

# FORT LANCASTER

— STATE HISTORIC SITE —

*Sheffield, Texas*

## Post-Visit Guide

## Grade 4

### Overview: A War for the West

In this lesson, students will learn about a skirmish between native groups and fort troops, and consider the settling of the west from the historical perspective of Native Americans.

### Social Studies TEKS

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.

(19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, topic, historical event, or current event.

### Materials

- Historical images for display/distribution
- Activity resources

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## Vocabulary

- **skirmish:** a minor fight between small groups in a larger conflict

## Historical Context

In the 1800s, immigrants from the United States, Mexico, and Europe poured into frontier territory, threatening tribal hunting grounds and buffalo herds. Native Americans raided livestock and settlements to counter the loss of their land. In the 1850s, the U.S. military established forts throughout west Texas in response to the tribal attacks and to increase safety for travelers heading west.

Fort Lancaster was built in an area previously dominated by Comanche and Apache and a maze of tribal trails that crisscrossed the area and led in and out of Mexico. In the history of the fort, soldiers fought twice against Native Americans. The first skirmish in 1857 occurred when Mescalero Apaches attacked a wagon train escorted by fort troops. Ten years later, during the Battle of Fort Lancaster in 1867, Buffalo Soldiers fought off hundreds of Kickapoo, Mexican, and white attackers.

Native American tribes remaining in Texas, such as the Comanche and Lipan Apaches, lost as much as half their populations due to hunting grounds blocked by forts and settlements, bison herds decimated through hunting by immigrants and settlers, and fatal diseases brought by European settlers. After battling starvation and disease for years and losing most of their supplies and horses in battles with the U. S. Army, Native American resistance on the frontier came to an end as a result of the Red River War of 1874-1875. Remaining native groups were forced to move to reservations near Fort Sill in present-day Oklahoma.

## Activity: Fort Lancaster Visit

*10 minutes*

Ask students to reflect on their visit to Fort Lancaster by completing all columns of their **KWL chart**. Have students share their experiences including any new questions raised by the visit.

## Activity: Frontier Settlement, Native Peoples

*25 minutes*

Display/distribute the following 1867 quote from Santana, Chief of the Kiowas.

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“A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers here on its bank. These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry.”

Santana, Chief of the Kiowas, 1867. *U.S. Bureau of Ethnography Annual Report*, 17th, 1895–96.

<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1018> (Accessed November 12, 2017).

Distribute or display the **image of Comanches** on the reservation at Fort Sill. Have students complete the **National Archive photo analysis worksheet**. Point out the Library of Congress citation that gives information about the photo. Discuss responses to both the quote and the image.

As an extension, have students write a personal narrative reaction to the photo or a fictional narrative from the photo subjects' point of view.

## Activity: Identifying Cause and Effect

*10 minutes*

Display/distribute the **Illustrating a Skirmish** activity resource. Have students work individually or in pairs to complete the activity. Share responses.

## Extension Activity: Native American Pictographs

*30 minutes*

Explain to students that Native American tribes used pictographs, or simple drawings, to communicate. Plains Indians decorated their tipis with these drawings, telling of great hunts, battles, or other important legends.

Provide a brown paper bag for each student. Instruct students to carefully rip around the edges to create a square approximately 8- x 8-inches. Show an example piece. Have students crumple their squares into a ball, and then smooth them out again. Explain that their papers now resemble buffalo hide after it has been cured.

Display/distribute the **Native American Pictograph** chart. Have students use the symbols to create a pictograph story on their paper reflecting Native American life near Fort Lancaster in the late 1800s. Mount the pictograph stories on construction paper and display.

Pictographs found online at <http://littlemissglamourgoestokindergarten.blogspot.com/2011/11/pilgrims-native-americans.html>. Accessed November 28, 2017.

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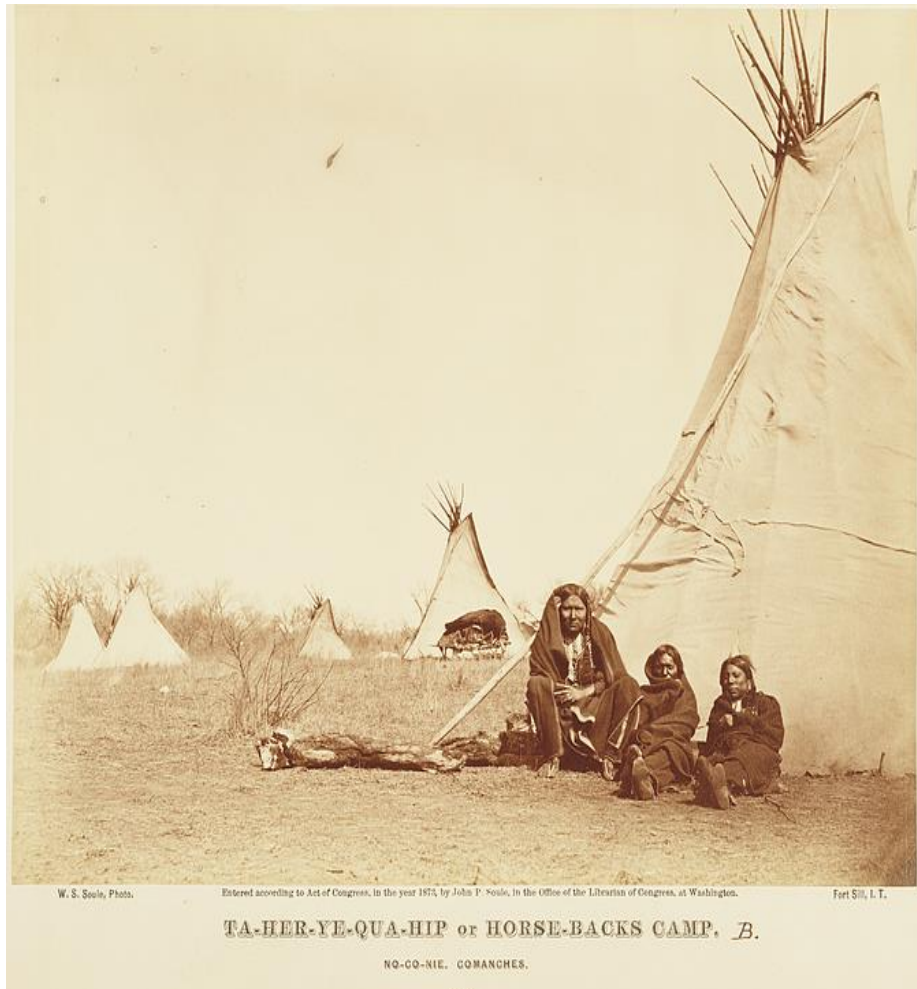
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## Assessment

Evaluate students' KWL charts and activity resource worksheets for completeness and understanding.

### Activity Image: Ta-Her-Ye-Qua-Hip or Horse-backs Camp

Soule, William S, photographer. Ta-Her-Ye-Qua-Hip or Horse-Backs Camp. No-Co-Nie. Comanches / W.S. Soule, photo. Fort Sill, I.T. Fort Sill Oklahoma, ca. 1873. Mar. 22. Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/2006675508/>. (Accessed November 18, 2017.)



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## National Archives Graphic Organizer: Frontier Settlement, Native peoples

### Analyze a Photograph

**Meet the photo.**  
Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

<input type="checkbox"/> Portrait	<input type="checkbox"/> Landscape	<input type="checkbox"/> Aerial/Satellite	<input type="checkbox"/> Action	<input type="checkbox"/> Architectural
<input type="checkbox"/> Event	<input type="checkbox"/> Family	<input type="checkbox"/> Panoramic	<input type="checkbox"/> Posed	<input type="checkbox"/> Candid
<input type="checkbox"/> Documentary	<input type="checkbox"/> Selfie	<input type="checkbox"/> Other		

Is there a caption?  yes  no

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**Observe its parts.**  
List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

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**Try to make sense of it.**  
Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

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**Use it as historical evidence.**

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



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## Illustrating a Skirmish

Read about the skirmish near Fort Lancaster in 1857. Complete the activity by writing summary sentences and drawing illustrations.

**On July 24, 1857, soldiers from Fort Lancaster and Fort Davis were traveling with a mail wagon on the Lower Road. A party of Mescalero Apaches came up to them, waving a white flag. The soldiers took cover behind the wagons, but it was too late. Another group of Apaches surprised the soldiers and attacked. All the soldiers retreated to Fort Lancaster.**

**The next morning, the soldiers from Fort Davis mounted a counterattack. Eighty of them hid in wagons on the Lower Road. From a distance, this looked like a wagon train of settlers. The Apaches attacked, but the soldiers opened fire and pushed the Apaches back. The Apaches then set fire to the prairie. The soldiers attacked again and the Apaches retreated.**

The **cause** of the skirmish between the Apaches and the soldiers was

---

The **effect** of the skirmish was

---

**Draw a picture of the cause.**

**Draw a picture of the effect.**

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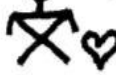
























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## Native American Pictographs

	day		boy or man		happy
	night		girl or woman		sad
	morning		village		rain
	noon		hunt		clouds
	evening		horse		peace
	2 days		food		war
	3 nights		buffalo		friendship
	4 years		go or leave		chief
	good		return		medicine man
	bad		mountains		lasso

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