

Cavalry and Infantry: The U.S. Military on the Montana Frontier



MONTANA
HISTORICAL SOCIETY

User Guide | 2002 Montana Historical Society

<https://mhs.mt.gov/>

Revised 10/20/2024

Funded by a Grant from the E.L. Wiegand Foundation



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Inventory

Borrower: _____ Booking Period: _____

The borrower is responsible for the safe use of the footlocker and all its contents during the designated booking period. Replacement and/or repair for any lost items and/or damage (other than normal wear and tear) to the footlocker and its contents while in the borrower's care will be charged to the borrower's school. **Please have an adult complete the footlocker inventory checklist below, both when you receive the footlocker and when you repack it for shipping, to ensure that all of the contents are intact.**

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
1 canteen				
1 fork				
3 .45/70 caliber bullets for a Springfield carbine				
1 yellow neckerchief				
1 black campaign hat				
1 pair leather gauntlets				
1 fatigue shirt				
1 mounted cavalry coat				
13 photographs				

(continued)

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Inventory *(continued)*

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
Map of Fort Benton				
1 Kepi cap				
1 spur with strap				
1 belt with holster				
1 tin cup				
1 tin plate				
User Guide				
2 padlocks				

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Footlocker Contents



Left:
Belt with Holster,
Gauntlets, Spur,
and Bullets



Right:
Mounted
Cavalry Coat,
Neckerchief,
and Shirt

(continued)

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Footlocker Contents *(continued)*



Left:
Canteen, Tin
Plate, Tin Cup,
and Fork



Right:
Campaign Hat and
Kepi



Footlocker Use—Some Advice for Instructors

How do I make the best use of the footlocker?

In this User Guide you will find many tools for teaching with objects and primary sources. We have included teacher and student level narratives, as well as a classroom outline, to provide you with background knowledge on the topic. In section one there are introductory worksheets on how to look at/read maps, primary documents, photographs, and artifacts. These will provide you and your students valuable tools for future study. Section three contains lesson plans for exploration of the topic in your classroom—these lessons utilize the objects, photographs, and documents in the footlocker. The “Resources and Reference Materials” section contains short activities and further exploration activities, as well as bibliographies.

What do I do when I receive the footlocker?

IMMEDIATELY upon receiving the footlocker, take an inventory form from the envelope inside and inventory the contents in the “before use” column. Save the form for your “after use” inventory. This helps us keep track of the items in the footlockers, and enables us to trace back and find where an item might have been lost.

What do I do when it is time to send the footlocker on to the next person?

Carefully inventory all of the items again as you put them in the footlocker. If any items show up missing or broken at the next site, your school will be charged for the item(s). Leave the completed form in the folder.

Who do I send the footlocker to?

You will be receiving a mailing label via email to use to send the footlocker on to its next destination.

What do I do if something is missing or broken when the footlocker arrives, or is missing or broken when it leaves my classroom?

If an item is missing or broken when you initially inventory the footlocker, **CONTACT US IMMEDIATELY** (406-444-9553 or email kwhite@mt.gov). This allows us to track down the missing item. It may also release your school from the responsibility of paying to replace a missing item. If something is broken during its time in your classroom, please call or email us and let us know so we know it needs repairing. If an item turns up missing when you inventory before sending it on, please search your classroom. If you cannot find it, your school will be charged for the missing item.

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Footlocker Evaluation Form

Evaluator's Name

Footlocker Name

School Name

Phone

Address

City

Zip Code

1. How did you use the material? (choose all that apply)

- ☐ School-wide exhibit ☐ Classroom exhibit ☐ "Hands-on" classroom discussion
☐ Supplement to curriculum ☐ Other _____

2. How would you describe the audience/viewer? (choose all that apply)

- ☐ Pre-school students ☐ Grade school—Grade____ ☐ High school—Grade____
☐ College students ☐ Seniors ☐ Mixed groups ☐ Special interest
☐ Other _____

2a. How many people viewed/used the footlocker? _____

3. Which of the footlocker materials were most engaging?

- ☐ Artifacts ☐ Documents ☐ Photographs ☐ Lessons ☐ Video
☐ Audio Cassette ☐ Books ☐ Slides ☐ Other _____

4. Which of the User Guide materials were most useful?

- ☐ Narratives ☐ Lessons ☐ Resource Materials ☐ Biographies/Vocabulary
☐ Other _____

5. How many class periods did you devote to using the footlocker?

- ☐ 1-3 ☐ 4-6 ☐ More than 6 ☐ Other _____

6. What activities or materials would you like to see added to this footlocker?

(continued)

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Footlocker Evaluation Form *(continued)*

7. Would you request this footlocker again? If not, why?

8. What subject areas do you think should be addressed in future footlockers?

9. What were the least useful aspects of the footlocker/User Guide?

10. Other comments.



Montana Historical Society Educational Resources

Hands-on History Footlockers

The Montana Historical Society's Footlocker program offers thematic "traveling trunks" focused on a wide variety of topics. Each footlocker is filled with reproductions of clothing, tools, everyday objects, maps, photographs, and documents. User Guides with lesson plans and standards alignment accompany each footlocker.

Availability and Cost: Footlockers are available to Montana educators for two weeks at a time. Schools pay a \$25 rental fee, while the Montana Historical Society covers the cost of shipping to the next venue. In an effort to provide equitable access, reservations are limited to four per year per teacher.

For more information and to order a footlocker, visit <https://mhs.mt.gov/education/HandsonHistory>.

Available Titles

Cavalry and Infantry: The U.S. Military on the Montana Frontier—Illustrates the function of the U.S. military and the life of an enlisted man on Montana's frontier, 1860 to 1890.

Coming to Montana: Immigrants from Around the World—Showcases the culture, countries, traditions, and foodways of Montana's immigrants through reproduction clothing, toys, and activities.

Discover Lewis and Clark—Traces the Corps' journey through Montana and their encounters with American Indians. Includes bison hide, trade goods, books, and more!

East Meets West: The Chinese Experience in Montana—Explores the lives of the Chinese who came to Montana, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

From Traps to Caps: The Montana Fur Trade—Gives students a glimpse at how fur traders lived and made their living along the creeks and valleys of Montana, 1810-1860.

Gold, Silver, and Coal Oh My!: Mining Montana's Wealth—Chronicles the discoveries that drew people to Montana in the late 19th century and how the mining industry developed and declined.

The Home Fires: Montana and World War II—Describes aspects of everyday life in Montana during the 1941-1945 war years. Illustrates little-known government projects such as the Fort Missoula Alien Detention Center and Civilian Public Service Camps.

Inside and Outside the Home: Homesteading in Montana 1900-1920—Focuses on the thousands of people who came to Montana's plains in the early 20th century in hope of make a living through dry-land farming.

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More Montana Historical Society Resources *(continued)*

Land of Many Stories: The People and Histories of Glacier National Park—

Focuses on the commemoration of the centennial anniversary of Glacier National Park. It is thematically tied to the MHS' exhibit The Land of Many Stories: The People and Histories of Glacier National Park. It examines the human experience in the area now known as Glacier National Park, from pre-contact to the recent past, focusing on human-environmental interaction.

Montana Indian Stories Lit Kit—Immerses students in storytelling and the oral tradition with seven class sets of Montana Indian stories collected for the Indian Reading Series (1972) and reprinted by the Montana Historical Society Press. The lit kit includes animal puppets and User Guide. NOTE: Out of respect for the storytelling customs of many Montana Indian people, this kit will be made available for use in the winter months (November through March.)

Montana Place Names Mini Footlocker—Consists of ten copies of the book, Montana Place Names: from Alzada to Zortman, and the lesson plan "Mapping Montana, A to Z." Teachers will need to order classroom sets of Montana maps separately from Travel Montana or by calling 406-841-2870.

Montana State Symbols—Provides students the opportunity to explore hands-on educational activities to gain a greater appreciation of our state's symbols and their meanings.

Montana's First Peoples: Essential Understandings—Explores the Seven Essential Understandings Regarding Montana Indians. Includes pre-contact and contact-era trade items, a parfleche, drum, elk tooth dress, horse model, ration coupon bag, boarding school outfits, beaver pelt and bison hide, maps, illustrations, tribal flags, and more.

Oral History in the Classroom Mini Footlocker—Includes eight Sony IC Audio Recorders, batteries and chargers, useful reference material, and detailed lesson plans for creating a classroom-based oral history project.

Prehistoric Life in Montana—Exposes Montana prehistory (10,000-12,000 years ago) and archaeology through a study of the Pictograph Cave site in eastern Montana.

Stones and Bones—Uncovers the earliest evidence of Montana's human history through a study of casts and reproduction stone and bone tools, including replica artifacts from the Anzick collection found in Wilsall, Montana.

Through a Child's Eyes: The Stewart Family in Turbulent Times, 1913-1921—Investigates life and politics, 1913-1921, as well as the history and architecture of a magnificent building.

To Learn a New Way—Through a child's voice, as much as possible, this footlocker explores the late 1800's and early 1900's time in which Montana Indians were moved to reservations, experienced allotment and boarding schools - all of which resulted in dramatic changes in their lands, languages, and way of life.

Tools of the Trade: Montana Industry and Technology—Surveys the evolution of tools and technology in Montana from late 1700s to the present.

Woolies and Whinnies: The Sheep and Cattle Industry in Montana—Reveals the fascinating stories of cattle, horse, and sheep ranching in Montana, 1870 to 1920.

Other Resources From the Montana Historical Society

In addition to the hands-on history footlockers, the Montana Historical Society offers a large number of [online resources](#) and lesson plans for grades K-12 at <http://mhs.mt.gov/education/index7>. Resources include:

[Montana: A History of Our Home](#) Designed for grades fourth through sixth, this comprehensive curriculum includes a student textbook and hands-on, interactive lesson plans. It contains six distinct, interdisciplinary units that focus on Montana geography, government, and history from 12,500 years ago to the present.

[Montana: Stories of the Land](#) Designed for grades 7-12, this comprehensive Montana history curriculum covers over twelve thousand years of Montana history with a student textbook and a companion website with links to lesson plans, worksheets, tests, and primary source activities.

[Civics and Geography Lesson Plans](#) Looking for a lesson that explains the electoral process, provides an example of how laws affect individuals' lives, or introduces your students to Montana geography while improving their map reading skills? Find it here.

[Indian Education for All Lesson Plans](#) From examining early trade routes to analyzing primary sources relating to the Marias Massacre, these lesson plans will help your students grasp the Essential Understandings Regarding Montana Indians while learning more about specific Montana history topics.

[Integrating Art and History Lesson Plans](#) Material on Charlie Russell, Montana's Cowboy Artist; Plains Indian pictographic art; and Plateau Indian beaded bags provide a beautiful way to approach Montana history.

[Teaching with Primary Sources Lesson Plans](#) The Montana Historical Society has created a number of lesson plans that provide students an opportunity to analyze primary source material, including artwork, photographs, letters, diary entries, and historic newspapers.

[Teaching with Biographies Resources and Lesson Plans](#) Find links to online biographies as well as lesson plans that guide students to investigate remarkable Montanans.

[Women's History Resources and Lesson Plans](#) Discover an abundance of material on Montana's women's history, including fascinating stories, intriguing photographs, and detailed lesson plans.



Primary Sources and How to Use Them

The Montana Historical Society Education Office has prepared a series of worksheets to introduce you and your students to the techniques of investigating historical items: artifacts, documents, maps, and photographs. The worksheets introduce students to the common practice of using artifacts, documents, maps, and photographs to reveal historical information. Through the use of these worksheets, students will acquire skills that will help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, i.e. research and museum visits. These worksheets help unveil the secrets of artifacts, documents, maps, and photographs.



See the examples below for insight into using these worksheets.

Artifacts

Pictured at left is an elk-handled spoon, one of 50,000 artifacts preserved by the Montana Historical Society Museum. Here are some things we can decipher just by observing it: It was hand-carved from an animal horn. It looks very delicate.

From these observations, we might conclude that the spoon was probably not for everyday use, but for special occasions. Further research has told us that it was made by a Sioux Indian around 1900. This artifact tells us that the Sioux people carved ornamental items, they used spoons, and they had a spiritual relationship with elk.

Photographs

This photograph is one of 350,000 in the Montana Historical Society Photographic Archives. After looking at the photograph, some of the small “secrets” that we can find in it include: the shadow of the photographer, the rough fence in the background, the belt on the woman’s skirt, and the English-style riding saddle.

Questions that might be asked of the woman in the photo are: Does it take a lot of balance to stand on a horse, is it hard? Was it a hot day? Why are you using an English-style riding saddle?



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How to Look at an Artifact

(Adapted from the National Archives and Records Administration Artifact Analysis Worksheet.)

Artifact: An object produced or shaped by human workmanship of archaeological or historical interest.

1. What materials were used to make this artifact?

- | | | | |
|----------------------------------|----------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Wood | <input type="checkbox"/> Glass | <input type="checkbox"/> Cotton |
| <input type="checkbox"/> Pottery | <input type="checkbox"/> Stone | <input type="checkbox"/> Paper | <input type="checkbox"/> Plastic |
| <input type="checkbox"/> Metal | <input type="checkbox"/> Leather | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Other _____ |

2. Describe how it looks and feels:

Shape _____	Weight _____
Color _____	Moveable Parts _____
Texture _____	Anything written, printed, or stamped on it _____
Size _____	_____

Draw and color pictures of the object from the top, bottom, and side views.

Top

Bottom

Side

A large, empty rectangular box for drawing the top view of the artifact.A large, empty rectangular box for drawing the bottom view of the artifact.A large, empty rectangular box for drawing the side view of the artifact.

(continued)

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How to Look at an Artifact *(continued)*

3. Uses of the Artifacts.

- A. How was this artifact used? _____
- B. Who might have used it? _____
- C. When might it have been used? _____
- D. Can you name a similar item used today? _____

4. Sketch the object you listed in question 3.D.

5. Classroom Discussion

- A. What does the artifact tell us about technology of the time in which it was made and used?

- B. What does the artifact tell us about the life and times of the people who made and used it?

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How to Look at a Photograph

(Adapted from the National Archives and Records Administration Photograph Analysis Worksheet.)

Photograph: an image recorded by a camera and reproduced on a photosensitive surface.

1. **Spend some time looking at the whole photograph. Now look at the smallest thing in the photograph that you can find.**

What secrets do you see? _____

2. **Can you find people, objects, or activities in the photograph? List them below.**

People _____

Objects _____

Activities _____

3. **What questions would you like to ask of one of the people in the photograph?**

4. **Where could you find the answers to your questions?**

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How to Look at a Written Document

(Adapted from the National Archives and Records Administration Written Analysis Worksheet.)

Document: A written paper bearing the original, official, or legal form of something and which can be used to furnish decisive evidence or information.

1. Type of document:

- | | | | |
|------------------------------------|-----------------------------------|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Journal | <input type="checkbox"/> Press Release | <input type="checkbox"/> Diary |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Census Record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Other _____ | |

2. Which of the following is on the document:

- | | | |
|--------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Letterhead | <input type="checkbox"/> Typed Letters | <input type="checkbox"/> Stamps |
| <input type="checkbox"/> Handwriting | <input type="checkbox"/> Seal | <input type="checkbox"/> Other _____ |

3. Date or dates of document: _____

4. Author or creator: _____

5. Who was supposed to read the document? _____

6. List two things the author said that you think are important:

1. _____

2. _____

7. List two things this document tells you about life in Montana at the time it was written:

1. _____

2. _____

8. Write a question to the author left unanswered by the document:

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How to Look at a Map

(Adapted from the National Archives and Records Administration Map Analysis Worksheet.)

Map: A representation of a region of the earth or stars.

1. What is the subject of the map?

- | | | |
|----------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> River | <input type="checkbox"/> Stars/Sky | <input type="checkbox"/> Mountains |
| <input type="checkbox"/> Prairie | <input type="checkbox"/> Town | <input type="checkbox"/> Other _____ |

2. Which of the following items is on the map?

- | | | |
|----------------------------------|--------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Scale | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Date | <input type="checkbox"/> Key | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Notes | <input type="checkbox"/> Title | |

3. **Date of map:** _____

4. **Mapmaker:** _____

5. **Where was the map made:** _____

6. **List three things on this map that you think are important:** _____

7. **Why do you think this map was drawn?** _____

8. **Write a question to the mapmaker that is left unanswered by the map.**

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Standards and Skills

State 4th Grade Social Studies Standards

Lesson Number:	1	2	3	4	5	6
Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	✓	✓	✓	✓	✓	✓
Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.	✓	✓	✓		✓	✓
Students apply geographic knowledge and skill (e.g., location, place, human/environment interactions, movement, and regions).	✓	✓	✓	✓		
Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	✓	✓	✓	✓	✓	✓
Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.		✓		✓		
Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.		✓		✓	✓	✓

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Standards and Skills *(continued)*

Skill Areas

Lesson Number:	1	2	3	4	5	6
Using primary documents	✓	✓	✓	✓	✓	✓
Using objects	✓	✓				✓
Using photographs	✓	✓	✓	✓		✓
Art	✓		✓	✓	✓	✓
Science						
Math		✓	✓	✓		
Reading/writing	✓	✓	✓	✓	✓	✓
Map Skills	✓	✓	✓	✓		✓
Drama, performance, re-creation						
Group work		✓	✓		✓	✓
Research	✓	✓	✓	✓	✓	✓
Music						
Bodily/Kinesthetic					✓	
Field Trip						

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Historical Narrative for Fourth Graders

The First People

Many of you already know the story of the First People who lived in the place called Montana. Indians lived in the mountains, valleys and plains of this great place. They hunted, fished and lived their lives here, free to roam wherever they wished. The First People were nomads, and their homes, called tipis, could be packed on dogs or horses. These people traveled many miles hunting deer, elk, bison or looking for spring bulbs, grass for grazing or summer berries.

The New Comers

About two hundred years ago, other people traveled west, trespassing on the land belonging to the Indians. At first the Euro-Americans were just curious, like the great explorers, Lewis and Clark, who wanted to find a water route to the Pacific Ocean. Others came looking for fur-bearing animals whose skins brought lots of money to trappers, traders and merchants. Then in the 1860's many people came to Montana



East most house on Soap Suds Row, Ft. Keogh, Montana. Christian Barthelmess, Photographer.



Left to Right — Sits in the Night, Red Cherries, Brave Wolf, Two Moon, American Horse, Buffalo Hump, Spotted Wolf, Old Wolf, 1889, Christian Barthelmess, photographer, Fort Keogh. Cheyenne Indians that participated in council with Gen. Miles at Lame Deer, 1889.

looking for gold. They built camps, stores and homes. The miners immigrated in large numbers, traveling through hunting grounds used by the First People for hundreds of years before.

Conflict Between People

Some Indians thought the newcomers were rude. These new settlers took the land and its resources without asking. It angered the Indians, so they made trouble for the new settlers. As a result of the conflict, men, women and children died, both Indian and non-Indian.

The Frontier Military

The United States Army came to Montana for many reasons. They built posts and forts to protect the traveling settlers from Indian attacks. Soldiers guarded workers as they built roads, stage routes and railroads across the territory. They watched over those who

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Historical Narrative for Fourth Grade *(continued)*



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Second Infantry Fort Keogh, on practice march. Christian Barthelmess, photographer.

installed or repaired telegraph wires, an early communication system that let news travel from city to city electronically. After a while it was the chief duty of the military to escort Indians to reservations, land that was set-aside for the Indians, and to keep them there.

The Recruits

Soldiers, or U.S. Army recruits, came from many places: from the Atlantic coastal states and the South, from Europe and from cities or farms everywhere. Often they were young men in their twenties, and some were poor or in trouble with the law. The Army promised adventure, a paycheck, clothes and food. Most of the recruits enlisted for five years, receiving about \$15 a month.

Some soldiers joined the infantry, and others preferred the cavalry. Soldiers in the cavalry rode horses while on patrol, and the infantry marched on foot. To defend themselves in case of an attack, recruits carried a Springfield rifle or carbine.

Life on the Post

Life on an army post in Montana Territory was difficult, lonely and boring. Some men entertained themselves with team sports, gambling and field trips into the country to hunt or fish. Many soldiers became ill, and many others ran away or deserted. If caught, a deserter would be punished and put in jail.

On some of the forts, women and children of the officers lived with their husbands or fathers. Recruits were not allowed to have their families join them. Women made the forts a little more lively and interesting. These women held parties or dances, and children attended school. Often the military bands on army posts provided wonderful music for the people who lived nearby.

The End of the Frontier Military

By 1890 most of the Montana Indians lived on reservations, and there was little fear of attack. Many army posts and forts closed, and the soldiers moved on. In some places they left behind growing cities and towns. Wars and rebellions broke out in other parts of the world, and the military's mission and purpose changed. The time of the Frontier Military came to an end.



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Troop "F" 2nd Cavalry. Fort Ellis, 1867 to 1872.



Historical Narrative for Instructors

The first human occupation of the place we now call Montana occurred about 12,000 years ago. These first people traveled along the eastern edge of the Continental Divide, a major travel corridor for thousands of years for people moving north and south. Those that stayed in the Northern Rocky Mountain Region left evidence of their occupation: campfires, cave art, and remnants of tools, as well as rich stories of origin and creation. Montana has been home to indigenous people for thousands of years.

Legends abound, guessing at the first contacts between Indians and Euro-Americans. The trade connections were so sophisticated and extended that perhaps Montana's first people knew of the Spanish in the Southwest. It is certain they understood the affects of white intrusion long before Euro-Americans entered the mountains and plains of Montana. Guarded and suspicious, Montana tribes moved and adjusted, trying to avoid the inevitable confrontation between the two cultures.

The first white people in the "hinterland" explored geographical characteristics, such as Lewis and Clark as they traversed the land looking for an inland water passage. Not long after, fur trappers and traders hoped to cash in on the rich crop of fur-bearing animals destined for hats, coats and fine apparel for those who could afford it. Probably the greatest invasion occurred with the discovery of gold in the 1860's in places like Bannack, Virginia City, and Helena. With that rush came not only miners, but also all the other people associated with building community, business and the trappings of white culture.

Many people arrived by steamboat to Fort Benton and then traveled by overland stage to the gold fields. Others ventured by rough-cut wagon roads emanating from the established Oregon, Mormon, California or Bozeman Trails. As scenic and promising as the trails must have seemed to these early citizens, the wagon routes traversed hunting grounds valued by Montana's first people.

Indians responded with reason at times, then with mischief in hopes of discouraging further population, and eventually with armed and violent reprisal. Each of those reactions necessitated the presence of the American military. Not to be confused with the military action during the Civil War, this period is often called the "Frontier Military" and is generally understood to cover the late 1860's to 1890.

"Manifest Destiny," a popular expression coined in 1830, implied that the whole continent from coast to coast, between Mexico and Canada, by God-given authority belonged to the westward-expanding Euro-Americans. As long as there was unknown or unchartered lands, Americans were destined to settle and "civilize" these far frontiers. It is at once an interpreted mandate and a calling to impose the culture of Euro-Americans. The military, an official representation of the United States government, made the conquest possible and authorized the conflicts that resulted.

Posts were originally established in Montana to assist with the development of the fur trade. Military forts came along in the 1860's to protect white settlers and gold miners making their way west.

Life on these Montana forts and posts was difficult. Days for the recruits were

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Historical Narrative for Instructors *(continued)*

structured, repetitious and boring.

Depending on the fort and the time of service, duty may have included patrol, survey, repair of fort buildings, stringing telegraph wire, food preparation, care of horses, etc.

Recruits came from all parts of the United States, and many were new immigrants from Europe, particularly Ireland and England. Montana forts also hosted units of Black infantrymen and cavalry. The famous 10th, 23rd, 24th and 25th served in Montana and were known as “Buffalo Soldiers” by the Indians who observed their black curly hair and buffalo-robe coats.

Recruits ranged in age from 21 to 40. Even though the enlisted time was five years, many stayed on making a career of their service to the U.S. military. Pay was about \$15 a month. As miserable as that sounds, many enlistees were drawn by the notion of consistent pay, meals, uniforms and adventure. Keep in mind that the rest of the country suffered depression-like episodes and work was hard to come by in the 1880’s through the 1890’s. Certainly there was a criminal element drawn to the service and a fair share of young men who lacked discipline in their young lives.

Desertion was common, especially when spring and warmer weather made travel a bit easier. Once the completion of the transcontinental railroads took place (1880s), connecting Montana with other parts of the nation, many soldiers left their posts and hopped a ride. If caught they faced trial, imprisonment and extended duty.

Many young soldiers gambled and drank heavily. Illness was also common among them. The service provided medical care, though medications and successful remedies were not provided free of charge. Even certain important articles of clothing, such as socks and underwear, needed to be

purchased by the recruits from money earned. The quality of meals depended on the fort and the abilities of recruits to grow gardens. Some officers are credited with recognizing the importance of fresh vegetables in the enlisted man’s diet.

Officers often brought their wives and children to the forts. Women influenced the social life on the fort. They planned and executed parties, elaborate dinners, dances, and games and made sure that their children had access to an education. They brought curtains to the windows, beautiful furniture and oriental rugs, and the women dressed fashionably. Some regimental forts supported military bands, which not only interrupted the monotony of the soldier’s life, but entertained those who lived nearby.

By the 1890’s most Montana Indians lived on reservations, and the threat of Indian attack seemed remote. Montana’s military moved on in some instances or changed their mission. As our nation grew and as more and more people settled in the West, our troops served in overseas conflict. The Spanish American War of 1898 and then World War I in 1917 changed the complexity of military service in Montana. It became a global effort as the United States reached beyond its borders.

The presence of the Frontier Military in Montana was at once a sorrow for the First People who lived here and a source of comfort for those who came later. Like all history, this period represents many lows in human behavior and an unparalleled period of growth. We owe the development of cities and towns to the presence of the military, yet we regret the military’s influence in the subjugation of the First People and their culture.

Cavalry and Infantry:
The U.S. Military on the Montana Frontier



Outline for Classroom Presentation

I. First People

- A. Where did they come from?
 - a. Bering Strait
 - b. Rocky Mountain Front
 - c. Some say they always lived here.
- B. How long did they live here, and how do we know?
 - 1. Archaeological remains
 - 2. Stories and legends

II. Euro-Americans

- A. Who were they?
 - 1. Explorers and Scientists
 - 2. Fur Trappers and Traders
 - 3. Miners and Settlers
- B. What did they want?
 - 1. Information and understanding
 - 2. Animal skins to make money
 - 3. Gold, land, and a new home
- C. Why was there conflict?
 - 1. Hunting grounds
 - 2. Cultural differences

III. The Frontier Military

- A. Why did they come to Montana Territory?
 - 1. Protection
 - 2. Establish a western “civilization”
- B. What did they do while they were here?
 - 1. Patrol, armed conflict, escort
 - 2. Local police, town site, visible evidence of U.S. authority

(continued)

Cavalry and Infantry: The U.S. Military on the Montana Frontier
Outline for Classroom Presentation *(continued)*

IV. Montana Posts

- A. Can you locate these forts on a map of Montana?
 - 1. Fort Ellis, Fort Shaw, Fort Assinniboine, Fort Keogh
 - 2. Fort Harrison, Fort Missoula
- B. Can you find some of the important gold camps on a map of Montana?
 - 1. Helena
 - 2. Virginia City
 - 3. Bannack
- C. Can you find and trace the Bozeman Trail, the Missouri River, the Fort Benton Road, the Corinne Trail, and the Yellowstone River?

V. Life as a Recruit

- A. Would I make a good recruit?
 - 1. Age, home, background
 - 2. Pay, food, health
- B. Why would I want to join the military?
 - 1. Money, clothes, food
 - 2. Adventure
- C. What was it like living in a fort?
 - 1. Duties and responsibilities
 - 2. Gambling and alcohol
- D. Was there anything fun to do?
 - 1. Officer's families
 - 2. Music
 - 3. Games and entertainment

VI. The Changing Military Presence

- A. Where did the Indians go and what was it like?
 - 1. Reservations
 - 2. Change of cultures
- B. What did the military do next?
 - 1. Conflicts beyond our borders
 - 2. Some Montana forts closed



Amazing Montanans— Biographies

James Court Blackwood

Recruiters promised adventure, a uniform, meals and a comfortable place to live. I was young, and I had no real future on the East Coast. Lured by the prospects of life in the West, I enlisted with the U.S. Army's 3rd Infantry.

In 1878 I left Fort Snelling, Minnesota, for Montana Territory where Chief Joseph and the Nez Perce had recently caused some problems for white people living there. My unit traveled by train and steamboat, reaching Fort Benton in the summer.

By the fall of 1878 I was stationed at Fort Shaw. I remember when my mother sent me a Christmas present that first year. I was so homesick. I just could not stand the thought of spending another two years in the military. My parents were fine people, and they raised me to honor my commitments. Even though I pleaded with them to find some way of convincing authorities to release me from the military, it did not happen.

Life at the fort was routine. We drilled, marched, labored, played games and invented hobbies. The food was usually quite bland. We tried to grow our own vegetables, but during the winter months, when we couldn't get fresh foods, many recruits became ill. Me included. It seemed I was always in the infirmary trying to overcome colds and terrible congestion in my lungs. My bones ached all the time. The Army did the best it could to take care of me, but I had to pay extra for my medicine. I was sick so much I could not save very much money. Letters from home brought me the greatest pleasure.

My family also raised me in "polite society"; that is, I like to think I was a gentleman. The



The Mackinaw "Montana" leaving Fort Benton for Cow Island, Missouri River, MT. W.E. Hook, Sr. photographer, 1878-79.

MONTANA HISTORICAL SOCIETY

Army introduced me to all kinds of people, most of whom would not be comfortable around my mother's dining room table. Many drank too much, swore and behaved badly. I thought for certain that my parents would not approve of the habits to which I was being exposed and would work quickly to have me released from service. They must have had other plans.

Still, in the West, I observed there was potential for good business and a possibility of getting rich. After my military service I became a miner and traveled throughout Montana, Idaho and Utah, hoping that some day I would strike it rich. When I am rich I will buy a ticket home.

Can't think of any place on earth that I would rather be than home. I certainly do not wish to spend any more time working for the Army in Montana Territory!

Cavalry and Infantry: **The U.S. Military on the Montana Frontier**



Vocabulary List

Carbine – a light rifle with a short barrel used by the cavalry.

Cavalry – soldiers who were trained to fight on horseback.

Conflict – a battle, disagreement or struggle between forces.

Deserter – a soldier who runs away from his duties in the military and does not plan to return.

Enlist – to volunteer to serve in the military.

Euro-Americans – people who came from Europe to live in America.

First People – another name for Indian.

Fort – a large, protected place sometimes surrounded by a wall; it is where soldiers live and work.

Frontier Military – a name that describes military service in the West from 1860 to 1890; it was a time when soldiers were recruited primarily to protect new settlers from Indian attacks.

Immigrant – someone who leaves one country to live in another.

Infantry – soldiers trained to fight on foot.

Nomad – someone who moves frequently in order to find herds of animals or other food sources.

Post – the grounds and buildings of a small military base.

Recruit – someone who volunteers to serve in the military.

Regiment – a large military unit of soldiers, numbering around 250 men.

Reservation – a large section of land set aside by the United States Government for Indian people.

Telegraph – an early communication system used to send messages electronically by wire.



Parade of the 10th Cavalry at Fort Custer.



Lesson 1: Kind Regards to All: James Court Blackwood's Letters Home

Objective:

At the conclusion of this lesson students will be able to:

- explain the terms “primary source” and “archival document;”
- read and decipher handwritten script;
- discuss the contents of a letter home to Blackwood's mother;
- illustrate events listed in the contents of the letters;
- make an illustrated journal based on the letters;
- discuss the limitations and advantages of learning from primary sources.

Time:

15 minute sessions for 3 days

Materials:

- Footlocker Materials: all artifacts
- User Guide Materials: letters from James Blackwood; “How to Look at a Written Document” worksheet; biography and photograph
- Teacher Provided Materials: copies of the 2 letters home; construction paper for journal covers; white paper for journal entries; and art supplies such as colored pencils, markers, or crayons

Pre-Lesson Preparation:

James Court Blackwood wrote 18 letters home to his family during the time he lived in the West. He came from the Boston area, and his family was affluent. We can only guess what transpired in this young man's life or why he chose the military. Chances are that he was undisciplined, lacked professional direction, or may have committed a petty crime. He may have been encouraged to join the military as an alternative to imprisonment, fines or “wild living.” In any case, he found himself at Fort Shaw in Montana Territory by the late 1870's, just a year after the Nez Perce attempted to escape to Canada. Like most recruits, James was unhappy, bored and often times ill. In his letters he tries to convince his father to pull some strings in order to release James from his military obligations. By the end of the letters, five years later, James writes from Salt Lake City. He is no longer in the military, struggling to save money so that he can return home, and still plagued by vague illnesses.

Read the historical narrative provided in the User Guide and think about the difficulties for young recruits assigned to Montana Territory. Read the letters from James Blackwood. Be aware of the tone, what James must be feeling, and what he has asked his parents to do.

Procedure:

Day 1: Introduce James Blackwood and his letters to your students. Remind them that these letters are copies of the originals stored in the Archives at the Montana Historical Society. Look together at the date, place and closing signature. Take turns reading portions of the letters aloud. Encourage your students to write on the student copies to help translate unclear writing or spelling. Discuss together what James is telling his parents. Encourage the students to question the facts presented in the letters and to inquire about the motives for writing.

(continued)

Cavalry and Infantry: The U.S. Military on the Montana Frontier

Lesson 1: Kind Regards to All:

James Court Blackwood's Letters Home *(continued)*

Day 2: Distribute components for making four-paged journals. Refer to the journal directions listed next to this lesson plan. Have each student make a journal. Instruct your students to imagine the days in James' life at the fort. "Map," in the journal, the experiences of James as portrayed in the letters and from what you have learned about life in a military fort. For instance page one may be a picture of James traveling by steamboat on the Missouri River, page two his arrival at Fort Shaw, etc. Along side of the illustrations, instruct students to write a sentence or two about what James saw or felt in connection with the event.

Day 3: Finish making illustrated journals. Collect, show and exhibit the finished products.

Discussion Questions:

1. Discuss with your students what they think happened to James. Did he ever make it home?
2. Was his father happy with him? Do you believe that he was sick? Do you think he deserted the Army?
3. Are these letters helpful in understanding Montana history? What are some of the benefits of using "primary sources"? What are some disadvantages?

Further Exploration:

- Instruct your students to write the last letter home from James to his mother.



Journal Making Activity

Materials:

8 sheets of 8.5 x 11 inch white paper per student, construction paper, glue, markers, paper punch, string or yarn, hand-made journals (to use as guides)

Procedure:

1. Ask students to select a piece of construction paper for the cover of their journal. Give them many different colors to choose from. Have them fold the piece of paper in half, lengthwise.
2. Have students decorate their cover with scraps of construction paper and glue, markers, crayons, etc.
3. Pass out 8 sheets of 8.5 x 11 inch white paper per student.
4. Tell students they will be making two “signatures” for their journal. Ask them to fold the sheets in half lengthwise so they will fit inside their construction paper cover. Have them put the signatures inside the cover.
5. Next, tell students they will be making their binding. Have everyone punch three holes in the fold of their journal. After doing this, tell children to secure their binding with yarn.
6. Their journal is complete and ready to be filled!

***Note:** For young students, pass out already constructed journals, ready for the cover to be decorated and journaling to begin.

Benton M.T.

Sept 12th 78

Dear Mother

I am going to write you only a few lines to let you know that I am still in good health and living on the prairie. I leave tomorrow morning for Cow Island which is about 200 miles down the Missouri River and is as far as the boats can get up now on account of low water. We have a lot of freight coming up and I am going down with an officer and a guard of 12 men to receive the freight. This is where Chief Joseph and his band attacked a guard last fall and succeeded

(continued)

Lesson 1: Kind Regards to All:

James Court Blackwood's Letters Home (continued)

in getting away with
most of the property but
I do not anticipate any
trouble this fall but of
course cannot tell I will
not be able to write you
again until I get back
which I hope to do all right
within a month I am very
busy today so will have
to close with kind regards
to all in haste

Your affct. Son
J. C. Blackwood

Adj. Gen. 3^d U.S. Infy
M.T.

(continued)

Fort Shaw M. D.
Dec. 29th 11/9

Dear Mother

I have received nothing from home to let me know that it is Christmas time and did not expect anything except a letter. I put on today the undershirt you sent me when in. Before I only wear it sometimes during the winter and not long at a time as it is the only thing I have left from home and I want to preserve it, not that I need for anything here but the remembrance is sufficient to give me pleasure. When I am lamest which I am not ashamed to say occurs at this time of year but still I know my position and will not ripine and will do my duty until honorably discharged. I will do my best in the mean time.

(continued)

Lesson 1: Kind Regards to All:

James Court Blackwood's Letters Home (continued)

to get off if I can as I
do not like the associations, you
show me sufficiently to know that
I never associated with disreputable
characters and you have to meet
them here, and cannot help but
use them well, and I do not like
it, Father could get me off by
using political influence, at least
for instance Hon. L. S. Huntington
would have sufficient influence
with this Government to procure
my discharge, but I would
like the thing to be conducted
privately please speak to him
about it. Do not fear that
I will ever desert but I
have detected the association
that I am compelled to make
here, I have not touched
a drop of anything for a
long time and see the folly of
it and that makes me more

(continued)

Lesson 1: Kind Regards to All:

James Court Blackwood's Letters Home (continued)

dissatisfied with remaining here
because I am afraid of the
influence of Father can do any
thing with my discharge through
some influential Minister at home.
The proper way is to make ap-
plication to the President,
Sec. of War or to Gen. Sherman,
but there must be very good
influence in order to get it.
I had a letter
from Janet the other day
and she appeared to be happy.
I am glad to hear it. My health
is excellent and otherwise
than what I have mentioned.
I am feeling in very good
spirits. We are having extreme cold
weather it being as low as $3\frac{1}{4}$ below
zero. No more at present. Love to you
Kind regards to all.

Your affectionate Son
J. C. Blackwood

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Lesson 2: Recruits at Fort Assiniboine

Objective:

At the conclusion of the lesson students will be able to:

- explain the terms “primary source” and “archival document;”
- discuss the limitations and advantages of learning from primary sources;
- read and decipher a page from a “Descriptive Book of the Recruiting Service of the United States Army;”
- discuss the ages, physical characteristics, place of origin, and medical remarks of five recruits;
- compute the average age and height of the recruits represented;
- locate on a map of the United States the places where the recruits were born.

Time:

15 minutes sessions for two days

Materials:

- Footlocker Materials: all contents
- User Guide Materials: transparency of “Descriptive Book of the Recruiting Service of the United States Army” (A); hard copy of the same; Descriptive Book form
- Teacher Provides Materials: map of the United States; copies of chart form; equipment to project transparency

Pre-Lesson Preparation:

The “Descriptive Book ...” is a large, hardbound ledger located in the Archives at the Montana Historical Society. We have copied only one full page for classroom use, but the whole ledger is filled with hundreds of names and characteristics of recruits who were stationed at Fort Assiniboine. It is a fascinating “primary source” for many reasons. Take time to read the names, descriptions, enlistment records and remarks. Note the fine penmanship. You will also see that these soldiers represented the 24th Infantry, an all Black unit in the Frontier Military. For many years after the Civil War, African Americans, especially in the South, had little hope for employment or education. Consequently many joined the Frontier Military. Generally speaking, the Black infantry and cavalry units were extremely effective as soldiers and were referred to as “buffalo soldiers” by the Indians who observed their physical characteristics. However, racial discrimination was a bitter reality in the West as in other parts of the country.

Procedure:

Day 1: Introduce the “Descriptive Book...” to your students. Remind them that this document and many others like it are “primary sources” and are located in the Archives at the Montana Historical Society. Read together from left to right the names and descriptions of the recruits. Discuss the section called “Remarks.” Why did a surgeon make these records? Of the five recruits, what was their average age? What was their average height? Would you know that they are all African Americans from reading the descriptions? As a class find their place of birth on a large map of the United States. Describe the differences between Montana and the South.

Day 2: Give a copy of the blank form to each group of four or five students. Instruct the students to complete the form as if they were a clerk in

(continued)

Cavalry and Infantry: The U.S. Military on the Montana Frontier

Lesson 2: Recruits at Fort Assiniboine *(continued)*

the Army interviewing the new recruits. Discuss the shorthand and abbreviations used in the original document and encourage your students to use the same methods.

Discussion Questions:

1. What is the average age of the recruits listed? How old will they be when their five-year enlistment period is complete?
2. Compare their names with those listed as next of kin in the remarks section. What do you know about naming African American children born to slaves in the South?
3. What is the average height of the recruits listed? How tall are your parents? Do you expect to be as tall or taller than these recruits? Why do you think that most men during this time were less than 5 feet 9 inches?
4. Why do you think African Americans wanted to join the Frontier Military? What do you think they thought of life in Montana? What do you think they thought about their responsibility to guide Indians to reservations? What is racism? Could a Black soldier at Fort Assiniboine go to a dance in Havre during his time off? Why or why not?

Further Exploration:

- Invite an Army recruiter to your school. Ask him or her to explain how soldiers are recruited today and what kinds of information are recorded about each soldier. Compare current Army statistics with the averages the students computed regarding the recruits at Fort Assiniboine. Discuss the value of this document as a “primary resource.” Research more about Blacks in the Frontier Military and learn which units came to Montana.



Descriptive Book of the Recruiting Service of the U.S. Army Form

A decorative header featuring four five-pointed stars on the left and right, and a central emblem of an eagle with wings spread, perched on a shield with stars.

Name _____

Age _____ Height _____

Complexion _____ Eyes _____ Hair _____

Birth Town or County/State _____

Occupation _____

Enlisted

When _____

Where _____

By Whom _____

Term _____

Remarks (Here insert indelible or permanent marks found on
person of recruit; his residence when enlisted; references given to
establish character; and final disposition made of the soldier.)

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Lesson 3: “In the Barracks”

Objective:

By the conclusion of this lesson, students will

- read a photograph and draw conclusions about life in the post barracks.

Time:

20 minutes

Materials:

- Footlocker Materials: all photographs
- User Guide Materials: transparency of photograph (B); map of location of forts in Montana
- Teacher Materials: equipment necessary to project transparency

Pre-Lesson Preparation:

Fort Keogh, established in northern Montana Territory in 1870's, quartered recruits to protect white miners, ranchers and settlers from the possibility of Indian attacks. As you can imagine, in the 1870's it was a remote outpost, very cold in the winter, and at times very hot in the summer. Pictured is the “squad room” at Fort Keogh, a dormitory-like place where recruits slept. In most instances, the military provided most of the soldiers' needs: clothing, food, shelter and pay. Personal possessions were not common, as there was little use for it. Whatever personal possessions may have been accumulated they were stored in “footlockers” placed at the base of each cot.

Procedure:

1. Together as a class look at the transparency and examine the contents of the photograph.
2. Explain to your students that the original photograph is kept in the Photograph Archives at the Montana Historical Society. You are looking at a copy. Follow the discussion questions listed below to help you examine the photograph.
3. When completed, circulate the other photographs located in the footlocker, and assign teams of students to examine each one. Request that the group recorder list the things visible in each photograph, just as you did as a class when looking at the transparency. Discuss what you have learned and what you do not know for certain by looking at the photograph.

Discussion Questions:

How many recruits do you see in this photograph? Do you think that they expected to have their photograph taken on this day? Why or why not? How do you like their haircuts? Describe the uniforms? How many different outfits do you see? What is the floor made of? What sound does that make when lots of heavy boots walk across it? What about the cots? Do they look comfortable and warm? What kinds of things might be stored in the footlockers at the foot of the beds? Would you like to be here?

(continued)

Cavalry and Infantry: The U.S. Military on the Montana Frontier

Lesson 3: “In the Barracks” *(continued)*

Further Exploration:

The Montana Historical Society possesses thousands of photographic images and negatives, some dating as far back as 1860. Photographs are a treasure of information, and are an important primary resource for those learning about Montana history and other topics.

Ask your students to bring one photograph from home. Divide your class into five or six groups and assign a topic to each group. For instance request that one group bring photographs of the outside of the house or home; another, an interior room; another, the family vacation; another, pets, etc. Be certain that the backs of each photograph are identified so that they will return to the rightful owner.

In the classroom, collect the photographs and redistribute them. Ask certain individuals to describe what they see or have learned from the photograph they hold without looking on the back. Then ask the owner if the information is correct.

As valuable as photographs are, we can also assume inaccuracies if we are not careful. Caution your students to label and date precious photographs in pencil and store them in such a way so that they are not folded or wrinkled. You may want to share some of the information contained in the User Guide concerning the use of photographs.

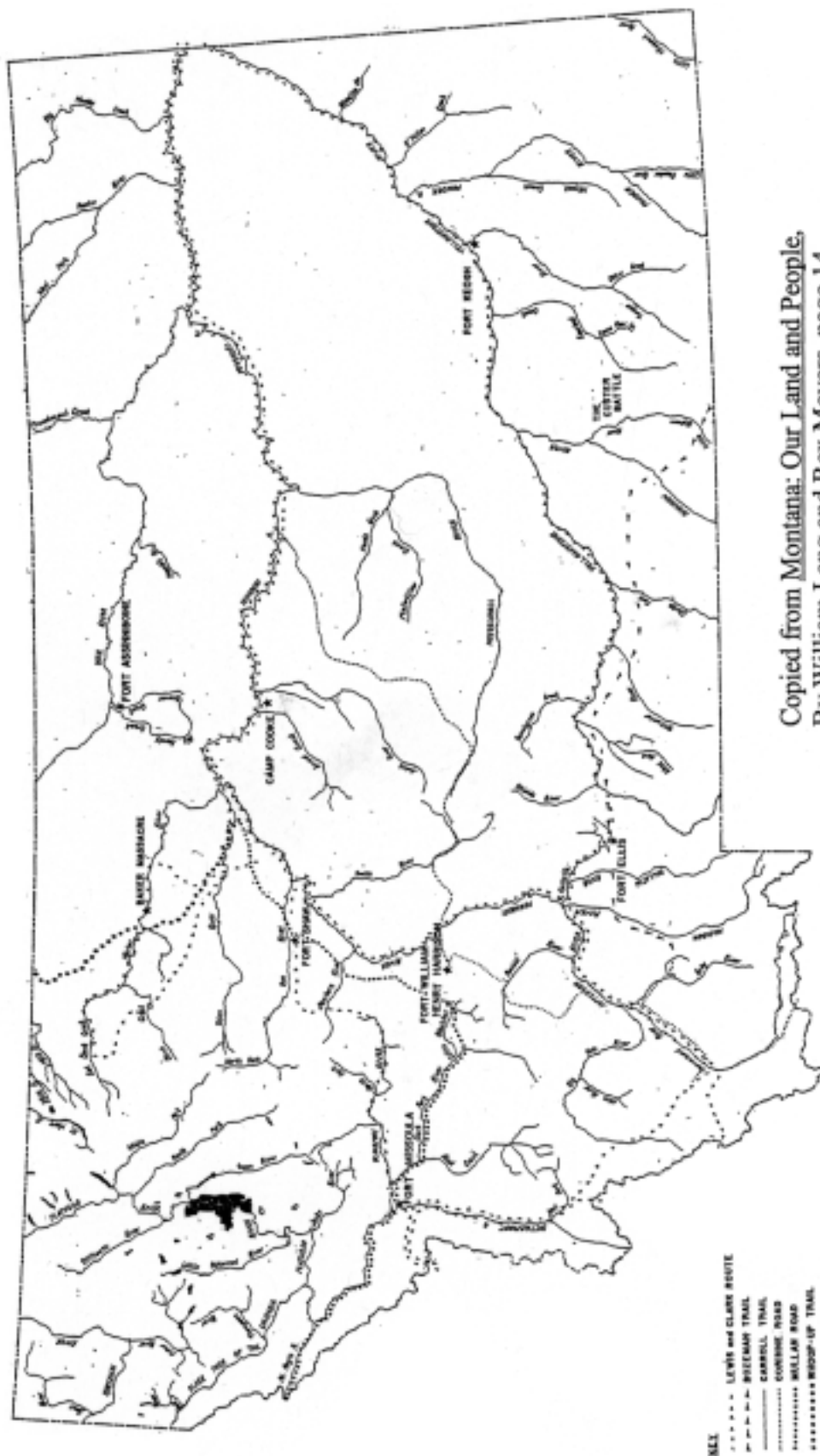


MONTANA HISTORICAL SOCIETY

Barracks at Fort Keogh, 1903.

Selected Montana Routes, Forts, Battles

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Copied from *Montana: Our Land and People*,
 By William Lang and Rex Meyers, page 14

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Lesson 4: “Mapping Fort Benton”

Objective:

At the conclusion of this lesson students will be able to:

- read a floor plan;
- calculate the size of the fort;
- describe the kinds of facilities featured in a nineteenth century Montana post.

Time:

30 minutes

Materials:

- Footlocker Materials: photographs; map of Fort Benton
- User Guide Materials: marker piece
- Teacher Provided Materials: rulers and colored pencils; string; copies of the plan

Pre-Lesson Preparation:

Fort Benton was first occupied by fur traders and trappers in 1846. It was made of adobe and surrounded by high walls. The fort lasted long after the fur trade and became an important terminus for steamboat traffic plying the Missouri River. These plans were found in the Archives at the Montana Historical Society. On it are the names and measurements of certain features of this early-day post. Note the scale at the bottom, the indication of the river, and the directional arrow. The Frontier Military passed through Fort Benton often as the Army used steamboats to transport goods. The nearest military fort was Fort Shaw built in 1867.

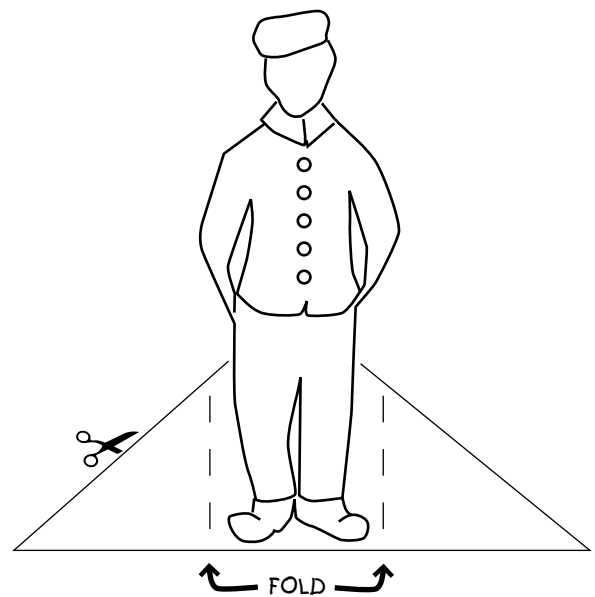
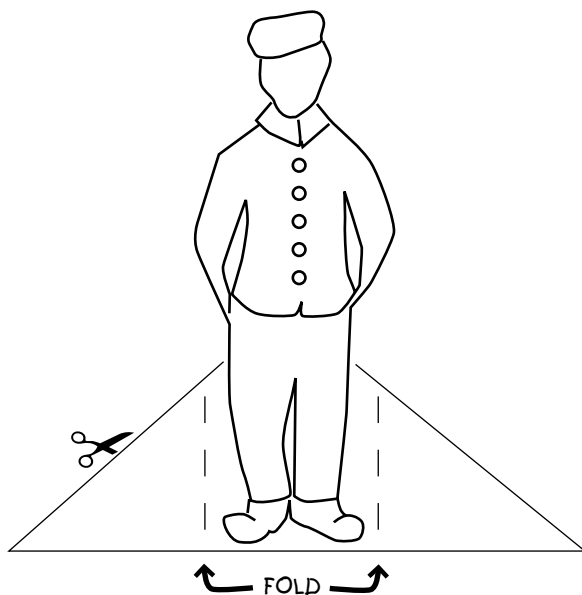
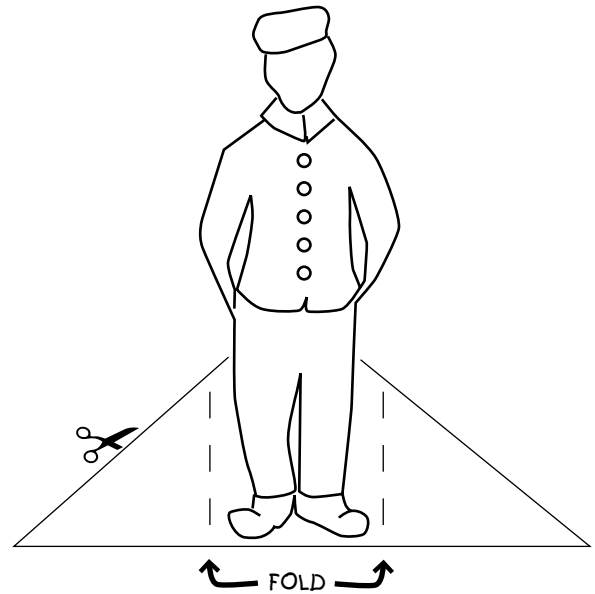
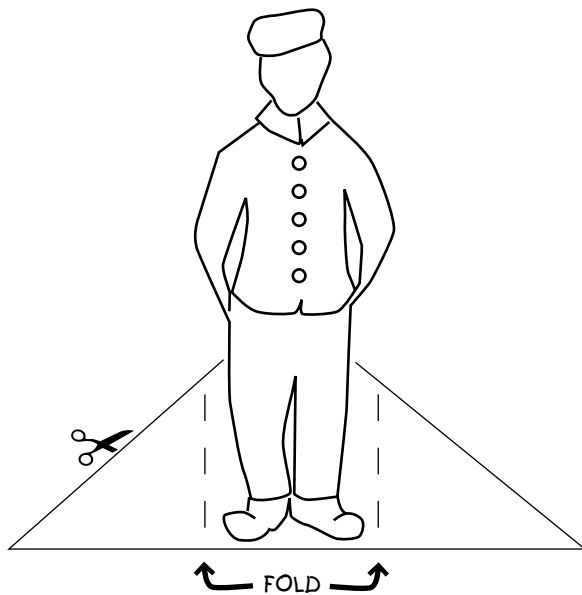
Procedure:

1. Make copies of the Fort Benton plan so that each student has one.
2. Together as a class read the map.
3. Instruct each student to color and cut out a soldier marker. Fold the wings back and notch them so the marker can stand by itself.
4. Locate the directional arrow; stand your marker so that it faces south then north then east and finally west.
5. Find the hospital and color it blue.
6. Find the commanding officer's quarters and color it yellow.
7. Locate the laundress quarters; color it orange
8. Locate the river; how far is it from the fort?
9. Using your ruler, measure the clothing store; how many feet is it. How many feet did the commanding officer need to walk from his quarters to the fort?

Further Exploration:

- Using the floor plan of Fort Benton as an example, create a model of a military fort. Look at the photographs provided in the footlocker for other ideas about how a fort looked. Give students many options for building materials: clay, popsicle sticks, Plaster of Paris, wood. Encourage them to create a portable model that can be built on a sheet of cardboard and easily transported to school.

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Cavalry and Infantry:
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Lesson 5: “May I Have Your Autograph”

Objective:

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

- write rhymes to include in their journals;
- describe the life of Dominick O'Malley and how he acquired the autographs of soldiers at Fort Keogh.

Time:

two days, 30 minute sessions

Materials:

- Footlocker Materials: photographs showing families and leisure activities
- User Guide Materials: transparency of O'Malley's autograph book
- Teacher Provided Materials: equipment to project transparency; copies of autograph book templates; colored paper; scissors; stapler

Pre-Lesson Preparation:

Dominick O'Malley grew up on military posts in Texas, Kansas, Wyoming and Montana. Dominick's stepfather abandoned him, his siblings and mother in 1881 while the family was living at Fort Keogh near Miles City, Montana. Young Dominick worked to provide food for his family. He later became a cow hand and horse wrangler and wrote poetry about his days herding cattle in Montana. In the Archives at the Montana Historical Society is preserved Dominick O'Malley's autograph book. He acquired the signatures of friends at Fort Keogh beginning in 1884.

Procedure:

- Day I: With the use of the transparency show your class the beautiful penmanship, drawings and sentiments expressed in Dominick's autograph book. Instruct students to think about or learn rhymes to write in their journals that they made in lesson #1. (Older family members will be a good source.)
- Day II: Ask for volunteers to share their rhymes. Write a few on the blackboard. Then encourage students to add one of their own rhymes to their journal, using their very best handwriting, as Dominick's friends did. Then students may have time to circulate their journals for others to sign.

Discussion Questions:

1. How many students already have autograph books? Why are they fun to have?
2. Do your autograph books look like Dominick's? What is different? What is the same?
3. Look at the page that John Kelly and Oscar Mitchell and others signed. What are some of the activities listed in the corner? What do you suppose those mean?

Further Exploration:

- See if your students can draw birds like McClellan. Project the image on the transparency. Encourage them to use pencil at first. Finished products can be drawn in ink, colored, and displayed in the classroom.

Cavalry and Infantry: The U.S. Military on the Montana Frontier



Lesson 6: “Tons of Tunics”

Objective:

At the conclusion of this lesson students will be able to:

- identify and describe the uniform of the Frontier Military.

Time:

30 minutes

Materials:

- Footlocker Materials: tunic, hat, gloves, neckerchief; all photographs
- User Guide Materials: transparency of cavalry trooper on a horse (D); illustrations of uniforms and equipment
- Teacher Provided Materials: equipment with which to project transparency; make copies of the uniform handout



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Typical of a cavalry man with complete equipment and in heavy marching order, mounted up. Equipment consisted of carbine, pistol, ammunition, sabre, shelter half with one blanket, picket rope and saddle bag, 1907. Adams J. Dix, photographer.

Pre-Lesson Preparation:

The Frontier Military uniform was made of wool and lined with a quilted inner piece with pockets. The front was festooned with gold-colored buttons and yellow piping around the edge. For the young men drawn to the military for financial reasons, they were glad to have clothes provided for them. Most soldiers were proud of their uniforms. With the students, look at and try on the tunic and other costume pieces contained in the footlocker. Look at the other photographs and observe the many combinations of uniforms.

Procedure:

1. Project the image of the soldier on the horse. As a class identify the parts of the uniform worn by the soldier.
2. Locate similar pieces in the footlocker, hold them up, and encourage students to touch, feel and try them on.
3. Distribute copies of the uniform handout. Ask students to identify parts, color, cut out and glue in the proper sequence.

(continued)

Cavalry and Infantry: The U.S. Military on the Montana Frontier
Lesson 6: “Tons of Tunics” *(continued)*

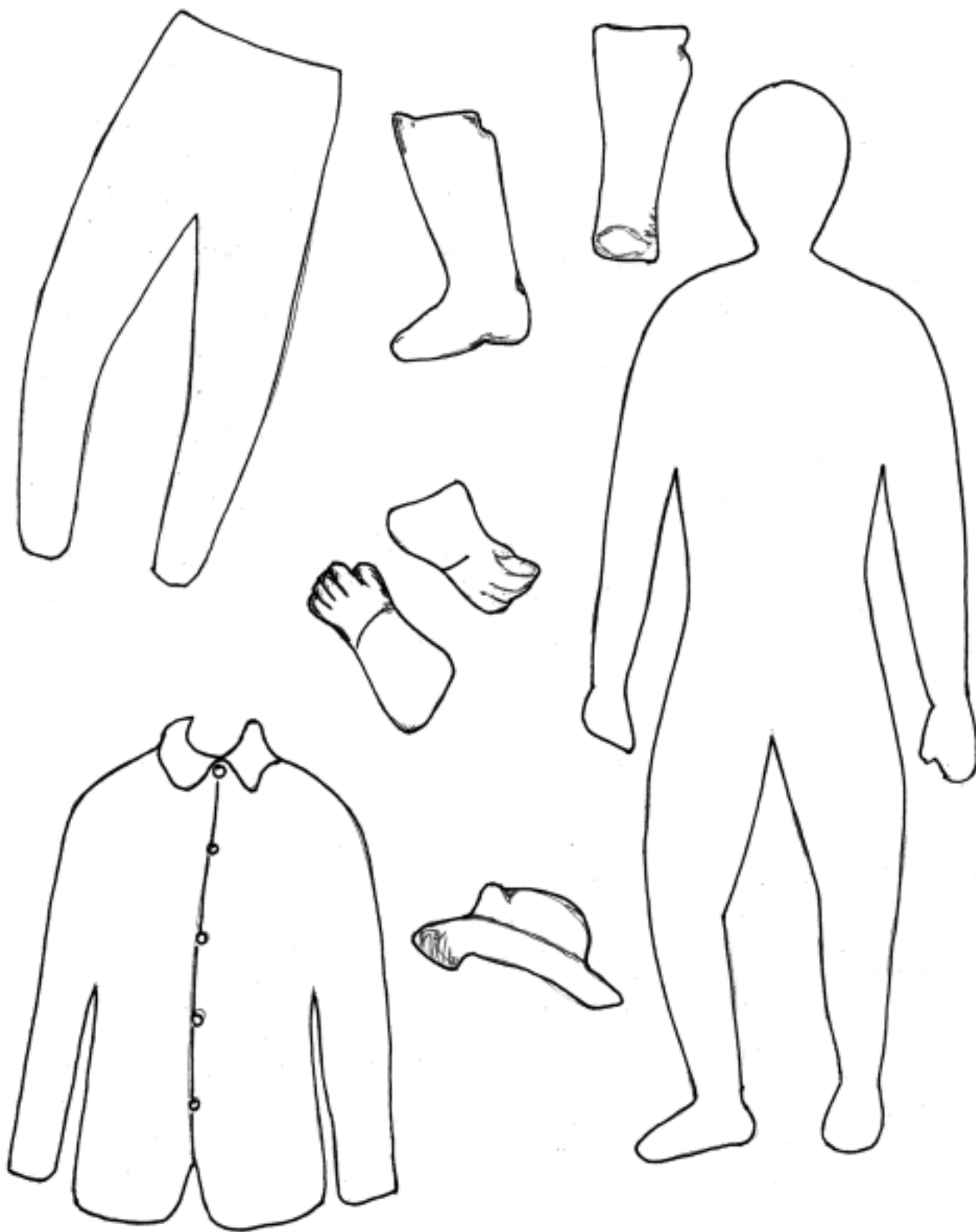
Discussion Questions:

1. How would you feel wearing a uniform like the one this soldier is wearing? How do you think he felt in the summer?
2. Why are uniforms important? Why is it important for all soldiers to look alike?
3. Why did the army provide such fancy buttons when plain ones might have worked just as well?
4. There are many kinds of hats. What are the advantages of wearing a hat with a large brim?
5. Do you remember what James Blackwood received from his mother? Look back at the letter he wrote. Why was that gift important? Who paid for the uniform?

Further Exploration:

- Do any of your students know someone who is in the armed forces? Would that person be available for a class visit? If none are available arrange for an active recruiter to come to your class. Encourage students to be polite but feel free to ask questions about the uniform. Is it comfortable? Are there different ones for dress? For combat or work? For seasons? Perhaps the recruiter could explain any medals, stripes, or insignias he or she is wearing.

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Crossword Puzzle

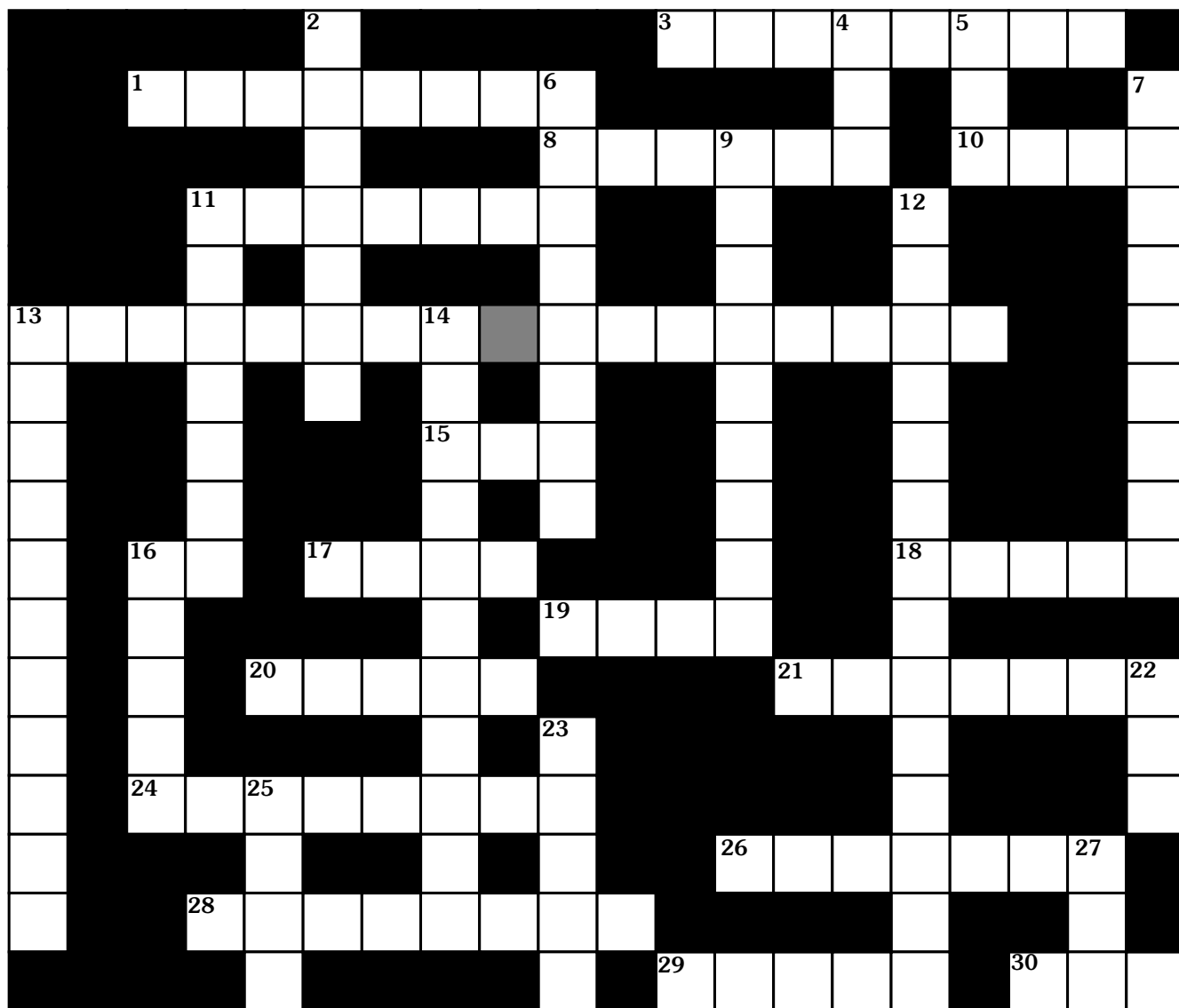
Across

1. A soldier who runs away from his duties in the military and does not plan to return.
3. A place where historic records and documents are safely stored.
8. To volunteer to serve in the military.
10. A watch can tell you this.
11. Early in the _____ recruits would begin their duties.
13. The topic of this footlocker from the Montana Historical Society.
15. The largest star that lights our days.
16. Short for mother.
17. A large protected place, sometimes surrounded by a wall, where soldiers live.
18. Recruits are paid \$15 per _____.
19. The grounds and buildings of a small military base.
20. Someone who moves frequently in order to find herds of animals or other food sources.
21. A light rifle with a short barrel used by the cavalry.
24. A battle, disagreement or struggle between forces.
26. Soldiers trained to fight on horseback.
28. Soldiers trained to fight on foot.
29. Mr. Blackwood's first name; he wrote letters home to his parents.
30. If you don't know the answer, then just _____.

Down

2. A newly appointed soldier in the military who is usually of very low rank.
4. In Montana the winters are cold and the summers can be _____.
5. An abbreviation for veteran, one who has been a member of the military.
6. A large, military unit of soldiers, numbering around 250 men.
7. An early communication system used to send messages by wire.
9. Someone who leaves one country to live in another.
11. Big Sky Country.
12. People who came from Europe to live in America.
13. Indians who have always lived on this land.
14. A large section of land set aside by the US Government for Indian people.
16. Soldiers who played instruments formed their own bands and provided _____.
22. Some military commanders advised their recruits that vegetables are good to _____.
23. Mr. Blackwood's account of life in the Montana military makes a good _____.
25. How many women served in Montana's Frontier Military?
27. Do you like receiving footlockers from the Montana Historical Society?

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Crossword Puzzle – answers

Across

1. deserter
3. archives
8. enlist
10. time
11. morning
13. Frontier Military
15. sun
16. ma
17. fort
18. month
19. post
20. nomad
21. carbine
24. conflict
26. cavalry
28. infantry
29. James
30. ask

Down

2. recruit
4. hot
5. vet
6. regiment
7. telegraph
9. immigrant
11. Montana
12. Euro-Americans
13. First People
14. reservation
16. music
22. eat
23. story
25. none
27. yes

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Uniform and Equipment







The troop is riding from Fort Shaw to Fort Benton to pickup supplies. We'll be gone 5 days. What should I pack?





Secret Military Code

In this code, each vowel has been replaced by a military symbol.
Use the code to solve the urgent message.

A	=	→	
E	=	→	
I	=	→	
O	=	→	
U	=	→	
Y	=	→	

S _ _ ND H _ _ LP Q _ _ _ CKL _ _ !

W _ _ _ _ R _ _ S _ _ RR _ _ _ ND _ _ D

_ _ ND _ _ ND _ _ R _ _ TT _ _ CK.

_ _ MM _ _ N _ _ T _ _ _ N _ _ LM _ _ ST G _ _ N _ _ .

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Solve this Urgent Message.





Word Scramble

**Below are some words in which the letters have been scrambled.
Unscramble the letters to discover the word.**

NABRICE _____

MODNA _____

TREEDERS _____

CLOFTINC _____

RITCURE _____

ROFT _____

STIRF POLEPE _____

NOTFRIER _____



Word Scramble Answers

NABRICE _____ Carbine

MODNA _____ Nomad

TREEDERS _____ Deserter

CLOFTINC _____ Conflict

RITCURE _____ Recruit

ROFT _____ Fort

STIRF POLEPE _____ First People

NOTFRIER _____ Frontier

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