

Introduction

This is a story about violent times. Isabel, a high school student, is disturbed by the bullying she witnesses in the hallways. She is further frightened because many of her friends seem indifferent to the violence they see.

This also is a story about Buffalo Bill Cody, a man who spent his boyhood in one of the most violent settings in American history, the borderlands between slavery and freedom before and during the Civil War. He then came of age on the frontier battlefields of the Indian Wars. When Isabel is magically transported to his side at a dangerous moment, together they learn about some of the reasons for conflict and about the courage they need to find honorable solutions to threats and violence.

Using the Video

The recurring and tragic violence in our schools in recent years makes the issues raised in this story relevant to all students and the adults who work with them. What makes bullies and victims? Is it a struggle for status? Is it a defense of one's turf? Is it simply a breakdown in mutual respect? Is it that we have come to accept violence and depictions of violence as "natural" and a part of life? How seriously should we regard threats? Just what is the appropriate response to bullying? The story demonstrates that there are different ways in which it takes courage to stand up against violence.

Using the Handbook

The booklet can serve as a study guide on several levels. First, it provides context for the stories shown in the video. The Life of Buffalo Bill touches on the events which shaped America's expansion in the 19th century and on motivations for conflict and war. The Timeline shows how Cody's life and the life of the nation intersected. Suggestions for Reading and the recommended Internet Web Sites provide avenues for further study in western and American Indian history. The Glossary defines words and concepts and identifies persons important in the video and booklet.

Second, the booklet helps identify the dilemmas of conflict and conscience faced by modern students. Suggested Classroom Activities and the Video Quiz provide ways of discussing the issues raised in the video, some obvious and some less so.

Third, the Essay Topics are meant to encourage thoughtful consideration of historical and contemporary themes. Some of the topics may lead students to do further research in American history. It must be emphasized that teachers should not feel limited by the suggested topics and activities. Rather, these are intended to inspire creative responses to the material.

The Life of William Frederick Cody, "Buffalo Bill"

William F. Cody survived a childhood of tragedy and danger to become a heroic scout and guide for the Army during the Indian Wars, a great showman, and an international spokesman for all the peoples of the American West.

Family -- Buffalo Bill Cody's family ancestors were Huguenots (French Protestants) who left France in the 1680's to escape religious persecution and had settled in Massachusetts by 1698. Generation after generation they continued moving westward. Bill's father, Isaac, was born in Ontario, Canada, in 1811 and moved with his parents to Ohio in 1818. Isaac continued west as a surveyor, an Indian trader, and finally as a developer of farms and townsites in the Iowa and Kansas territories. Twice a widower, Isaac married Pennsylvania-born Mary Laycock in Cincinnati in 1840.

Birth -- William F. Cody, called Will or Willie by his family, was born on February 26, 1846, in a log cabin west of the Mississippi River in Scott County, Iowa Territory. He was Isaac's fourth child and the second son. Four more children, three daughters and a son, were born to Isaac and Mary in the next ten years.

Boyhood Homes -- Will and his family lived in and around LeClaire, Iowa, along the Mississippi until he was seven, then they began to move west. Isaac was determined to establish a Homestead in Kansas as soon as the territory was open to settlement. Isaac took Will along in May, 1854, as he surveyed land for a farm northwest of Ft. Leavenworth. By the end of June Isaac had built a log home for his family in the Salt Creek Valley and had planted a hay crop. The Cody farm was in an area which would soon become a center for pro-slavery settlers from Missouri and the upper South.

Bleeding Kansas -- The rivalry between "free-soil" states (where the state constitutions prohibited slavery) and "slave" or pro-slavery states grew fierce as the nation expanded westward. In the Missouri Compromise of 1820, Congress had attempted to balance the number of free and slave states and to ban slavery from most of the land obtained in the Louisiana Purchase of 1803. Congress repealed it in 1854 in the Kansas-Nebraska Act which allowed voters in the territories to decide the issue in their new state constitutions. Because Kansas bordered Missouri, a slave state, it became a battleground for the competing interests. Voter fraud was rampant. People representing both sides, many staying only long enough to cast a vote, streamed into Kansas. Towns such as Lawrence and Topeka attracted mostly free-soilers. Others such as Leavenworth and Leecompton became centers of pro-slavery sentiment. Threats and bullying soon turned into brutality. Violence grew as both sides met in rival constitutional conventions and legislatures (pro-slavers at Leecompton; free-soilers at Topeka). In May, 1856, a pro-slave gang murdered five men at Lawrence. Within days, a gang led by abolitionist John Brown hacked to death four men and a boy at Potawatomi. Gang vengeance escalated into guerrilla warfare as pro-slavery Bushwhackers and free-soil Jayhawkers terrorized and looted farms and villages, killing 200 people by year's end. The so-called "Border War" continued through the Civil War (1861-1865) and reached its bloody pinnacle in 1863 when Confederate guerrilla leader William Quantrill and 450 Bushwhackers sacked Lawrence, burning the town and killing 150 of its citizens.

Isaac Cody -- In September, 1854, at a crossroads not far from his home, Will's father was stabbed through one lung by a pro-slavery fanatic while making a speech in the free-soil cause. Isaac never fully regained his health but refused to be frightened away. He

continued to recruit free-soil immigrants, to help develop a new community (Grasshopper Falls, about 30 miles southwest of their Salt Creek Valley home), to participate in the Topeka Legislature, and to hide from Bushwhackers. He died in 1857 after suffering a chill while assisting an encampment of settlers from Ohio and New England.

A Boy's Life -- Willie was just seven when his older brother, Samuel, killed in a horse-riding accident. It took little urging then for Mary Cody in her grief to agree to leave Iowa. Will was eight years old when his family moved to Kansas, but he was tall and athletic for his age. He accompanied his father on visits to nearby Kickapoo and other Indian villages where he acquired his first horse. Though Mary was afraid for him, Will was taught to train and ride his horse by an older cousin who had been a circus performer. Soon after moving into their log home the Cody's established a school for their own and neighbor children, including two Kickapoo Indian boys who became Will's playmates and friends. Pro-slavery thugs chased the teacher away, forcing the school to close, and formal schooling for the Cody children was sporadic thereafter. Will and his sister Julia (three years his senior) took care of most of the farm chores--plowing, hauling water, tending the cows, and caring for the younger children. While their father lived, they were often harassed and sometimes threatened by pro-slavery ruffians. There was time for fun, though. Will liked to shoot and trap small game, and he learned to race his horse at neighborhood gatherings such as wedding celebrations and harvest fairs. Isaac Cody had helped organize the first 4th of July barbecue in the Salt Creek Valley in 1854, a day of food and games attended not only by white neighbors but also by Kickapoo and Delaware people from the nearby Indian reservations.

Hardship and Responsibility -- Death and danger were ever-present in Will's boyhood. His mother never ceased grieving for his brother Sam, who died in 1853. Within four years, Isaac, too, was dead. Only eleven years old, Will took jobs with a freighting company in Leavenworth, herding oxen, carrying messages, and helping to drive big freight wagons across the plains to the Nebraska, Colorado, and Wyoming Territories. He returned from one such expedition in 1858 to find that his half-sister, Martha, had died at age 23. As Mary Cody grew weaker, she relied ever more on Julia to take care of the household and on Will to be the family breadwinner. Besides bullwhacking (using a long whip to drive the oxen that pulled the freight wagons), Will earned money by recovering stray and stolen horses for the Army at Ft. Leavenworth, by trapping beaver, by hunting, and, for a few months, by riding for the Pony Express. Mary Cody died in 1863. Julia, now married, took charge of the family farm, and Will joined the Army in 1864. A short time later, little brother Charles died at age 9. Will and Julia had shouldered a heavy burden of responsibility. They would never fear death or suffering. Their own sorrows had instilled in them a sympathy for the distress of others, and they had learned to be always ready to give or to accept a helping hand. From their mother they imbibed a deep and unshakable faith, and they learned from her to remain cool and unswerving in the face of threats. And she taught them by example to be accepting and forgiving even of those whose beliefs or passions had made them behave as enemies.

Civil War -- The Civil War was a formative event for a whole generation of Americans. From April 1861 to April 1865 more than 600,000 soldiers from the North and South died in the fight to preserve the Union and abolish slavery. Will had already served as guide to a volunteer cavalry regiment, and he participated in several horse-stealing raids with Jayhawkers until his mother shamed him into quitting. Just before his 18th birthday in 1864 he enlisted as a "veteran recruit" in the 7th Kansas Cavalry and fought to the end of the war as a private in the Union Army.

A Life on the Plains -- In 1866 Will married Louisa Frederici in St. Louis. They returned to Kansas to start a family and establish a livelihood. After driving a stagecoach, attempting to manage a roadside inn, hunting buffalo, and plunging briefly into townbuilding near Ft. Hays, Will found his calling as a scout and guide for the Army in the West. He and Louisa made their home on a succession of military posts in Kansas and Nebraska until Will embarked on a successful theater career in 1873. Four children were born to them by 1883, three girls and a boy.

Buffalo Bill -- Many frontiersmen were influenced by the popular stories of chivalry and tales of knights on horseback. They also admired the heroic and individualistic style of warfare waged by the Indian warriors of the Plains. They came to prize their nicknames -- Wild Bill, Medicine Bill, Texas Jack, California Joe -- as if they were titles of nobility, or names of honor that had been awarded for their deeds. Will was not only a superb horseman, he became famed as a marksman from horseback. In 1867 he was given a contract to supply buffalo meat to the hungry workers building the Kansas-Pacific Railroad. He was so successful at finding herds, and then galloping into them to bring down bison one by one with his single-shot Springfield rifle, that the railroad workers made up a jingle about him: "Buffalo Bill, Buffalo Bill,/Never missed and never will,/Always aims and shoots to kill,/And the company pays his buffalo bill." From then on, to the press and public, he was "Buffalo Bill" Cody.

Scout and Guide -- Scouts were the eyes and ears of the Army in the West. Their jobs included guiding soldiers, following trails, carrying messages, locating water and forage, and, of course, finding and fighting their Indian opponents. They were civilian frontiersmen, usually hired for a specific campaign. Buffalo Bill was made a scout for the 5th U.S. Cavalry by Gen. Philip Sheridan in 1868 and was employed continuously for four years, more than any other scout. His commanding officers often singled him out for praise for his skill, his endurance, his intelligence, and his coolness under fire. They also (surprisingly to those who think of him only as a showman) commented on his modesty. In 1872 he was awarded the Medal of Honor for his gallantry in a battle with a war party of Sioux in Nebraska.

The Indian Wars -- American soldiers and militia were at war continually with Indians from colonial times to the end of the 19th century. Since Americans felt that Indian people must surrender or sell land that was, to their way of seeing, "unpopulated" and "underutilized," conflict was inevitable. Treaties were misunderstood by both sides. In the Great West alone there were 27 or more distinct tribes speaking as many languages. Agreements with a tribe did not necessarily extend even to all factions of the same tribe, much less to other tribes in the West. When the U.S. government found itself unable or unwilling to enforce limitations on settlement or to prevent incursions on treaty lands by its own citizens, it often tried to renegotiate treaties. Failing that, Americans expected the military to deal with the consequences. Indian resistance to American expansion was hampered by intertribal warfare and shifting alliances among the many different Indian nations. For instance, when the powerful Sioux drove the Crow from the Black Hills of Dakota and the Pawnee from their Nebraska homelands, many Pawnee and Crow people worked with the Army in fighting the Sioux and their Northern Arapaho and Cheyenne allies. The wars on the Plains may be said to have begun in 1854 when an inexperienced and arrogant young officer, 2nd. Lt. John Grattan, ordered his soldiers to fire at a group of Sioux warriors near Ft. Laramie, Wyoming Territory. He and his 30 men were all killed. The Plains conflict continued off and on for almost four decades. The Civil War diverted military attention from the far West, and as late as 1868 there were still only 2600 regular army soldiers assigned to posts on the Great Plains. Battles and skirmishes

resulted as often as not in stalemates or Indian victories, most notably in the defeat of Custer and 7th Cavalry at the Little Bighorn, Montana, in 1876. The end of the Indian Wars came with the tragedy at Wounded Knee, South Dakota, in 1890 when nervous and undisciplined 7th Cavalry troopers killed about 300 Sioux people in what even some military observers called a massacre.

Buffalo Bill and the Indians -- A reporter once asked Buffalo Bill how to solve the "Indian problem." The answer was simple, Cody replied: "Never make a promise you don't intend to keep." His relationship with Indian people, as with all people, was founded on trust which in turn was founded on mutual respect. America had belonged to the Indians, he said, "And the White Man took it away from them. It was natural that they should resist those whom they regarded as usurpers." Once victorious, Cody argued, the prosperous American nations should keep faith with the Indian people it had confined to reservations and help them become prosperous as well. Like government agents and humanitarian reformers, Buffalo Bill believed that Indian people would eventually be fully assimilated into American life. Unlike most of his contemporaries, however, Cody felt strongly that Indians could not be forced to change. They should be allowed to adapt to new occupations and social arrangements in their own time and in their own ways. In his Wild West show, Buffalo Bill encouraged the Indian performers to preserve their language and customs. "The Indian makes a good citizen, a good farmer, a good soldier. He is a real American," he said. In the conquest and settlement of the West, Buffalo Bill had helped make war on the Indian. In peace he insisted on their rights as Americans and as members of the human family.

The Wild West -- In 1872 in New York, Buffalo Bill saw himself portrayed on stage by an actor in a "Border Drama," the theatrical equivalent in those days of modern television westerns. Within a year he had been persuaded to play himself on stage. For the next decade Buffalo Bill spent part of each year on stage, playing himself, and rest of the year in the West, being himself. He finally decided to put what he saw as the genuine people and stories of the West into an arena exhibition and to take it to eastern audiences, thus was Buffalo Bill's Wild West born in 1883. For thirty years it toured North America and Europe with Indians, cowboys, cowgirls, gauchos and vaqueros, mountain men, soldiers, stagecoaches, and buffalo. As many as 600 people and an equal number of animals traveled with the show in some years. All of these elements were assembled into a narrative of the "winning of the West." The show's conclusion was usually a coming together of all performers, celebrating the West as a land of opportunity for people of all races and nationalities. In fact, one reporter once wrote of the "Babel of tongues" he heard spoken in the Wild West camp. Buffalo Bill insisted that all be treated fairly, as equals. Women received pay equal to the men. Indians fared as well as cowboys. All dined together three times a day in giant mess tents. The most famous people who starred in the Wild West, besides Buffalo Bill himself, were Sitting Bull, who toured with the show in 1885; Buck Taylor, the first "King of the Cowboys;" and Annie Oakley, who was a pioneer for women both in sports competition and in entertainment. The most famous acts -- Pony Express, Indian dances and battles, attack on the stagecoach, train hold-up, covered wagon marked "Cody or bust" - became the basis for western movies and an inspiration to artists such as Frederic Remington and Charles M. Russell.

What Makes a Hero? -- Buffalo Bill Cody died at the home of his sister May in Denver, Colorado, on January 10, 1917. Newspaper headlines proclaimed "the end of an era." Telegrams poured in from President Woodrow Wilson and other political leaders, from generals, from Indian chiefs, from educators, from people in all walks of life. It was said that he had been the most famous American in the world. But fame is not necessarily the

mark or the reward of a hero. Europeans called Buffalo Bill a "nature's nobleman." That is, he was born in the wilderness, yet carried himself as a gentleman. He spoke with eloquence and dealt with all classes and kinds of people with grace and generosity. But "gentleman," as his boyhood experiences taught him, was a matter of behavior, not status. He had learned to treat everyone he met with dignity and respect, to listen to them with sympathy, and to put the people around him at ease. Annie Oakley wrote that Buffalo Bill was "the simplest of men," as comfortable with cowboys as with kings. She said that there was never "a scintilla of difference" from the way he welcomed beggars to the way he welcomed royalty. So, it can be said that it was the way he used his fame and influence that made him a hero. He recognized his responsibility as a role model and tried to live up to public expectations, usually but not always with success. He spoke up for the rights of women. He dealt with his Indian friends and employees -- many of whom had been enemies during the Indian Wars -- as equals, and he made sure that they were treated fairly in the Wild West show. He faced up to problems where he found them, and he was never afraid to seek help when he needed it. In his Wild West show, he refused to allow the strong to take advantage of the weak, and if he learned about bullying, he turned the tables on the bullies. Through his example, the vast and varied cast came to think of themselves as a family.

Finally, the tragedies and dangers of his youth convinced him of the futility of violence and retribution. He believed that problems could be solved through patience and hard work, but only if the problems were acknowledged and confronted. "I have knocked the impossible stiff and cold on more than one occasion," he wrote to his sister Julia, "I never lost heart."

Glossary

Patrick Henry -- (1736-1799) Revolutionary War era leader from Virginia noted for his fiery speeches calling for rebellion against the British.

John Wilkes Booth -- (1838-1865) An actor and fanatical southern sympathizer who assassinated Abraham Lincoln at the end of the Civil War in 1865. As he fled after shooting the President, he shouted "sic semper tyrannis," a Latin phrase which is usually translated as "thus be it ever to tyrants."

The buffalo -- With no natural predators, the buffalo (or American Bison) thrived in the grasslands of North America. In 1850 there may have been 30,000,000 or more roaming the Great Plains. Through a combination of weather (summer droughts and hard winters), competition from cattle and horses, the cutting up of traditional range into farms and settlements, and, finally, intense hunting pressure by humans, the huge herds had dwindled by the late 1880s until only a few hundred were left. Buffalo Bill and others built herds on their western ranches, and Buffalo Bill's Wild West sometimes carried as many as 30 buffalo with the show.

The railroad -- In the five years after the Civil War, the United States built one of the engineering and construction marvels of the time, the transcontinental railroad. Building from both east and west, the Central Pacific and the Union Pacific were joined in 1869 when the "Golden Spike" was driven at Promontory Summit, Utah. The railroad united the nation, but it also crossed the traditional migration routes of the Plains Indians and speeded up the settlement of the West.

Stagecoach -- The stagecoach was named for its function. It was any coach that carried passengers long distances in "stages," that is, from one rest stop to another where food and fresh horses could be obtained. The most famous stagecoaches were made by the Abbott-Downing Company in Concord, New Hampshire, and were called "Concords."

Jayhawker/Bushwhacker -- Jayhawkers were members of the mostly unofficial cavalry who supported the free-state cause in Kansas. Like their pro-slavery counterparts, the Bushwhackers, they engaged in guerrilla warfare. Besides occasionally harrasing regular army units, they just as often attacked and sometimes killed civilians, burning their farms and stealing their horses.

The Border War -- The name for the hostilities between free-state and pro-slavery partisans in the border states of Missouri and Kansas in the 1850s and 1860s.

William Quantrill -- (1837-1865) Missouri guerrilla leader who first rode with a band of Jayhawkers before switching to the southern cause and organizing a band of Bushwhackers. He later received a commission in the Confederate army and was killed near the end of the Civil War by Union troops.

Frank and Jesse James -- Frank (1843-1915) and Jesse (1847-1882) were members of Quantrill's raiders during the Civil War. After the war they became famous as train robbers and bank robbers. Jesse was shot from behind by a member of his gang, Bob Ford, and a legend grew about him as a martyred "Robin Hood" of Missouri.

Civil War -- In 1861 the southern states seceded from the Union and formed a new nation, the Confederate States of America. The northern states, which remained together as the United States, went to war against the Confederacy to preserve the Union and to abolish slavery. 620,000 soldiers died during the four years of war. More men died in one day of fighting at such battles as Antietam (1862) or Gettysburg (1863) than died on both sides in all of the Indian Wars.

Coronado -- Francisco Vasquez de Coronado (c.1510-1554) of Spain led an expedition of "conquistadores" (which translates as "men who conquer") from 1540 to 1542 through part of the American West. He was looking for cities filled with gold and treasure but instead found the rich grasslands of America's southern plains.

Manifest Destiny -- This phrase, first printed in a magazine article in 1845, was intended to mean that it was "manifest" or obvious that the United States would expand to fill the whole continent from coast to coast. It was never a doctrine of government, but it became an assumption shared by many if not most Americans.

Medal of Honor -- The nation's highest military award for gallantry. It was first authorized by Congress in 1862 (hence is sometimes called the Congressional Medal of Honor).

Yogi Berra -- Lawrence Peter Berra (1925-), all-star catcher for baseball's New York Yankees, known also for his seemingly naive but witty and wise observations.

Congress of Rough Riders -- In 1892, Buffalo Bill's Wild West incorporated squads of horsemen, including European cavalry units, into the show to exhibit different styles of riding and to showcase the skills of American Indians and cowboys. These horsemen (and women) were dubbed "rough riders," a term Theodore Roosevelt later used to describe the volunteer cavalry units that fought with him in the Spanish-American War.

Yellow Hair -- (c.1850-1876) Young Cheyenne leader killed by Buffalo Bill in single combat at Warbonnet Creek, Nebraska, on 17 July 1876. His name was mistranslated at the time as "Yellow Hand," and his death was called "the first scalp for Custer."

Custer -- George Armstrong Custer (1839-1876), West Point graduate who became the youngest Major General in the United States Army during the Civil War. As a cavalry leader, he is given much of the credit for defeating Robert E. Lee's army and forcing Lee's surrender at Appamattox Court House, Virginia, in 1865. He is best known for his death along with more than 200 men of the 7th Cavalry at the hands of Sioux, Cheyenne, and Arapaho forces at the Battle of the Little Bighorn, Montana, 25 June 1876.

Sitting Bull -- (c.1831-1890) Hunkpapa Sioux military, spiritual, and political leader who helped defeat Custer. Traveled for one season (1885) with Buffalo Bill's Wild West and led his people's resistance to pressure the U.S. government to stop further reductions in the size of the Sioux reservations in the Dakotas. The agent at Standing Rock Reservation, James McLaughlin, ordered him arrested by Indian police in December, 1890, in order to try to curb his tribal influence. Sitting Bull was shot to death in the attempt.

Crazy Horse -- (c.1840-1877) Oglala Sioux war leader prominent in the wars that drove the Army from the Bozeman Trail (1866-1868) and during the wars in Montana in 1876.

While in custody at Ft. Robinson, Nebraska, in 1877, he was bayonnetted to death by one of the soldiers guarding him.

Huguenots -- French Protestants who opposed the Catholic kings of France in the 16th and 17th centuries. In 1685 their religion was outlawed by Louis XIV when he revoked the Edict of Nantes which had promised toleration of Protestants. Many Huguenots, a high proportion of whom were skilled artisans and civic leaders, emigrated to America. Perhaps the most famous American of Huguenot descent was Paul Revere, patriot and silversmith. The Cody family originally moved to the Isle of Jersey then came to Massachusetts in 1698.

Homestead -- In 1862 in the Homestead Act, Congress allowed prospective settlers to claim 160 acres of land free in return for making improvements and living on the "homestead" for five years. Settlers who claimed federal land before 1862, Isaac Cody among them, filed for "pre-emption" on a piece of property then paid a low purchase price to the government, usually \$1.25 per acre.

Kickapoo -- An Indian people of the Algonquian group who moved to what is now Wisconsin as early as 1700. As a tribe they sided with the British and other enemies of the United States during the American Revolution. They were considered to be excellent fighters. As their causes were lost, many moved to Mexico and Oklahoma, but a significant number settled near their allies, the Sac and Fox, in Iowa Territory.

Plains Indians -- As Indian people began to acquire horses around 1700, they began to move out on the Plains in greater numbers, following the herds of buffalo. The most numerous of all were the Sioux who had moved from the woodlands of the eastern mid-west. Their main allies were the Northern Arapaho, the Northern Cheyenne, and the Kiowa. Their main rivals to the north were the Blackfeet, to the west the Crow and Shoshone, and to the south the Comanche. These rivalries changed with treaties, economics, pressures from white America, and the eventual removal of most Indian people to reservations. Through the influence of Buffalo Bill's Wild West and the popularity of western illustrators such as Frederic Remington (1860-1909) and Charles M. Russell (1866-1926), the Plains Indian warrior (especially the Sioux) came to represent all American Indians in the public mind, creating a stereotype that has persisted through movies, television, and other forms of popular culture.

Freighting -- Companies such as Russell, Majors & Waddell of Leavenworth, Kansas, secured contracts with the government to haul freight across the prairie to outposts such as Ft. Laramie, Wyoming Territory. Huge wagons were built to carry as much as 6000 pounds of supplies and equipment. The wheels were extra-wide to keep from sinking into sandy or muddy soil. Teams of 12 to 16 oxen (more for difficult pulls, such as up steep hills) pulled the wagons. They were slow, but they were strong and steady. To try to persuade the government to award it a contract to carry U.S. Mail, Russell, Majors & Waddell launched a more spectacular venture in 1860: the Pony Express. It lasted just 18 months and bankrupted the partnership.

Chivalry -- A code of behavior that originated in the Middle Ages and is associated with knights on horseback (the word "chivalry" comes from the Latin word for "horse"). Bravery in battle and personal honor are among the most important elements of chivalry. Their association with army officers who had been educated in the chivalric traditions of the U.S. Military Academy at West Point made many scouts (such as Buffalo Bill) aware, even self-conscious, of the trappings and expectations of chivalry. At the same time, the

officers admired Buffalo Bill and others for their chivalric gallantry and individualism. Unlike the Army which was rooted in modern military notions of order and discipline, the Indians, much like knights of old, fought in the style of "heroic warfare" that emphasized conspicuous bravery and personal deeds. The best-known of the scouts fought the same way and reflected glory on the Army regiments they guided. Chivalry gone wrong or carried to an extreme also resulted in such social ills as duelling to the death and vicious feuds over matters of "honor," and it was biting satirized as murderous folly by Mark Twain in *Huckleberry Finn* and *A Connecticut Yankee in King Arthur's Court*.

Wild Bill -- James Butler Hickok (1837-1876), Illinois-born Indian Wars scout, gunfighter, sometime lawman, shot dead from behind by Jack McCall while playing cards at Deadwood, South Dakota.

Medicine Bill -- William Comstock (1842-1868), Indian Wars scout, descended from the family of James Fenimore Cooper and born in Michigan. Murdered possibly by a fellow scout in Kansas.

Texas Jack -- John B. Omohundro (1846-1880), Virginia-born cowboy and scout, friend and first acting partner of Buffalo Bill. He later formed his own acting company and died of pneumonia at Leadville, Colorado.

California Joe -- Moses Embree Milner (1829-1876), mountain man and frontiersman from Kentucky, became one of Custer's favorite scouts. Murdered in the Black Hills of South Dakota.

Abolitionist -- Active especially between about 1830 and the Civil War, an advocate for the outlawing and immediate end of slavery. The most famous abolitionist was the writer and orator William Lloyd Garrison. The most infamous was John Brown who committed murders in the name of abolitionism in Kansas then was captured in his raid on the federal arsenal at Harper's Ferry in 1859, tried, and hanged. Free-soil advocates were sometimes but not always abolitionists. Rather, they took the position that slavery should not be allowed into any new territory or state.

Great Plains -- Vast, mostly level, treeless area stretching from the Mississippi River to the Rocky Mountains. Because so much of it receives so little rainfall, one early explorer, Major Stephen Long, in 1820 wrongly labeled it "the Great American Desert."

Rights of Women -- In most states, women were not allowed to vote until the 19th Amendment to the Constitution was ratified in 1920. In many states, property rights for women were restricted. There were many jobs and professions which were virtually off-limits to women, and women were often paid far less than their male counterparts. The first important effort to organize American women to seek equal rights was a convention at Seneca Falls, New York, in 1848. But the first important successes came in the West where women were fewer in number but more likely to be equal partners with their husbands in farming, ranching, or business. Woman suffrage (the right for women to vote) was first established in Wyoming Territory in 1869. Other western territories and states followed suit. As a westerner, Buffalo Bill very early became an advocate of woman suffrage and women's rights, and in his *Wild West* show he made sure the women were given "equal pay for equal work."

Internet Sites

Some useful internet web sites

www.bbhc.org

Home page for the Buffalo Bill Historical Center, a complex of museums and research library with specialties in the West of Buffalo Bill, Plains Indian culture, art, firearms, and the natural history of the Yellowstone region.

www.americanwest.com

A web page supported by the History Channel with articles and illustrations along with a huge resource of links to related sites on Indian peoples, the Indian Wars, and other people and events of the historic and modern American West.

www.eric.ed.gov/resources/parent/bullying.html

Sensible and informative brochure for parents and students on bullying in the schools. It also lists other resources and web sites. Available for downloading at no charge from the Educational Resources Information Center of the U.S. Department of Education.

Suggested Reading

Suggestions for further reading

Alvin M. Josephy, 500 Nations: An Illustrated History of North American Indians (New York: Alfred Knopf, 1994) -- *An excellent overview of American Indian history*

James B. McPherson, Battle Cry of Freedom: The Civil War Era (New York: Oxford University Press, 1988) -- *Provides a context for understanding the Border War and the Civil War*

L. G. Moses, Wild West Shows and the Images of American Indians 1883-1933 (Albuquerque: University of New Mexico Press, 1996) -- *Makes clear not only that American Indians were used by Wild West shows but also that they used their experiences to help their people survive culturally*

Francis Paul Prucha, A Bibliographical Guide to the History of Indian-White Relations the United States (Chicago: University of Chicago Press, 1977) -- *Not for easy reading, but invaluable for research into the topic*

Don Russell, The Lives and Legends of Buffalo Bill (Norman: University of Oklahoma Press, 1960) -- *Still the best biography of William F. Cody*

Robert M. Utley, Frontier Regulars: The United States Army and the Indian 1866-1891 (Bloomington: University of Indiana Press, 1977) -- *The best one-volume history of the post-Civil War military West and the Indian Wars*

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It is important to remember that the handbook and the video are part of interdisciplinary and multi-cultural studies of history, biography, literature, geography, tolerance, and intolerance and should be included in the broader scope of any curriculum.

Essay Topics

Ideas for Essay Topics

1. General E. A. Carr wrote of Buffalo Bill: "He is a natural gentleman in his manners as well as his character. He can take his own part when required, but I have never heard of his engaging in a quarrel where it could be avoided." Does it take courage to avoid a quarrel or fight? When and why, or why not? Discuss.
2. Brick Pomeroy, a famous journalist and critic wrote in 1885: "I wish there were more progressive educators like William Cody in this world." What in the world did he mean by that?
3. Buffalo Bill was consulted on western matters and Indian affairs by every president from Grant to Wilson. Buffalo Bill was a showman from 1873 until his death in 1917. Why did political leaders take him seriously? What kinds of advice do you think he would give?
4. In the video Bill tells Isabel that the "march of civilization is inevitable. The Indians are just going to have to change, or get out of the way." Discuss.
5. Buffalo Bill once wrote: "No scout ever hated the Indians in general." Discuss.
6. "The Indian makes a good citizen, a good farmer, a good soldier. He is a real American," said Buffalo Bill. Why did this have to be said? What would someone with an opposing point of view argue?

Classroom Activities

Individually or in groups, design a program for your own Wild West show consisting of acts depicting western life and skills. Design it with no battles or fights.

Individually or in groups, propose the founding of a frontier town in 1880. Plat it (that is, draw a map or plan for it) on paper, showing its relationship to rivers, roads, and other features. On the plan show the businesses and services necessary to survival and growth.

Read an encyclopedia entry or other description of the Battle of the Little Bighorn, June 25-26, 1876. One group compose a news account as if by a reporter for a big-city broadcast. Another group compose a story as if by an Indian observer for a tribal news report.

Produce and record radio skits based on incidents and encounters in the life of Buffalo Bill.

Make salt maps showing the path of the Pony Express (1860-1861) across plains, mountain, and desert from St. Joseph, Missouri to Sacramento, California.

Write and produce skits for PSAs (public service announcements) advocating non-violence. Film them with a video camcorder.

Debate the Kansas-Nebraska act of 1854 with teams representing the interests of both North and South.

Debate before Congress the pros and cons of establishing Indian Reservations. One side represent the American Indian Bureau; the other side represent a group of Plains Indian people.

Girls, as Louisa Frederici, write a diary entry describing your fiance, Will Cody, and the life you expect to lead as his wife.

Boys, as Will Cody, write a diary entry about your prospects for making a living and establishing a home for your wife and family in 1866.

Using a Lokota-English dictionary, learn to greet your Sioux host in his lodge. Make a skit of it in Lakota.

Write a buffalo "bill-of-fare" showing and listing the ways that both Indian people and white settlers used the parts of a buffalo.

Discuss bullying and violence. The students should enumerate as many as they can of the different ways in which bullying is manifested.

In small groups, devise role-playing skits illustrating different ways in which victims and bystanders can respond to bullying.

Video Quiz

Note: An interactive on-camera video discussion is presented after the closing credits. This should promote important discussion on the subject of how to help stop violence in your school. This quiz is not shown on the video but can be used to test comprehension and encourage further reading.

Video Quiz - Make as many copies as needed for class use.

*This quiz is not shown on the video but can be used to test comprehension and encourage further reading. Answer the following questions after viewing the video *The Wild West Story of Buffalo Bill Cody*.*

- 1) What was Buffalo Bill's real name?
- 2) How did Bill Cody get his name?
- 3) What does the term "Western Scout" mean?
- 4) Finish the Librarian's quote, "a museum is like a good book. It makes _____ come _____."
- 5) What was Bill Cody's father's name?
- 6) The Kansas-Nebraska Act was passed in what year?
- 7) At the age of 16 years, Bill made one of the longest rides in Pony Express history, riding _____ miles in _____ hours and _____ minutes, using _____ horses.
- 8) At the age of 18, Cody fought in the Civil War on the side of the Union (North) or Confederate (South) army. (Please circle the correct response).
- 9) Bill Cody won the Congressional Medal of Honor in what year?
- 10) Buffalo Bill Cody became world famous with his creation of the _____.

Essay Questions

- 1) How can a good book or museum make history come alive?
- 2) What was the mistake Trevor Vaughn (the student actor) made when confronting the school bully?
- 3) What are some of the character traits that you have grown to admire about Buffalo Bill Cody? How can you apply these to your life?