc.si.edu/object/nmaahc_2016.5.2.24)





## SOURCE R

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Photograph, *Celia Crocker Thompson, Negro Troopers of 1899 [serving as park rangers at Yosemite National Park], 1899*  
National Park Service (YOSE 77999)  
<https://npgallery.nps.gov/YOSE/AssetDetail/69aee9e4ba9145b6ae8af093e273ec72?#>





## SOURCE S

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Photograph, [*Sgt. John Denny, full-length portrait, standing, facing front*], c. 1900  
Library of Congress (97506061)  
<https://www.loc.gov/item/97506061/>

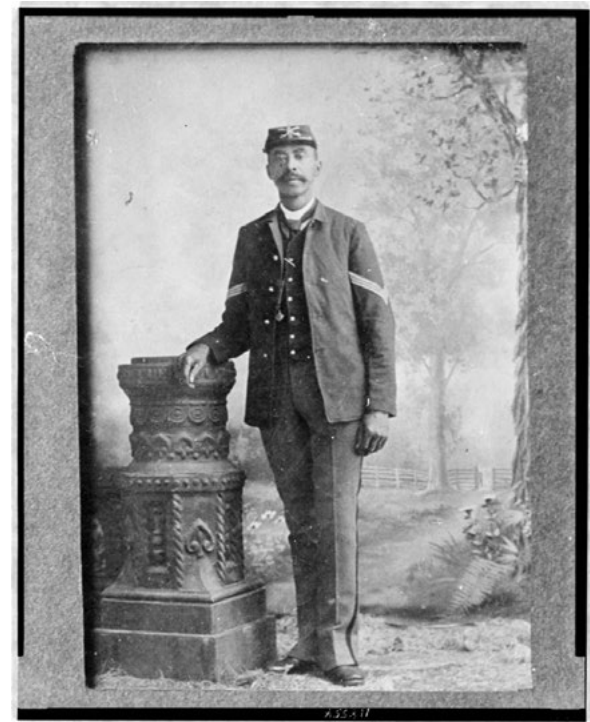
**Historical Context:** “John Denny enlisted in the U.S. Army in 1867 in Elmira, New York and served with C Troop of the Ninth Cavalry in the western plains. Late in 1879, Denny was serving as acting Sergeant of B Troop, Ninth Cavalry while they meandered their way through the arid lands of New Mexico in search of Apache Indians who left their reservations.

While on patrol, Denny’s troop unknowingly rode into an ambush staged by the Apache they were pursuing. A fierce firefight ensued, and casualties began to mount. One of those casualties, Private A. Freeland was lying incapacitated in an open area of the battlefield, exposed to enemy fire. Upon witnessing this, Denny raced out to Freeland, picked him up, and carried him to safety while taking fire from the enemy. Miraculously, Freeland lived to fight another day, thanks to the selfless actions of his fellow trooper, Sergeant John Denny.

For reasons unknown, Denny would not receive any award or citation for his bravery in the immediate years that followed. Twelve years later, with Denny’s former commanding officer attesting and other troopers vouching, Denny received the Medal of Honor in 1891. Perhaps it was the legendary tale of Denny’s actions that allowed his story to live on for twelve years, or possibly that the paperwork finally had made its way through the rank and file in Washington. His Medal of Honor citation reads as follows: ‘Removed a wounded comrade, under a heavy fire, to a place of safety.’

John Denny retired from Army service in 1897 at the rank of Corporal. He was promoted to Sergeant on a few occasions, only to be busted down in rank as a result of unruly behavior for fighting and brawling. Nonetheless, his battlefield actions were never lessened by these unfortunate circumstances. After 30 years of service in the U.S. Army, Denny retired in Nebraska. He received a small pension and supplemented it with a job at Fort Robinson. He lived there until 1899 when he took ill and had to relocate to the U.S. Soldiers’ Home in Washington D.C. His health continued to deteriorate and on November 28th, 1901, John Denny passed away.

Sgt. John Denny is buried along with other military veterans at the U.S. Soldiers’ and Airmen’s Home National Cemetery in Washington D.C.”<sup>6</sup>



<sup>6</sup> “John Denny,” National Park Service, updated September 19, 2022, accessed February 14, 2023. <https://www.nps.gov/people/john-denny.htm>.

## SOURCE T

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Photograph, *Moses Williams*

National Archives and Records Administration

[https://commons.wikimedia.org/wiki/File:Moses\\_Williams.jpg](https://commons.wikimedia.org/wiki/File:Moses_Williams.jpg)

**Historical Context:** “Moses Williams entered the world on October 10, 1845 in Carrollton, Louisiana. Like the thousands of other African Americans in the [S]outh at the time, he would grow up illiterate. Shortly after the Civil War in 1866, Congress established the six segregated African-American regiments that would become known as the Buffalo Soldiers. That same year, [21-year-old] Moses Williams enlisted in the Army by signing an ‘X’ on his enlistment papers since he was unable to read or write. Five years later at the end of his first enlistment, he re-enlisted and this time his official documents show a penned signature as ‘Moses Williams.’ Williams took advantage of the opportunity given to him by the Army and learned how to read, write, and do mathematics.

Moses Williams was originally assigned to the 9<sup>th</sup> Cavalry, Company F. Initially stationed in Louisiana, Williams and his fellow troopers would also serve in Texas and then in New Mexico. By 1876 he was transferred and assigned to Company I (Eye). In 1881, Williams and his fellow troopers of Company I (Eye) were ordered to pursue and capture renegade Apaches in New Mexico. On August 16th, Company I (Eye) engaged a band of spirited Apaches in the foothills of the Cuchillo Negro Mountains. During the ferocious battle, Williams led multiple flanking attacks and personally rallied his fellow troopers to reorganize and continue fighting. Upon the company’s withdrawal under intense fire, Williams and his Lieutenant exposed themselves to draw enemy fire which enabled the company to rescue three other troopers who had been cut-off by the Apache renegades.

Williams would go on and enjoy a storied Army career as he achieved the coveted and distinguished position of Ordnance Sergeant by 1885 at Fort Niobrara in Nebraska. While stationed there, he learned that two other troopers who were involved in the Cuchillo Negro Mountains battle had been awarded the Medal of Honor. Williams decided to petition the Army for the honor as well. His former commanding officer concurred in his decision to petition the Army for the honor and provided a detailed letter of recommendation of his valiant actions that day. In 1896, six years after Williams petitioned the Army, and 15 years after the battle, the Army immortalized him by awarding the Medal of Honor for his valiant and selfless actions that fateful day in New Mexico. The citation for William’s Medal of Honor reads:

*Rallied a detachment, skillfully conducted a running fight of 3 or 4 hours, and by his coolness, bravery, and unflinching devotion to duty in standing by his commanding officer in an exposed position under heavy fire from a large party of Indians saved the lives of at least 3 of his comrades.*

Sergeant Moses Williams would continue his military career until 1898 when he retired after 32 years of honorable service to the country. Only one year after his retirement though, Moses Williams died on August 23, 1899 at age 52. He was buried at the Vancouver Barracks Post Cemetery at Fort Vancouver, Washington (now known as Fort Vancouver Military Cemetery). In 1991, a monument to Moses Williams and three other Medal of Honor recipients was dedicated by General Colin Powell on the Vancouver National Historic Reserve.”<sup>7</sup>



<sup>7</sup> Adapted from “Moses Williams,” National Park Service, updated June 4, 2018, accessed February 14, 2023. <https://www.nps.gov/people/moses-williams.htm>.

## SOURCE U

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Photograph, *The 25<sup>th</sup> Infantry Regiment baseball team*, c. 1913-1917  
U.S. Army Museum of Hawai'i  
<https://www.nps.gov/havo/learn/historyculture/buffalo-soldiers.htm>

**Historical Context:** “The 25<sup>th</sup> Infantry, comprised of about 850 enlisted men and officers, arrived in Honolulu on January 14, 1913. The morning after their arrival they began a two-day, twenty-three-mile march to Schofield Barracks where they were stationed until 1917.

Newspaper articles describe how the soldiers were viewed by Hawai'i's multicultural society—although they did not encounter the racial hatred that they had from communities on the mainland, they did not entirely escape prejudice here. The [B]lack troops remained segregated from their white counterparts.

Positive cross-cultural relationships began as the troops marched in local parades and competed with civilian sports leagues in track and field and baseball. They were perhaps best known for their baseball prowess. Stories about their winning baseball team, the ‘Wreckers,’ were published in the Honolulu newspapers. Several team members later joined the Negro League and one player, Wilber ‘Bullet’ Rogan, was inducted into the Baseball Hall of Fame.”<sup>8</sup>



<sup>8</sup> “Buffalo Soldiers,” National Park Service, updated July 19, 2019, accessed February 14, 2023.  
<https://www.nps.gov/havo/learn/historyculture/buffalo-soldiers.htm>.



# SOURCE V

Photographs, John Pellino, USMA PAO and Jorge Garcia/PV, Buffalo Soldier Monument at the United States Military Academy at West Point, September 16, 2021  
U.S. Army  
[https://www.army.mil/article/250332/west\\_point\\_dedicates\\_monument\\_to\\_buffalo\\_soldiers](https://www.army.mil/article/250332/west_point_dedicates_monument_to_buffalo_soldiers)



## SOURCE W

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Article, "10<sup>th</sup> Cavalry Regiment 'Buffalo Soldiers'" (adapted)  
Oklahoma History Center  
<https://www.okhistory.org/historycenter/militaryhof/inductee.php?id=117>

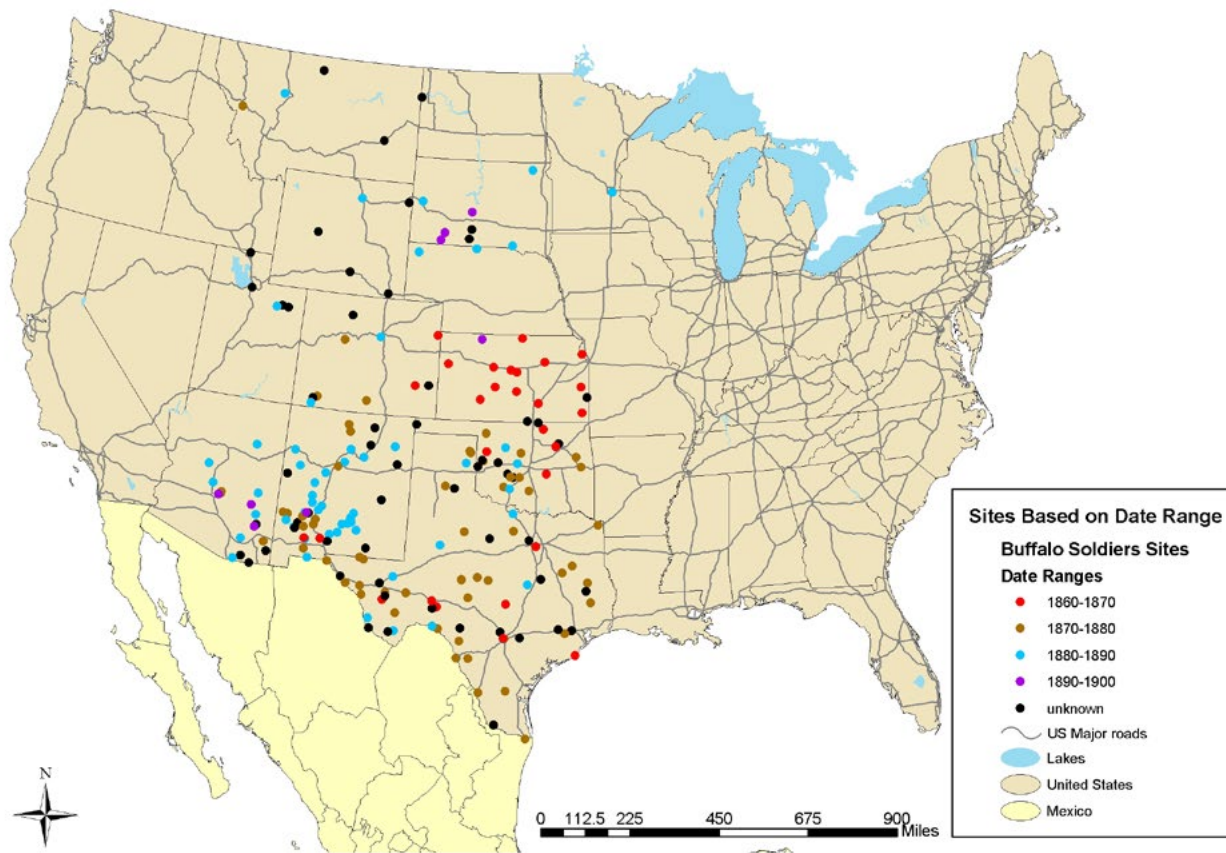
"In July 1866, Congress enacted the first Black contingents into the Army, including the Tenth Cavalry Regiment. In 1869, the regiment moved to Camp Wichita in Indian Territory and constructed the first buildings at Fort Sill. The Tenth Cavalry served in some of the most undesirable locations and under some of the toughest conditions within the American Southwest. Their duties included escorting wagon trains and stagecoaches, controlling hostile forces, building forts and roads, installing telegraph lines, protecting railroad workers, protecting settlers, and mapping areas of uncharted country.

Its members acquired the name 'Buffalo Soldiers' during the 1871 Comanche Campaign in Indian Territory. They earned the name of the rugged and revered buffalo because of the color of their skin, their tireless marching, and strong warrior skills. The regiment scouted over 34,000 miles of uncharted territory, opened more than 300 miles of new railroads, laid over 200 miles of telegraph lines, and mapped water holes, grazing areas and mountain passes for future migration to the West. The men carried out their mission with honor, commitment and courage, despite all adversity. They freely fought and died to ensure the protection of white settlers as well as the native tribes which had been relocated to reservations in Indian territory. Their strong sense of duty and ability to carry out a tough mission in a rough area with very little resources played a key role in America's ability to settle to the West."

# SOURCE X

Map, *Significant Historic Sites Associated with the Buffalo Soldier Regiments*  
National Park Service  
[https://www.nps.gov/history/hdp/exhibits/african/images/buff\\_sold1big.jpg](https://www.nps.gov/history/hdp/exhibits/african/images/buff_sold1big.jpg)

## Significant Historic Sites Associated with the Buffalo Soldier Regiments





# BUFFALO SOLDIERS GRAPHIC ORGANIZER

| Part A  | Source | Source | Source | Source |
|---|--------|--------|--------|--------|
| Who created this source?  |        |        |        |        |
| What type of source is it (law, painting, magazine, website, etc.)? |        |        |        |        |
| Is this source a primary or secondary source? Explain your answer.  |        |        |        |        |

Looking at your sources as a group, what theme emerges? Describe how the sources fit the theme your group selected.

What Congressional Act created the Buffalo Soldier units?

When was the act passed?

Why was the act passed?

What were the two types of units? 1. 2.

What role did the Buffalo Soldiers play in settlement of the American West?

**Synthesis Question:** How do we see the legacies of the Buffalo Soldiers today?

# TIC-TAC-TOE BOARD (A)

Answer the questions to complete tic-tac-toe two ways (down, across, diagonal, or four corners). Use the sources to answer the questions. Include the answer and the letter of the source where you found the answer.

|   |  |  |  |
|---|--|--|--|
| <p>Name two western U.S. Army forts where Buffalo Soldiers were stationed.</p>  | <p>When were African American units formed during the Civil War?</p>             | <p>What is the word?<br/><i>Buffalo Soldiers laid over 200 miles of this type of line crucial for communication.</i></p> | <p>Name a Buffalo Soldier Medal of Honor winner.</p>   |
| <p>Frederic Remington's drawings of Buffalo Soldiers were published on the cover of which popular magazine?</p>   | <p>Name two countries (outside of the U.S.) where Buffalo Soldiers served.</p>   | <p>Why were African American soldiers called Buffalo Soldiers?</p>   | <p>The Buffalo Soldiers helped build which U.S. Army post?</p>   |
| <p>What is the word?<br/><i>Animal with long shaggy brown fur, a mane and beard under its chin, and a long tail with a tuft of hair at the end. It has a big head with short black horns and a hump on its shoulders.</i></p> | <p>Name an Indigenous Nation that interacted with the Buffalo Soldiers.</p>      | <p>Name the modern-day state where Fort Riley is located.</p>  | <p>What was the name for the ongoing battles between the U.S. government and the Native Nations from 1860 to 1890?</p> |
| <p>When was the Buffalo Soldier Monument dedicated at the U.S. Military Academy at West Point?</p>  | <p>The Buffalo Soldiers were sent to serve in Alaska after what major event?</p> | <p>What was the name of the African American Indigenous group of scouts who served with the Buffalo Soldiers?</p>        | <p>Name two U.S. territories (not states) in which the Buffalo Soldiers served before 1959.</p>                        |

## TIC-TAC-TOE BOARD (B)

Answer the questions to complete tic-tac-toe two ways (down, across, diagonal, or four corners). Use the sources to answer the questions. Include the answer and the letter of the source where you found the answer.

|  |   |   |   |
|--|---|---|---|
| What was the name of the African American Indigenous group of scouts who served with the Buffalo Soldiers?       | The Buffalo Soldiers helped build which U.S. Army post?   | In addition to serving in the Philippines, Buffalo soldiers served in what other country during the Spanish-American War? | The Buffalo Soldiers were sent to serve in Alaska after what major event?                                       |
| Name four modern-day states where the Buffalo Soldiers operated.   | What is the name of the famous artist who drew pictures of the Buffalo soldiers that were published in major magazines? | While in Hawai'i the Buffalo Soldiers fielded what type of sports team?   | When did the U.S. Congress decide to make African Americans a permanent part of the (segregated) U.S. military? |
| What was the name of the first African American person to graduate from the U.S. Military Academy at West Point? | Which cavalry units contained Buffalo Soldiers?   | Which Indigenous Nation is credited with coining the term "Buffalo Soldiers"?   | Name two western U.S. Army forts where Buffalo Soldiers were stationed.   |
| When was Moses Williams awarded the Medal of Honor?  | Name two countries (outside of the U.S.) where Buffalo Soldiers served.   | In which National Park did Buffalo Soldiers serve as early park rangers?  | Name an Indigenous leader who fought against the Buffalo Soldiers.  |



# TIC-TAC-TOE BOARD (C)

Answer the questions to complete tic-tac-toe two ways (down, across, diagonal, or four corners). Use the sources to answer the questions. Include the answer and the letter of the source where you found the answer.

|  |  |  |   |
|--|--|--|---|
| <p>Name one role the Buffalo Soldiers played in the West.</p>  | <p>What is the name of the famous artist who drew pictures of the Buffalo Soldiers that were published in major magazines?</p> | <p>What is the word?<br/><i>Buffalo Soldiers laid over 200 miles of this type of line crucial for communication.</i></p>         | <p>Which Indigenous Nation is credited with coining the term "Buffalo Soldiers"?</p>  |
| <p>Which cavalry units contained Buffalo Soldiers?</p>   | <p>What was the name of the first African American person to graduate from the U.S. Military Academy at West Point?</p>        | <p>In addition to serving in the Philippines, Buffalo Soldiers served in what other country during the Spanish-American War?</p> | <p>What is the word?<br/><i>Animal with long shaggy brown fur, a mane and beard under its chin, and a long tail with a tuft of hair at the end. It has a big head with short black horns and a hump on its shoulders.</i></p> |
| <p>What was the name for the ongoing battles between the U.S. government and the Native Nations from 1860 to 1890?</p> | <p>Name two U.S. territories (not states) in which the Buffalo Soldiers served before 1959.</p>                                | <p>Name a Buffalo Soldier Medal of Honor winner.</p>   | <p>While in Hawai'i the Buffalo Soldiers fielded what type of sports team?</p>  |
| <p>Name four modern-day states where the Buffalo Soldiers operated.</p>  | <p>Name an Indigenous leader who fought against the Buffalo Soldiers.</p>  | <p>Name two western U.S. Army forts where Buffalo Soldiers were stationed.</p>   | <p>When were African American units formed during the Civil War?</p>  |

# TIC-TAC-TOE BOARD (A) ANSWER KEY

Answer the questions to complete tic-tac-toe two ways (down, across, diagonal, or four corners). Use the sources to answer the questions. Include the answer and the letter of the source where you found the answer.

|   |   |   |   |
|---|---|---|---|
| <p>Name two western U.S. Army forts where Buffalo Soldiers were stationed.</p> <p>Fort Sill, Fort Elliott, Fort Quitman, Fort Davis (D), Fort Duncan, Fort Clark (E), Fort Robinson, Fort Clark (E), Fort Nairobi (T)</p>                           | <p>When were African American units formed during the Civil War?</p> <p>May 22, 1863 (A)</p>                              | <p>What is the word?</p> <p><i>Buffalo Soldiers laid over 200 miles of this type of line crucial for communication.</i></p> <p>telegraph (W)</p>          | <p>Name a Buffalo Soldier Medal of Honor winner.</p> <p>George Jordan, Henry Johnson (L), John Denny (G), Moses Williams (T)</p>              |
| <p>Frederic Remington's drawings of Buffalo Soldiers were published on the cover of which popular magazine?</p> <p><i>Harper's Weekly</i> (I)</p>   | <p>Name two countries (outside of the U.S.) where Buffalo Soldiers served.</p> <p>Cuba (N), Mexico (G)</p>                | <p>Why were African American soldiers called Buffalo Soldiers?</p> <p>referred to the color of their skin, long marches, and warrior skills (W)</p>       | <p>The Buffalo Soldiers helped build which U.S. Army post?</p> <p>Fort Sill (W)</p>   |
| <p>What is the word?</p> <p><i>Animal with long shaggy brown fur, a mane and beard under its chin, and a long tail with a tuft of hair at the end. It has a big head with short black horns and a hump on its shoulders.</i></p> <p>buffalo (H)</p> | <p>Name an Indigenous Nation that interacted with the Buffalo Soldiers.</p> <p>Apache (G), Comanche (H), Seminole (E)</p> | <p>Name the modern-day state where Fort Riley is located.</p> <p>Kansas (G)</p>   | <p>What was the name for the ongoing battles between the U.S. government and the Native Nations from 1860 to 1890?</p> <p>Indian Wars (G)</p> |
| <p>When was the Buffalo Soldier Monument dedicated at the U.S. Military Academy at West Point?</p> <p>September 16, 2021 (V)</p>  | <p>The Buffalo Soldiers were sent to serve in Alaska after what major event?</p> <p>Klondike Gold Rush (P)</p>            | <p>What was the name of the African American Indigenous group of scouts who served with the Buffalo Soldiers?</p> <p>Black Seminole Indian Scouts (E)</p> | <p>Name two U.S. territories (not states) in which the Buffalo Soldiers served before 1959.</p> <p>Philippines, Puerto Rico</p>               |

# TIC-TAC-TOE BOARD (B) ANSWER KEY

Answer the questions to complete tic-tac-toe two ways (down, across, diagonal, or four corners). Use the sources to answer the questions. Include the answer and the letter of the source where you found the answer.

|   |  |  |   |
|---|--|--|---|
| <p>What was the name of the African American Indigenous group of scouts who served with the Buffalo Soldiers?</p> <p>Black Seminole Indian Scouts (E)</p> | <p>The Buffalo Soldiers helped build which U.S. Army post?</p> <p>Fort Sill (W)</p>  | <p>In addition to serving in the Philippines, Buffalo soldiers served in what other country during the Spanish-American War?</p> <p>Cuba (N)</p> | <p>The Buffalo Soldiers were sent to serve in Alaska after what major event?</p> <p>Klondike Gold Rush (P)</p>  |
| <p>Name four modern-day states where the Buffalo Soldiers operated.</p> <p>Multiple answers (G)</p>   | <p>What is the name of the famous artist who drew pictures of the Buffalo soldiers that were published in major magazines?</p> <p>Frederic Remington (I, J, K)</p> | <p>While in Hawai'i the Buffalo Soldiers fielded what type of sports team?</p> <p>baseball (U)</p>   | <p>When did the U.S. Congress decide to make African Americans a permanent part of the (segregated) U.S. military?</p> <p>July 28, 1866 (B)</p>   |
| <p>What was the name of the first African American person to graduate from the U.S. Military Academy at West Point?</p> <p>Henry O. Flipper (B)</p>       | <p>Which cavalry units contained Buffalo Soldiers?</p> <p>9<sup>th</sup> Cavalry (L, O), 10<sup>th</sup> Cavalry (N)</p>   | <p>Which Indigenous Nation is credited with coining the term "Buffalo Soldiers"?</p> <p>Comanche (W)</p>   | <p>Name two western U.S. Army forts where Buffalo Soldiers were stationed.</p> <p>Fort Sill, Fort Elliott, Fort Quitman, Fort Davis (D), Fort Duncan, Fort Clark (E), Fort Robinson, Fort Clark (E), Fort Nairobi (T)</p> |
| <p>When was Moses Williams awarded the Medal of Honor?</p> <p>1896 (B)</p>  | <p>Name two countries (outside of the U.S.) where Buffalo Soldiers served.</p> <p>Cuba (N), Mexico (G)</p>   | <p>In which National Park did Buffalo Soldiers serve as early park rangers?</p> <p>Yosemite National Park (R)</p>                                | <p>Name an Indigenous leader who fought against the Buffalo Soldiers.</p> <p>Geronimo (F)</p>   |



# TIC-TAC-TOE BOARD (C) ANSWER KEY

Answer the questions to complete tic-tac-toe two ways (down, across, diagonal, or four corners). Use the sources to answer the questions. Include the answer and the letter of the source where you found the answer.

|  |  |   |   |
|--|--|---|---|
| <p>Name one role the Buffalo Soldiers played in the West.</p> <p>protected stagecoaches (C), laid telegraph line (D), served as park rangers (R), law enforcement (P), served in the Indian Wars and Spanish American War (W), additional answers possible</p> | <p>What is the name of the famous artist who drew pictures of the Buffalo soldiers that were published in major magazines?</p> <p>Frederic Remington (I, J, K)</p> | <p>What is the word?</p> <p><i>Buffalo Soldiers laid over 200 miles of this type of line crucial for communication.</i></p> <p>telegraph (W)</p>  | <p>Which Indigenous Nation is credited with coining the term "Buffalo Soldiers"?</p> <p>Comanche (W)</p>  |
| <p>Which cavalry units contained Buffalo Soldiers?</p> <p>9<sup>th</sup> Cavalry (L, O), 10<sup>th</sup> Cavalry (N)</p>   | <p>What was the name of the first African American person to graduate from the U.S. Military Academy at West Point?</p> <p>Henry O. Flipper (B)</p>                | <p>In addition to serving in the Philippines, Buffalo soldiers served in what other country during the Spanish-American War?</p> <p>Cuba (N)</p>  | <p>What is the word?</p> <p><i>Animal with long shaggy brown fur, a mane and beard under its chin, and a long tail with a tuft of hair at the end. It has a big head with short black horns and a hump on its shoulders.</i></p> <p>buffalo (H)</p> |
| <p>What was the name for the ongoing battles between the U.S. government and the Native Nations from 1860 to 1890?</p> <p>Indian Wars (G)</p>  | <p>Name two of the three U.S. territories (not states) in which the Buffalo Soldiers served.</p> <p>Philippines, Puerto Rico</p>                                   | <p>Name a Buffalo Soldier Medal of Honor winner.</p> <p>George Jordan, Henry Johnson (L), John Denny (G), Moses Williams (T)</p>  | <p>While in Hawai'i the Buffalo Soldiers fielded what type of sports team?</p> <p>baseball (U)</p>  |
| <p>Name four modern-day states where the Buffalo Soldiers operated.</p> <p>Multiple answers (G)</p>  | <p>Name an Indigenous leader who fought against the Buffalo Soldiers.</p> <p>Geronimo (F)</p>  | <p>Name two western U.S. Army forts where Buffalo Soldiers were stationed.</p> <p>Fort Sill, Fort Elliott, Fort Quitman, Fort Davis (D), Fort Duncan, Fort Clark (E), Fort Robinson, Fort Clark (E), Fort Nairoba (T)</p> | <p>When were African American units formed during the Civil War?</p> <p>May 22, 1863 (A)</p>  |