

1 **American Indians and Buffalo Soldiers**

2 From ABC CLIO’s American History: The West, 1850-1900 Eras

3
4 As American **settlement** pushed across the Appalachian Mountains in the late 18th
5 century, **hostilities** increased between Native Americans and the United States. After
6 Andrew Jackson became president in 1828, he oversaw the forced removal of Cherokee,
7 Choctaw, Creek, Chickasaw, and Seminole tribes west across the Mississippi River, but
8 pushing the Indians further west turned out to be a temporary solution.

9
10 Americans were pushing west as well. The California gold rush in 1848, the Homestead
11 Act passed in 1862, and the completion of the **transcontinental** railroad in 1869 all
12 encouraged westward migration. Between 1862 and 1890, approximately 2 million
13 people settled on nearly 375,000 farms claimed through the Homestead Act. These white
14 settlers encountered resistance from Native Americans, who were being forced off of the
15 land they had inhabited for centuries. The government’s solution was to confine the
16 Native Americans to reservations in areas **deemed** unsuitable for white settlement.

17
18 **A New Type of Soldier**

19
20 Indian resistance to the removals resulted in the American Indian wars of the mid- and
21 late 19th century. These conflicts, in addition to the security needs of white settlers,
22 required a permanent military force to be placed on the frontier. After the Civil War,
23 many of these soldiers were African Americans.

24
25 In 1866, President Andrew Johnson signed an act of Congress that resulted in the
26 formation of six **regiments** of African-American troops. Most of the **recruits** to newly
27 authorized cavalry and infantry regiments were experienced soldiers who had served in
28 the Civil War. They were eager to enlist in these new regiments because they saw an
29 opportunity for social and economic betterment. The U.S. Army provided a means for
30 food, clothing, shelter, and equally important, the chance for an education to overcome
31 the **mandated illiteracy** of the slavery system. The \$13 a month offered as pay wasn’t
32 much, but it was more than many of the recruits would probably have been able to earn
33 as civilians in the post-Civil War years.

34
35 When the Cheyenne and Kiowa first saw these dark soldiers with their textured black
36 hair, they were reminded of the buffalo that was such an important part of their lives, so
37 they called these men buffalo soldiers. Soon, the Indians attributed other buffalo-like
38 qualities to the soldiers as well. This new type of soldier was uncommonly tough,
39 demonstrating real heroism in one conflict after another.

40
41 **Ferocious Fighting**

A worthless
piece of land
given to Native
Americans for
settlement

soldiers who
fought on
horseback; foot
soldiers

43 Until the early 1890s, the buffalo soldiers made up 20% of all American cavalry forces
44 on the Western frontier and quickly won a reputation as a force to be reckoned with. Two
45 of these regiments, the Ninth and 10th Cavalries, were involved in some of the most
46 **ferocious** Indian battles that took place in the West.

47
48 One main source of conflict was U.S. fear of the Ghost Dance movement, a messianic
49 movement among the western tribes. Led by a Paiute named Wovoka, the movement
50 promised a new order in which the Indians would be forever free from white aggression
51 and intervention. At the time, most Western tribes were discouraged over their status in
52 life and the loss of their traditional culture. The movement made the U.S. government
53 nervous. Though Wovoka preached nonviolence, some Sioux leaders urged that whites
54 be driven out of the West.

55
56 In the late fall of 1890, the conflict between whites and Native Americans **came to a**
57 **disastrous head**. The War Department ordered an army buildup at the Pine Ridge
58 Reservation (in present-day South Dakota), and 500 to 600 hostile ghost dancers
59 gathered. Tension between the two groups, which included the buffalo soldiers of the
60 Ninth Cavalry, resulted in the Wounded Knee Massacre on December 28. More than 150
61 Sioux were killed. After that, the Ghost Dance movement **waned**.

62 63 **Differing Perspectives**

64
65 Waning Indian resistance meant more freedom for westward expansion. The Dawes Act
66 broke up Indian tribal lands and authorized the president to distribute reservation lands to
67 Indians. The act aimed to make Indians into independent farmers; instead, it made it easy
68 for whites to buy or lease Indian lands...

69
70 Americans streamed onto the lands previously held by Native Americans. They were
71 aided in the settlement of the West by the very soldiers who had helped end the Indian
72 presence. As **formidable** as they were, the buffalo soldiers did much more than fight.
73 They were largely responsible for the miles of telegraph lines that permitted
74 communication through the southwest frontier. They built and repaired forts and
75 barracks, explored and mapped unknown territory, and built roads that would eventually
76 give land-hungry settlers access to the frontier. The buffalo soldiers protected miners
77 from Indian raids and sometimes even the Indians themselves from unlawful incursions
78 onto reservation property.

79
80 The buffalo soldiers and the Native Americans were two unique groups existing together
81 on the frontier. Both groups faced oppression at the hands of whites. Many buffalo
82 soldiers joined the army after the Civil War to escape the South... They were proud of
83 their uniforms and their roles as U.S. military professionals. Native Americans, on the
84 other hand, were left with little pride. Forced to live on reservations, they watched as
85 whites gradually took over the entire North American continent.

religious

to give away

housing for
soldiers

entrance

Teacher’s Guide

Name of Text: American Indians and Buffalo Soldiers

Question Composers: Temoca Dixon and Marcia Motter

Nevada State Standards: H2. [6-8].3 Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions.

H2. [6-8].17 Discuss and analyze the interactions between pioneers and Native Americans during westward expansion.

CCSS: RHST.6-8.1, RHST.6-8.2, RHST.6-8.5, RHST.6-8.6, RHST.6-8.10; WHST.6-8.2, WHST.8.9; SL.8.1, SL.8.2; L.8.1, L.8.2

Teacher Tip: Listen to “Buffalo Soldier” by Bob Marley. In the song, Marley recounts the experience of these Black Soldiers.

Text Dependent Questions	Teacher Notes and Possible Textual Evidence for Student Answers
What events motivated the development of the West?	<p>Lines 6-7: the forced removal of Cherokee...tribes west across the Mississippi Lines 11-14: The California gold rush, the Homestead Act, the completion of the transcontinental railroad...all encouraged westward migration.</p> <p><i>Students identify the motivations for westward expansion.</i></p>
<p>The Latin prefix <i>trans</i> means across. How does knowing the meaning of the prefix help you to understand the word <i>transcontinental</i> on line 11?</p> <p>How is the completion of the transcontinental railroad important to westward expansion?</p>	<p>The prefix <i>trans</i> means across. Add that with the root word <i>continent</i> to define the meaning of the word as across the continent of North America from east to west.</p> <p>Lines 4-10: Students should be able to understand that with the completion of the transcontinental railroad, there was a new, increased opportunity for settlement from the Appalachian Mountains in the East, to California in the West. There now is an easier way to travel across the continent.</p> <p><i>Knowing the meaning of this word will help students to have a better understanding of American progress.</i></p>
As the United States grew, Americans pushed west of the Mississippi River. Describe the reasons for and the effects of westward migration for white Americans.	<p>Lines 4-16: Reasons for westward migration: CA Gold Rush 1848, Homestead Act 1862, Transcontinental Railroad 1869</p> <p>Effects of westward migration: Between 1862-1890, approximately 2 million people settled, 375,000 new farms were claimed because of the Homestead Act, and there were increased hostilities with Native Americans</p> <p><i>Students should start to understand how westward expansion of white settlers impacted the lives of Native Americans and their culture.</i></p>

<p>As the United States grew, Americans pushed west of the Mississippi River. Describe the reasons for and the effects of westward migration for Native Americans.</p>	<p>Lines 4-23:</p> <p>Reasons for westward migration: Forced under Jackson Administration to move west of the Mississippi River</p> <p>Effects of westward migration: Increased hostilities with white settlers, Native Americans were confined to reservations, with land unsuitable for white settlement, and American Indian wars of the mid- and late 19th century.</p> <p><i>Students should start to understand how westward expansion of white settlers impacted the lives of Native Americans and their culture.</i></p>
<p>Why did African Americans want to become soldiers?</p>	<p>Lines 28-33: They were eager to enlist in these new regiments because they saw an opportunity for social and economic betterment. The U.S. Army provided a means for food, clothing, shelter, and equally important, the chance for an education to overcome the mandated illiteracy of the slavery system.</p> <p><i>Students identify the opportunities for freed African Americans post-Civil War.</i></p>
<p>How does the word education on line 30 help you to understand the meaning of the phrase “mandated (forced) illiteracy” on line 31?</p> <p>Explain why “mandated illiteracy” was important to maintaining the system of slavery.</p>	<p>Lines 30-31: The word education helps to make meaning of the phrase mandated illiteracy because when a person is educated they know how to read. Under the slavery system, most slave masters did not allow their slaves to read. It was against the law.</p> <p>To maintain the system of slavery, slave masters wanted to keep their slaves uneducated, therefore, easier to control. If slaves were literate, they would be able to read the bible, books, and newspapers enlightening them to their unfair treatment.</p> <p><i>Students identify a form of oppression that slaves endured under the institution of slavery.</i></p>

Text Dependent Questions	Teacher Notes and Possible Textual Evidence for Student Answers
<p>In line 48 the text states, “One main source of conflict was U. S. fear of the Ghost Dance movement...” Why did the U.S. Government fear this movement?</p>	<p>Lines 49-50: the movement promised a new order in which the Indians would forever be free from white aggression and intervention. Lines 54-55: Though Wovoka preached nonviolence, some Sioux leaders urged that whites be driven out of the West.</p> <p><i>Students identify the relationship between Native Americans and the U.S. Government.</i></p>
<p>In lines 51-52 the text states, “...most Western tribes were discouraged over their status in life...” What was the Indians’ status in life? Why would they feel discouraged?</p>	<p>Possible answers of the Indians’ status: not important, a burden or obstacle Lines 5-8: hostilities increased between Native Americans and the United States; the forced removal of (tribes)...but pushing the Indians further west turned out to be a temporary solution Lines 14-15: ...Native Americans, who were being forced off the land they had inhabited for centuries. Lines 83-84: Native Americans...were left with little pride.</p> <p><i>Students identify the treatment of Native Americans and analyze the attitudes</i></p>
<p>In lines 70-78, what impact did the buffalo soldiers have on the development of the western frontier after the American Indian Wars of the mid-late 19th century?</p>	<p>Lines 70-78: They were largely responsible for the miles of telegraph lines that permitted communication through the southwest frontier. They built and repaired forts and <u>barracks</u>, explored and mapped unknown territory, and built roads that would eventually give land-hungry settlers access to the frontier. The buffalo soldiers protected miners from Indian raids and sometimes even the Indians themselves from unlawful <u>incursions</u> onto reservation property.</p> <p><i>Students identify the impact African Americans had in westward expansion.</i></p>
<p>What impact did American government policies have on American Indians and buffalo soldiers?</p> <p>What effects did white American settlers have on American Indians and buffalo soldiers?</p> <p>(Use the graphic organizer for this question.)</p>	<p>See graphic organizer for possible student responses</p> <p><i>Students analyze the relationships and impact of a dominant culture on other groups.</i></p>

Graphic Organizer for Question #8

	American Indians	Buffalo Soldiers
What impact did American government policies have on American Indians and buffalo soldiers?		
What effects did white American settlers have on American Indians and buffalo soldiers?		

Graphic Organizer for Question #8 –Possible Student Answers

	American Indians	Buffalo Soldiers
<p>What impact did American government policies have on American Indians and buffalo soldiers?</p>	<p>Lines 12-16: Homestead Act; government confined Native Americans to reservations Lines 48-54: government fear of the Ghost Dance, a religious movement Lines 56-61: government sent in the 9th Cavalry (buffalo soldiers) which resulted in the Wounded Knee massacre Lines 65-68: The Dawes Act broke up tribal lands</p>	<p>Lines 25-33: An act of Congress formed 6 regiments of African American troops that resulted in food, clothing, shelter and education Lines 44-46: The 9th and 10th Cavalries were involved and the most recognized in the Indian battles that took place in the West. Lines 57-61: War department ordered the 9th Cavalry to the Pine Ridge Reservation, which resulted in the Wounded Knee Massacre.</p>
<p>What effects did white American settlers have on American Indians and buffalo soldiers?</p>	<p>Lines 10-15: Nearly 2 million white settlers settled on approximately 375,000 farms (land) originally inhabited by Native Americans; Native Americans were forced off of their land onto reservations Lines 65-68: The Dawes Act made it easy to lease or buy Indian lands Lines 83-85: Left with little pride, forced to live on reservations, and watched as whites gradually took over the North American continent</p>	<p>Lines 21-23: Buffalo soldiers were needed s security for white settlers Lines 72-78: Buffalo soldiers laid mile of telegraph lines, built and repaired forts, explored an mapped unknown territory, built roads across the frontier, and protected miners from Indian raids Lines 82-83: Buffalo soldiers were proud of their military uniforms and their roles as U.S. military professionals</p>

Writing Prompt:

Native Americans and African Americans are both oppressed groups in American history. Based on this text, how did the era of westward expansion affect the lives of the buffalo soldiers and American Indians discussed?

In a paragraph, provide 2 pieces of evidence from the text for each group, Native Americans and buffalo soldiers, to support your answer. Cite the evidence correctly by using line numbers (Lines 3-4) at the end of the sentence. With your own reasoning, connect the evidence to the thesis statement.

Some possible evidence in support of students' answers to this question is:

Native Americans:

"These white settlers encountered resistance from Native Americans, who were being forced off the land they had inhabited for centuries." (Lines 13-15)

"The government solution was to confine Native Americans to reservations in areas deemed unsuitable for white settlement." (Lines 15-16)

"The conflict between whites and Native Americans... resulted in the Wounded Knee Massacre on December 28th." (Lines 56, 60)

"... most western tribes were discouraged over their status in life and the loss of their traditional culture." (Lines 51-52)

"One main source of conflict was U.S. fear over the Ghost Dance movement, the messianic movement among the western tribes." (Lines 48-49)

"The Dawes Act broke up Indian tribal lands and authorized the president to distribute reservations lands..." (Lines 65-67)

Buffalo Soldiers:

"President Andrew Johnson signed an act of Congress that resulted in the formation of 6 regiments of African American troops. Most of the recruits to newly authorized cavalry infantry regiments were experienced soldiers who had served in Civil War." (Lines 25-28)

"Buffalo soldiers were eager to enlist ... because they saw an opportunity for social and economic betterment." (Lines 28-29)

"The U.S. army provided a means for food, clothing, shelter, and equally important, a chance for an education to overcome the mandated illiteracy of the slavery system." (Lines 29-31)

"Tension between two groups,... resulted in the Wounded Knee Massacre on December 28th." (Lines 59-60)

"The buffalo soldiers did much more than fight... they were responsible for the miles of telegraph lines... they built and repaired forts and barracks, explored and mapped unknown territory, and built roads... across the frontier." (Lines 72-76)

"The buffalo soldiers protected miners from Indian raids." (Lines 76-77)

"The \$13 a month offered as pay wasn't much, but it was more than many of the recruits would probably have been able to earn as civilians in the post Civil War years. (Lines 31-33)

"Many buffalo soldiers joined the army after the Civil War to escape the South." (Lines 81-82)

Vocabulary

These words merit <u>LESS</u> time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students.)			These words merit <u>MORE</u> time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with.)		
Line #	Word	Definition	Line #	Word	Definition
4	settlement	Act of establishing new places to live	11	transcontinental	Reaching across a continent
5	hostilities	Acts of war	16	reservations	An area of land set aside by the US Government for the use of American Indians
16	deemed	Thought of as	31	mandated illiteracy	Most slave masters did not permit their slaves to learn how to read
26	regiments	A troop of soldiers			
26	recruits	A soldier who has joined or been drafted into the armed forces			
46	ferocious	Fierce; brutal			
57	“came to a head”	Reached an important point			
61	waned	Slowly became less in size			
72	formidable	Mighty; awesome; feared			