



# HOW TO USE CELEBRATED UNITS

*Middle and High School (6-12)*

## OVERVIEW:

ANC's Celebrated Units series provides materials teachers can use to increase student understanding of particularly famous or noteworthy military units. Focusing on these units and their individual members helps students understand both the wide variety of contributions Americans have made during wartime and the personal price paid by many varied individuals.

Some units faced discrimination and unequal treatment. Some units had particularly distinguished records. All units highlighted in this series served their country admirably and made a lasting impact on the U.S.

**Estimated time:** 15-20 minutes per unit

## STANDARDS & LEARNING OBJECTIVES

These are found in individual unit lesson plans.

## IDEAS FOR USING MATERIALS:

### Whole Class Use:

- PowerPoint Lecture: Each Celebrated Unit includes a recommended lesson plan with instructions for presenting the material in a whole class lecture format. Students are provided an accompanying worksheet to fill out during the mini lesson.
- Celebrated Units Journal: Generic journal pages can be printed and used for each Celebrated Unit. These can be cut out and glued into students' interactive journals or multiple units could be compiled as student mini books.

### Small Group or Individual Use:

Celebrated units can be grouped in different ways: Segregated Units, Units that Served in World War II, etc. Using multiple units with a common theme introduces students to a larger number of units than they might otherwise be exposed to.

If using multiple units, it's recommended that you print the slides with notes. Students will focus on individual units either independently or in small groups. For these activities, it's recommended that you print at least one copy per group. You may also choose to print the accompanying worksheet for individuals or small groups to fill out or have them fill put notes in a Celebrated Units Journal Page.

- Stations: Printed slides are organized at stations around the room. Students move from station to station (working independently or in groups) to fill in notes, unit worksheets, or unit journal pages.



- **Jigsaw:** Working individually or as a group, students review the information in their assigned PowerPoint and complete the unit worksheet, fill out the journal page, or take notes. After time to discuss their answers or notes with those in their group, students are sorted into a second group. This second group has at least one person who studied each unit. Students then share with each other the information they found out about each unit, filling in their own notes or journal pages as applicable. This activity allows students to complete a larger quantity of notes more quickly as a group than they could individually.
- **Extension Activities:** Materials can also be used by students who finish work quickly and would benefit from additional content to explore. Students could also use the PowerPoints as a jumping off point for conducting their own research about one of the Celebrated Units or notable members of the unit.



# LESSON PLAN:

## Buffalo Soldiers

*Middle School (6-8) or High School (9-12)*

### OVERVIEW:

Students learn about the Buffalo Soldiers and make connections to their prior knowledge in order to explore the significance of this celebrated military unit in historical and cultural context.

In 1866, Congress established the all-Black U.S. Army 9<sup>th</sup> and 10<sup>th</sup> Cavalry Regiments and the 24<sup>th</sup> and 25<sup>th</sup> Infantry Regiments, later known as the Buffalo Soldiers, to serve on the Western frontier. Sources disagree on the origin of the nickname “Buffalo Soldiers,” but it was likely the name Native American warriors gave to the Black soldiers they fought or encountered in the West. During the Spanish-American War (1898), the Buffalo Soldiers distinguished themselves in the Battle of San Juan Hill, Cuba. The Buffalo Soldiers continued to serve in the military until the last of the original four units was disbanded in 1951.

Resources include a PowerPoint slide deck and handout. Students use the handout to answer questions before, during, and after the PowerPoint presentation.

**Estimated time:** 1 class period, 15-20 minutes total

### STANDARDS:

#### National Council for the Social Studies Standards

- NCSS.D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- NCSS.D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changed over time and was shaped by their historical context.
- NCSS.D2.His.1.6-8: Analyze connections among events and developments in broader historical contexts.
- NCSS.D2.His.3.9-12: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

### LEARNING OBJECTIVES:

- Students will describe challenges faced by the Buffalo Soldiers and evaluate their legacy.
- Students will explain connections between the story of the Buffalo Soldiers and other topics discussed in class.



## RESOURCES NEEDED:

- Buffalo Soldiers PowerPoint presentation
- Copies of “Buffalo Soldiers” student handout (one per student)

## LESSON BACKGROUND:

*This information will provide students with a general background on the history of segregation within U.S. society and the U.S. military. Share this information as needed to fill gaps in student understanding of these concepts and prepare them for the lesson content.*

### Segregation in America

The American Civil War (1861-1865) began as a war to preserve the Union of the United States of America. By its end, enslaved African Americans were freed and the practice of slavery in this nation was abolished. Following the Civil War, there was promise of racial equality. The United States ratified three constitutional amendments—the 13th, 14th and 15th Amendments—that guaranteed African Americans’ legal status as United States citizens, and Congress passed civil rights legislation intended to provide them with educational and economic opportunities. However, state and local governments, largely but not entirely in the South, passed laws that restricted these newly granted freedoms. These laws included the racial segregation of public facilities (so-called “Jim Crow” laws), as well as poll taxes and literacy requirements that limited African Americans’ ability to vote.

In 1896, the U.S. Supreme Court made racial segregation legal, ruling in *Plessy v. Ferguson* that the principle of “separate but equal” did not violate the 14th Amendment. After this ruling, America embraced segregation. Blacks and whites were kept separate in schools, restaurants, public transportation and even bathrooms; however, they were not equal.

Almost 60 years later, on May 17, 1954, the Supreme Court unanimously reversed the Plessy ruling, deciding in *Brown v. Board of Education* that separate schools were not equal and therefore the segregation of public schools was unlawful. This was a major victory for African Americans and civil rights activists, however, desegregation was neither immediate nor easy. Some white Americans opposed and even violently protested the integration of schools, restaurants and other public facilities.

After *Brown v. Board*, which only applied to public schools, it took African American activists and their allies another 10 years to secure passage of the Civil Rights Act of 1964, which barred racial discrimination in the workplace and public spaces. Additional civil rights legislation included the Voting Rights Act of 1965, which gave the federal government oversight in state and local elections to protect African Americans’ right to vote, and the Civil Rights Act of 1968, which provided equal housing opportunities regardless of race, creed, or national origin and made it a federal crime to injure or intimidate anyone because of their race, color, religion, or national origin.

### Segregation in the U.S. Military

The history of segregation within the U.S. military is similar to that of segregation in U.S. society at large: a slow march toward progress with many steps backward along the way. Approximately 5,000 African



Americans served alongside whites in Continental Army regiments during the Revolutionary War, and some served with American forces during the War of 1812. After 1815, state and federal laws and regulations gradually restricted or prohibited African Americans serving in the Army, Navy, Marine Corps or state militias.

In July 1862, in the midst of the Civil War, Congress authorized the recruitment of Black soldiers, and after the Emancipation Proclamation in January 1863 the Army established the Bureau of Colored Troops to supervise the units of the United States Colored Troops (USCT). Through World War II (1941-1945), most African Americans who wished to serve in the U.S. armed forces were assigned to segregated, all-Black units, often overseen by white officers. Although these segregated units served with valor and distinction, they received less support than white units and regularly had to deal with discrimination, unequal benefits and assignment to difficult duties such as building fortifications and occupying southern states during the years after the war.

On July 26, 1948, President Harry S. Truman issued Executive Order 9981, mandating equality of treatment and opportunity in the U.S. military, to include burial at national cemeteries such as Arlington, regardless of race. Over the next few years, each of the military service branches (Army, Navy, Marine Corps, Air Force and Coast Guard) implemented the executive order in different ways until the U.S. military was fully racially integrated by late 1954.

For more information on this topic, please see “African Americans in the Army” by the U.S. Army Center on Military History, found at <https://history.army.mil/html/faq/diversity.html>

### Segregation at Arlington National Cemetery

Following the segregation practices of the U.S. military, for many decades Arlington National Cemetery required African American service members to be interred in segregated sections. Prior to World War II, African American service members were buried in Section 27 (from the Civil War through 1899), Section 23 (from 1900 through the 1920s), Section 19 (repatriations from World War I (1917-1918)), and Section 25 (from the late 1920s until 1948). It is important to consider how segregation affected not only the location of gravesites, but also the experience of African American mourners who may have experienced racism when attending funerals or visiting graves in segregated sections.

Desegregation for new burials began immediately following President Truman’s Executive Order in 1948, and Arlington National Cemetery has been fully integrated ever since.

## LESSON ACTIVITIES

- Introduction/Anticipatory Set: 2 mins
  - Display PowerPoint Slide 1
  - Instruct students to make a guess and write an answer for the first question on their worksheet: “Who were the Buffalo Soldiers?” Encourage students to write anything they can think of. Do they recognize any words on the screen? Does the American flag picture make them think of anything?



*It is likely most students will only be able to guess there is some relationship to the military and the West (buffalo). Encourage students to write what they can, based on the limited information on the screen at this time.*

- PowerPoint Presentation: 10-15 mins

*Students should answer the questions on their worksheet while the teacher presents the information in the PowerPoint.*

Slide	Notes for Presentation
<p>Slide 1: Buffalo Soldiers</p>  <p>The Buffalo Soldiers The 9th and 10th Cavalry Regiments The 24th and 25th Infantry Regiments</p> <p>ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES</p>	<p>Make a guess: Who were the Buffalo Soldiers?</p> <p><i>If students are stuck, encourage them to think about where the Buffalo Soldiers might have fought given the word “buffalo.”</i></p>
<p>Slide 2: Beginnings</p> <p>BEGINNINGS</p> <ul style="list-style-type: none"> <li>• Six all-African American Army regiments established by Congress in 1866 (soon merged into four regiments)</li> <li>• Originally commanded by white officers</li> <li>• Stationed on western frontier to promote westward expansion</li> <li>• Suffered from racism and discrimination</li> </ul>  <p>John己s of a group of Buffalo Soldiers at Camp Wadsworth, New York. (NARA)</p> <p>ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES</p>	<p>In 1866, the U.S. Congress established six (later merged into four) all-African American Army regiments. In almost all cases, these Black regiments were commanded by white officers. Not all white officers were willing to command African American regiments, however; some white officers, like George Armstrong Custer, chose to turn down promotions rather than command a Black regiment.</p> <p>The four regiments were originally stationed on the western frontier to protect and promote westward expansion and to fight in the “Indian Wars.” They built roads and other infrastructure to support new settlements, and they guarded settlers and U.S. mail routes.</p> <p>Buffalo Soldiers were originally permitted only to serve west of the Mississippi River because of the racial tensions in the East. After the Civil War, many whites did not want armed African Americans near their communities. Even west of the Mississippi</p>



	<p>River, Buffalo Soldiers sometimes suffered deadly violence at the hands of white civilians.</p>
Slide 3: The Name	<p><b>THE NAME</b></p> <p>• Nickname likely given to African American soldiers by Native Americans they encountered in the West • Two theories for origin of nickname: • African American soldiers' dark, curly hair resembled a buffalo's mane • Soldiers fought as fiercely as Great Plains buffalo</p> <p></p> <p>1890 photo of soldiers of the 25th Infantry, some wearing buffalo robes, in Fort Keogh, Montana. (OCC-25, Bartschman)</p> <p>ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES</p>
Slide 4: Indian Wars	<p><b>INDIAN WARS</b></p> <p>• Fought between 1870 and 1890 to protect westward expansion • Soldiers fought Native American nations, including Lakota, Comanches, Sioux • Buffalo Soldiers' success helped overcome resistance to African Americans serving in the military, but led to destruction of Native American communities</p> <p></p> <p>1890 photo of a soldier of the 10th Cavalry on the Rose Ridge Reservation in South Dakota. (Denver Public Library/C.G. Montague)</p> <p>ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES</p> <p>The “Indian Wars” were a series of military conflicts during and after the Civil War between the United States and various Native American nations, including the Lakota, Comanche, Sioux and Cheyenne. The Indian Wars started with the Dakota War of 1862 and ended with the Wounded Knee Massacre in 1890. The United States waged the Indian Wars to promote and protect American westward expansion, to the detriment of Native communities throughout the West. During the Indian Wars, the U.S. Army massacred Native Americans and often forced them off of their lands and onto reservations, or to assimilate into American culture and society.</p> <p>The Buffalo Soldiers' success in fighting the Indian Wars helped overcome resistance to Black officers and paved the way for the first African American – Henry O. Flipper – to graduate from West Point Military Academy. However, their success came at the expense of many Native American lives and communities.</p> <p>Consider this paradox: Many African American soldiers used their service in the Indian Wars to gain respect and rights within American society, but these conflicts also resulted in the destruction of Native American communities. Consider the</p>



	<p>repercussions of westward expansion and the “Indian Wars” for the United States, African American servicemen and Native Americans.</p> <p><i>Note: Buffalo Soldiers were not the only soldiers to fight in the Indian Wars and they should not be held wholly responsible for the United States’ decimation of Native American communities.</i></p>
<p><b>Slide 5: Spanish-American War</b></p> <p>SPANISH-AMERICAN WAR</p>  <ul style="list-style-type: none"> <li>Deployed to Cuba in 1898 during the Spanish-American War</li> <li>Served with distinction at battles of Las Guasimas, El Caney, and San Juan Hill</li> <li>Soldiers of 24<sup>th</sup> Infantry forced to work as nurses and orderlies during yellow fever outbreak</li> </ul>	<p>After the United States declared war on Spain in April 1898, Buffalo Soldiers were stationed on the east coast of the United States for the first time in their history. The soldiers were originally stationed in Florida to help prepare them for the Cuban climate. While in Florida, they faced overt racism from the local white citizenry and were subject to local discriminatory laws.</p> <p>During the Spanish-American War, Buffalo Soldiers served in Cuba with distinction in the battles of Las Guasimas, El Caney and San Juan Hill. They received special praise for their bravery in the Battle of San Juan Hill, in which they fought alongside Theodore Roosevelt’s “Rough Riders.”</p> <p>The terrain and climate in Cuba proved challenging to all U.S. soldiers, and disease was the biggest killer during the war. During a yellow fever outbreak, African American soldiers in the 24<sup>th</sup> Infantry were forced to serve as nurses and hospital orderlies for sick white soldiers, due to the false notions that African Americans were both better physically equipped to deal with the tropical climate and immune to tropical diseases like yellow fever. This belief was based on racist assumptions and prejudice and had no medical basis.</p>
<p><b>Slide 6: National Parks</b></p>	<p>Between 1891 and 1913, the U.S. Army maintained and protected Yosemite and Sequoia National Parks. Soldiers stationed in national parks constructed roads and trails, protected park wildlife and raw materials from poaching and thievery, and</p>



NATIONAL PARKS

- Between 1891 and 1913, the U.S. Army maintained and protected national parks
- Over 500 Buffalo Soldiers served as some of the nation's first park rangers
- Constructed roads and trails, protected park wildlife and raw materials from poaching and thievery, and fought wildfires
- Charles Young served as the first African American superintendent of a national park
- Young and his men constructed more roads and trails than the men the three previous years combined



Armenians of Yosemite in the 24th Cavalry, Yosemite National Park. (NPS)

Slide 7: World War I and II

WORLD WAR I AND II

- Original Buffalo Soldier regiments not assigned to European combat during World War I
- Some African American soldiers did serve in combat during World War I as part of other units
  - 92<sup>nd</sup> Infantry Division adopted buffalo as their symbol; served in Europe during World War I and World War II
- 9<sup>th</sup> and 10<sup>th</sup> Cavalry inactivated during World War II
- 24<sup>th</sup> and 25<sup>th</sup> Infantry assigned to labor and support assignments in Pacific during World War II



92nd Infantry Division shoulder patch (Smithsonian)

fought wildfires. During this time, nearly 500 Buffalo Soldiers served in Yosemite and Sequoia.

In 1903, Charles Young served as the acting military superintendent of Sequoia National Park, becoming the first African American superintendent of a national park. Although he held this position only for a single summer, his command had lasting impact. He and his troops built as many roads as soldiers had built during the past three years combined, and completed the first road into Giant Forest and the first trail to the top of Mt. Whitney (the tallest peak in the contiguous United States.)

When the United States entered World War I in April 1917, Buffalo Soldier regiments expected that they would join the American Expeditionary Forces (AEF) to fight in France. However, the U.S. Army excluded Buffalo Soldiers from the AEF and instead assigned Buffalo Soldiers to less important locations like the Mexico border and Hawaii. No Buffalo Soldier served in Europe during World War I, and one of the few African American officers at the time – Charles Young – was even forced into medical retirement to prevent him from serving in the war and commanding white troops.

While none of the original Buffalo Soldier regiments served in combat during World War I, African American soldiers in other units did. The 92<sup>nd</sup> Infantry Division, a racially segregated division that served in Europe during World War I and World War II, adopted the buffalo as its symbol and took on the nickname “Buffalo Soldiers.”

During World War II, the Army deactivated the 9th and 10th Cavalry Regiments and reassigned soldiers of those units to support roles. The 24th and 25th Infantry Regiments were assigned to the Pacific theater, where, continuing previous policies of limiting Black soldiers' ability to serve in combat,



	<p>the Army relegated them mostly to labor and support duties.</p>
<p><b>Slide 8: Disbandment &amp; Desegregation</b></p> <p><b>DISBANDMENT &amp; DESEGREGATION</b></p> <ul style="list-style-type: none"> <li>• In 1948, President Harry Truman desegregated the military</li> <li>• Black soldiers were integrated into white units; white soldiers were never integrated into black units</li> <li>• In 1951, the last of the original Buffalo Soldier units was disbanded</li> </ul> 	<p>On July 26, 1948, President Harry Truman signed Executive Order 9981 ending segregation in the military. The order stated "that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion, or national origin." African American soldiers were gradually integrated into white units; however, white soldiers were never integrated into Black units. In 1951, the last of the original Buffalo Soldier units was disbanded.</p> <p><i>Ask:</i> Military desegregation, like almost all forms of desegregation in the United States, integrated the minority population into the majority population. Do you think this is the best way to integrate? Why or why not?</p>
<p><b>Slide 9: Notable Members</b></p> <p><b>NOTABLE MEMBERS</b></p> 	<p><b>Colonel Charles Young:</b> Charles Young was born into slavery in 1864 in Mays Lick, Kentucky. In 1884, Young entered the United States Military Academy at West Point. Despite facing years of racism and struggling academically, in 1889 he became the third African American to graduate from West Point.</p> <p>During the summer of 1903, Young served as the first African American superintendent of a national park. Between 1889 and 1917, Young also served in various Army posts around the world; he was promoted to major in 1912, lieutenant colonel in 1916 and colonel in 1917 – the first African American to receive the rank of colonel in the U.S. Army.</p> <p>In July 1917, Young was medically retired. Young was still eager to serve, however, and to prove his fitness he rode over 500 miles on horseback from Ohio to Washington, D.C. In 1918, the Army</p>



reinstated Young as a full colonel and assigned him to train African American soldiers in Illinois.

Young died in 1921 while serving as a military envoy in Africa. His funeral, held in the newly built Memorial Amphitheater at Arlington National Cemetery, was attended by thousands of mourners. Young was the fourth person to be honored with a funeral service in the Amphitheater.

**Lt. Henry O. Flipper:**

Henry Ossian Flipper was born into slavery in Thomasville, Georgia, on March 21, 1856. After the Civil War, Flipper attended Atlanta University, and in 1873, U.S. Representative James C. Freeman appointed him to West Point Military Academy. While attending West Point, Flipper and the four other African American cadets then enrolled faced enormous hostility and discrimination from the white cadets. In 1877, Flipper overcame harassment, isolation and insults to become the first African American graduate of West Point and the first African American commissioned officer in the regular U.S. Army.

Lieutenant Flipper served as the commander of the 10<sup>th</sup> Cavalry on the western frontier. However, in 1881, Flipper's commanding officer accused him of embezzling money. A court martial found Flipper not guilty of embezzlement, but convicted him of unbecoming conduct and dishonorably discharged him from the Army. This punishment was harsher than many white officers had received for similar convictions, and Flipper petitioned Congress for reinstatement in the Army, stating that if Congress reviewed his case they would "readily be convinced that the crime of being a Negro was, in [his] case, far more heinous than deceiving the commanding officer." (Letter from Lt. Henry O. Flipper to



Representative John A. T. Hull, October 23, 1898.  
(U.S. House of Representatives.)

Flipper spent the rest of his life attempting to clear his name. In 1976, 36 years after his death, the Army granted Flipper an honorable discharge, and in 1999, President Bill Clinton issued him a full pardon.

#### **Corporal Isaiah Mays**

Isaiah Mays was born into slavery in 1858 in Virginia. He joined the Army in 1881, and by May 1889 he was a corporal in the 24<sup>th</sup> Infantry Regiment. On May 11, 1889, he and some other men from his regiment were escorting a U.S. Army pay wagon when they were ambushed by bandits. Mays fought bravely, and despite being shot in both legs, he managed to walk and crawl two miles to a ranch for help. For his actions that day, he was awarded the Medal of Honor on February 15, 1890. Sadly, after Mays left the Army he was denied his federal pension, and he died in poverty. For many years, his grave was marked only by a numbered stone at a hospital cemetery in Arizona. However, in 2009, his remains were moved to Arlington National Cemetery and are now marked with a stone that reflects his status as a Medal of Honor recipient.

#### **Private Cathay Williams**

Cathay Williams was born into slavery in Missouri in 1844. In 1861, she escaped to the Union Army and worked as a cook and washerwoman. On November 15, 1866, she enlisted as "William Cathay" in the 38<sup>th</sup> U.S. Infantry Regiment (later reorganized as the 24<sup>th</sup> Infantry Regiment), passing herself off as a man. She was the first African American woman to enlist in the Army, and the only known female Buffalo Soldier. She served with the regiment in New Mexico until July 1868, when she



	<p>became ill and a doctor discovered that she was a woman. Williams was honorably discharged from the Army in October 1868, but despite her service, she was denied a disability pension. The exact date of her death is unknown, but she likely died in 1893 in Trinidad, Colorado.</p>
<p><b>Slide 10: Legacy</b></p> <p>LEGACY</p>  <p>Monument to the Buffalo Soldiers in Fort Leavenworth, KS (U.S. Army)</p>	<p>The Buffalo Soldiers' service in the face of racism and discrimination inspired other African Americans to join the military and demand rights and respect. A number of monuments, parks and exhibits across the United States celebrate their service and remind the public of their bravery. However, the many years that Buffalo Soldiers spent fighting in the Indian Wars does complicate their legacy. It also raises questions about how to appropriately honor the military service of those who carried out orders that destroyed many Native American communities.</p>
<p><b>Slide 11: Connections</b></p> <p>CONNECTIONS</p> <p>Does the story of the Buffalo Soldiers remind you of anything else you have learned? What connections can you make to your prior knowledge?</p>  <p>1898 photo of soldiers of the 25th Infantry marching. (LOC)</p> <p>1909 photo of soldiers of the 25th Cavalry in Yellowstone National Park. (NPS)</p> <p>1911 photo of Buffalo Soldier with 25th Infantry School in Fort Benning, Georgia. (U.S. Army)</p>	<p>Now that you've been introduced to the Buffalo Soldiers, what connections can you make to other things you have learned in class?</p>

- **Conclusion: 3 mins**
  - Display PowerPoint Slide 11
  - Instruct students to complete their worksheet by writing a few sentences about connections they can make between the history of the Buffalo Soldiers and other topics you have covered in class. Encourage students to share as time allows.

## LESSON EXTENSIONS:

- Explore and evaluate the legacy of the Buffalo Soldiers with discussion questions and resources from the National Museum of African American History and Culture:  
<https://nmaahc.si.edu/explore/manylenses/buffalosoldiers>



- Research one of the battles or wars in the “Indian Wars” in which the Buffalo Soldiers participated. Which Native American tribe(s) took part in that battle? What were the Buffalo Soldiers/United States fighting for and what was the Native American tribe fighting for? What were the consequences for each side at the end of the battle? Is the Native American tribe you researched still active today?



## Planning a Visit to Arlington National Cemetery?



Arlington National Cemetery uniquely represents our nation’s history, with graves of service members from every major conflict. If you are interested in more information and discussion questions to use with your class during a visit to the cemetery, detailed walking tours are available on the ANC website at <https://education.arlingtoncemetery.mil/>.

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## IMAGES

Slide 2: *Photograph of a Group of African-American Soldiers at Camp Wikoff, New York.* Photograph. 1898. National Archives. <https://catalog.archives.gov/id/530699>

Slide 3: Bathelmess, Chr. [*Buffalo soldiers of the 25th Infantry, some wearing buffalo robes, Ft. Keogh, Montana*] / Chr. Barthelmess, photographer, Fort Keogh, Montana. Photograph. December 14, 1890. Library of Congress. <https://www.loc.gov/item/98501226/>

Slide 4: Morledge, C.G. *Pine Ridge Agency, S. D. trooper, Buffalo Soldier Corporal.* Photograph. 1898. Denver, Colorado: Denver Public Library.

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Slide 5: *Some of our brave colored boys who helped to free Cuba.* Photograph. 1899. Library of Congress. <https://www.loc.gov/item/2007682340/>



Slide 6: *In this 1899 photo, Buffalo Soldiers in the 24th Infantry carried out mounted patrol duties in Yosemite.* Photograph. 1899. National Park Service.

<https://www.nps.gov/yose/learn/historyculture/buffalo-soldiers.htm>

Slide 7: *Insignia shoulder patch for the 92nd Infantry Division.* Photograph of object. National Museum of African American History & Culture, Smithsonian Institution.

<https://nmaahc.si.edu/object/2011.155.219>

Slide 8: *By Executive Order--President Truman Wipes Out Segregation in Armed Forces.* Photograph of object. Chicago, Illinois: Chicago Defender. Library of Congress.

<https://www.loc.gov/exhibits/odyssey/educate/truman.html>

Slide 9: *[Charles Young, full-length portrait, seated, facing left, in military dress uniform].* Photograph. Between 1915-1920. Library of Congress. <https://www.loc.gov/item/95518886/>

Slide 9: *Photograph of Lt. Henry O. Flipper.* Photograph. 1877. <https://catalog.archives.gov/id/2668824>

Slide 9: *[Corporal Isaiah Mays, half-length portrait, seated, facing front].* Photograph. 1900. Library of Congress. <https://www.loc.gov/item/97506070/>

Slide 9: Pearson, Laurie. *Black History Month 2018 [Image 3 of 3].* Photograph. February 8, 2018. Marine Corps Logistics Base Barstow, California. DVIDS.

<https://www.dvidshub.net/image/4136648/black-history-month-2018>

Slide 10: *ALeavenworth003.* Photograph. Center of Military History, U.S. Army.

[https://history.army.mil/LC/Explore/A\\_Journey\\_Forth/ALeavenworth003.JPG](https://history.army.mil/LC/Explore/A_Journey_Forth/ALeavenworth003.JPG)

Slide 11: *Tramp, tramp, tramp for Cuba - 24th U.S. Infantry.* Photograph. 1898. Meadville, Pennsylvania: Keystone View Company. Library of Congress. <https://www.loc.gov/item/97517890/>

Slide 11: *Copy Neg: Leroy Radanovich, February 2002. Stereoview. #705 "Troop D, 9th Cav., on the trunk of the Fallen Monarch, Mariposa Grove, Cal., USA" Copied courtesy of Dean Shenk. See also RL-19,829 and RL-13,563. [Buffalo Soldiers].* Photograph. 1904. National Park Service.

<https://npgallery.nps.gov/YOSE/AssetDetail/179c4415f0ba4fc5bf1d1cd716209cee>

Slide 11: *SC123952 - Sergeant John Hill riding on Jumping Dan Ware, the finest jumping horse in the Infantry Stables.* Photograph. July 25, 1941. Fort Benning, Georgia. Center of Military History, U.S. Army. <https://history.army.mil/topics/afam/buffalo.htm>