

Fort Davis

National Historic Site

National Park Service
U.S. Department of the Interior



Curriculum Materials Grades 6-8

Teacher Notes: Buffalo Soldiers at Fort Davis

Topic: The student will be able to explain the role the Buffalo soldier played in the Indian Wars and the safety of the frontier.

Objectives and Standards: Texas Essential Knowledge and Skills (TEKS) <http://www.tea.state.tx.us/teks/>

Grade 6
Social Studies
113.22: 2, 21, 22

Grade 7
Social Studies
111.23: 1, 6, 8, 22

Grade 8
Social Studies
111.24: 1, 6, 9, 11, 31

Materials Needed: Student activity sheet, Internet access, pen or pencil, February 1995 issue of “Cobblestone” magazine, paper.

Lesson Activities:

1. Students will do the activities listed on the student activity sheet. The activities can be done on an individual basis, as partners, or in small groups.
2. Have students create an acrostic with the term “Buffalo Soldier” written vertically with a descriptive word for each letter. Other poetry forms, such as Haiku and Diamonte, can also be used to observe students’ understanding of the contribution of the Buffalo Soldiers. This website gives instruction on different types of poetry that students could write: <http://www.abcteach.com/directory/basics/writing/poetry/>

Answer Key

1. Accept any answer that exhibits an understanding of the subject matter.
2. The soldiers respected the Indians for their skills as warriors / soldiers.
3. The white soldiers began to respect the black soldiers for their bravery and dedication to being good soldiers. Accept any reasonable answer.
4. Black men joined the army to get an education, belong to a group, show they were free citizens and serve their country, have steady employment.

Historic readings/background information:

Fort Davis by Robert M. Utley,
Buffalo Soldiers website www.Buffalosoldiers.net.
The information could printed out and shared with students.

Wrap-up and Assessment:

Students will share the information about Buffalo soldiers that they have found in their research.