



**NEW MEXICO  
HISTORIC SITES**

**DBQ**

# (Document-Based Question) Project

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## Teacher's DBQ Guide: (Step by Step)

## (Document Based Question) Project

### Lincoln Historic Site, Lincoln New Mexico

The goal of this assignment is to teach students a series of steps that will help them learn how to use primary documents to write a persuasive essay.

### Essential Question ~ Was Billy the Kid a “white hat” or a “black hat”?

#### Overview:

Lincoln Historic Site, located in Lincoln, New Mexico, is the most visited historic site in the state, attracting visitors from all over the country and the world. Why do visitors flock to this small town with a population of approximately 50 souls? Most have come to see the location of the notorious Lincoln County War, which produced a legendary western character known as Billy the Kid.

In old, western movies, it was tradition to feature the “good guys” in white hats and the “bad guys” in black hats. The essential question in this DBQ strives to answer the question about one of the most infamous characters in western legend. Was Billy the Kid simply an orphaned teenager who was just trying to survive after wandering into a lawless town full of men motivated by greed? Was he a Robin Hood character trying to take down the monopoly that had been oppressing the Native New Mexican Hispanic community of Lincoln for years? Or was he a dangerous outlaw with a disregard for life and a psychopathic drive to kill indiscriminately?

### I The Hook ~ Engaging the Students:

#### Preparation:

- Write the name of each student in the class on a small piece of paper to be placed in a hat for a drawing. (A cowboy hat is a great choice if you have one!)
- Assign a name to your classroom representing a small western town and write it on the board. (You may want to use your own last name for your town, such as “Hensonville”, “Owensburg” or “Smittown”.)
- Create a list of “crimes” and make 3 copies. The crimes should be visible and common to the students in your class. Your goal is to try to select “crimes”

#### Step I – The Hook

(For the teacher, pg. 1 & 2)  
Engages the students and orients them to the essential question.

#### Step II – Background Essay

(For the students, pg. 3 & 4)  
Provides essential context that helps make sense of the documents.

#### Step III – Pre-Bucketing

(For the students, pg. 5)  
Helps students plan so they can target their investigation of the documents. Clarifying the question motivates students to start reading their sources to find answers.

#### Step IV – Analyzing the Documents

(For the students, pgs. 6-20)  
The documents provide clues and evidence that the students need to support their thesis.

#### Step V – Bucketing

(For the students, pg. 21)  
Helps students get organized. Buckets become containers for evidence that students use to categorize or group evidence from the documents.

#### Step VI a. – Thrash Out

(For the teacher, pg. 22)  
Students prepare to write by debating or “thrashing out” their claims.

#### Step VI b. – Writing the Essay

(For the teacher, pgs. 22 & 23)  
Students write a multi-paragraph, evidence-based essay using their documents, buckets and outlines to support and explain their reasoning.





## Background Essay -Building Context

Read the background information about Billy the Kid and answer the questions.

The young man who eventually became known as Billy the Kid originally arrived in New Mexico territory as Henry McCarty in 1873. He first shows up on record in Santa Fe, at the marriage of his mother, Catherine, to his stepfather William Antrim. Henry and his brother, Joseph, were both witnesses to the marriage.

The family settled in the primarily Hispanic community of Silver City, where Antrim went to work in the mines. Young Henry was enrolled in school where a classmate recalled that he was probably about 12 years old. Henry was smaller than the other boys, but reportedly had a circle of friends with whom he played and got into the typical mischief of boys growing up in a mining camp.

Like many Americans moving west, young Henry's family came seeking a dryer climate. His mother was suffering from Tuberculosis, a respiratory disease that could sometimes be alleviated or cured by moving to a warmer, drier part of the country. Unfortunately, Catherine was unable to be saved and died young. William Antrim essentially abandoned the boys, leaving them orphans.

Henry McCarty Antrim made his way to Arizona, homeless, penniless, alone. There, he became known to the locals as Kid Antrim. In 1877, he tangled with a bully named Frank Cahill. After being thrown down three times, having his arms pinned and having his face slapped by the much older and larger Cahill, Henry pulled a six-gun and shot Cahill in the stomach. Kid Antrim lept upon an available race horse and lit out for a place where nobody knew his name.

As often happened with orphans in those days, the Kid, now using the name Billy Bonney, survived by falling in with a dangerous and notorious gang of outlaws. Stealing a pair of fine horses, owned by an English businessman named John Tunstall, the Kid landed in the "jail" in Lincoln, New Mexico territory. The jail, known as the carcel, was an underground pit dungeon constructed of wood, with a trap door and a small adobe structure above ground that sheltered the jailer. Incarcerated with other accused men, in a box with no natural light or sanitation, Billy must have spent many hours wondering how his life had taken such a rapid turn for the worse. Not one to simply accept desperate circumstances, Billy sent for Mr. Tunstall and managed to convince the young, English, businessman that he had been influenced by the misdeeds of his cohorts. Billy convinced Tunstall that he was genuinely remorseful and wished to right the wrong that he had done. He agreed to come work for Tunstall and "join his side" in the growing tensions in Lincoln, if Tunstall would agree to let him out of jail. Tunstall was touched and gifted Billy a horse, saddle and guns. Billy said that these were the first gifts that he'd ever received. These, as well as the gift of freedom, made Billy loyal to John Tunstall for the rest of his days.

The growing tensions in Lincoln were the result of Tunstall's efforts to control beef contracts to supply food for soldiers and Apaches at nearby Fort Stanton. For years, the contracts had been held by a group of former soldiers from Fort Stanton who had built a large store in Lincoln that dominated the local economy. Many of the long-time residents of Lincoln had become indebted to the big store owned by former soldiers and Irishmen, L.G. Murphy and James Dolan.

## Background Essay cont.

The store was known to the locals as “The House”, and it wasn’t long before many citizens had lost all hope of ever paying back their debts. One of the citizens who was under the thumb of “The House” was another Irishman and Fort Stanton soldier, William Brady, who now served the community of Lincoln as county Sheriff.

Whether by choice or necessity, Sheriff Brady was at the mercy of Murphy and Dolan, who had the ability to financially destroy his family and the future of his soon to be nine children. Although law enforcement had a moral duty to remain neutral, Brady found himself doing the bidding of the men who controlled the town. Murphy and Dolan would send Sheriff Brady out to collect the debts of the local citizens, many of whom had built modest adobe homes, raised their families, and worked their land for a generation. But if the Sheriff arrived at their door demanding payment, and the family could not pay, Sheriff Brady would announce that Mr. Murphy & Mr. Dolan would be taking their property and livestock as payment for the debt to “The House.”

The local citizens saw Tunstall, his business partner, Alexander McSween, and Tunstall’s hired men as their only hope for freedom from the stranglehold of debt and oppression that was the Murphy Dolan faction. For this reason, the Native New Mexican Hispanic citizens of Lincoln and other neighboring communities often harbored and supported Billy and the Regulators during the tense years that followed.

Murphy and Dolan’s schemes had worked well for many years and they did not want the competition of an English immigrant, up-start, getting in the way of their land-grab or their profits. In February of 1878, a posse was sent down to Tunstall’s ranch and after a long pursuit, John Tunstall was murdered in cold blood, while several of his loyal employees, including Billy Bonney, helplessly watched.

Desiring revenge for the callous murder of their boss, Billy and the Boys returned to Lincoln. On April 1, Billy and several of Tunstall’s men, who now referred to themselves as “The Regulators” were bunked out in Tunstall’s store in Lincoln. They happened to see Sheriff William Brady and several of his deputies walking east, toward the old courthouse, down the main street of town. Tunstall’s men grabbed their weapons and ran out the back door and into an adjoining corral. When Brady and his men had passed the corral, Billy and the Regulators unloaded their weapons, killing Sheriff Brady and Deputy Hindman.

After several years of outlawry, gun battles, late-night meetings, dishonored pardons, court trials, and amazing escapes, the teenager who had come to Lincoln was now becoming famous in eastern newspapers under a new moniker, Billy the Kid.

Despite his propensity to escape what often seemed to be an inescapable situation, the law finally caught up with Billy in 1878. The big store, formerly known as “The House”, had gone bankrupt and had been purchased by the county to be the new county courthouse. This is where Billy was being held waiting for his hanging, when he took yet another opportunity to make a daring escape.

On April 28, 1881, while Sheriff Pat Garrett was out of town, Billy was being guarded by two deputies, Bob Olinger and James W. Bell. When Olinger took the other five prisoners across the street for supper, Billy found himself alone in the courthouse with Deputy Bell.

## Background Essay cont.

Despite being handcuffed and shackled, Billy convinced Deputy Bell to escort him to the privy. After returning to the courthouse and reaching the top of the stairs, Billy somehow managed to relieve Deputy Bell of his gun. Billy shot Bell at the top of the stairs, mortally wounding him. Bell stumbled down the stairs and out the back door where he died behind the courthouse building.

Hearing the commotion from across the street, Deputy Olinger abandoned his prisoners and ran across the street to aid Deputy Bell. As he approached the courthouse, his eyes met the eyes of Billy the Kid in the upstairs window. Billy had Olinger's own shotgun pointed at the deputy. With perfect accuracy, Billy killed the deputy on the street that President Rutherford B. Hayes had labeled, "The Most Dangerous Street in America."

With the aid of local citizens, Billy was able to break his shackles. He was given a horse and once again, rode out of town. Billy probably should have left New Mexico territory, but he went to old Fort Sumner, a familiar haunt where the local Hispanics had treated him with the same kindness and warmth as his friends in Lincoln. On July 14, 1881, Sheriff Pat Garrett and two deputies tracked Billy to a darkened room where he was shot and killed.

With the publication of a book about Billy the Kid by Walter Noble Burns, the western legend grew into a towering figure. Movies, books, songs and even a ballet have been written about his exploits and many of these artistic creations portray a life that would probably make the jovial, quick-witted Billy laugh at the drama and misconceptions. One of the most common legends about Billy the Kid is that he died at the age of 21, after having killed 21 men. Most experts agree that although he may have been involved in more killings, only four are attributed to Billy and Billy alone. Ironically, the killing of Sheriff Brady, for which he was almost hanged, is not counted among the four.

Authors, screenwriters, songwriters and playwrights have immortalized Billy the Kid as a rebel, a bloodthirsty murderer, a wreckless youth who killed for sport, an outlaw, and a desperado. But was he really any of these? Or was he, instead, an undersized boy with a quick wit and good skills with a gun, who found himself in the lawless and sometimes corrupt moment in history known as the Wild West? You be the judge.

## Background Essay Follow-Up Questions

On a separate sheet of paper, answer the following questions.

1. List three aliases attributed to Henry McCarty over the course of his life.
2. How many men is Billy the Kid alleged to have killed and how many killings are attributed to him by many historians?
3. For which killing was Billy sentenced to hang?
4. Define the following terms: faction, carcel, moniker, privy
5. Name at least 2 men in each faction who fought against each other in the Lincoln County War.
6. Based on the information you found in the Background Essay, name one event that might classify Billy the Kid as a "white hat" and one that you feel might classify him as a "black hat."

## III

### Clarifying the Question & Pre-Bucketing

Understand the main idea of the essay.

1. What is the essential question this project is attempting to answer?
2. What is meant by the symbolism of a “white hat” and a “black hat?”
3. Based upon what you learned from the background essay, would you classify Henry McCarty (aka Billy the Kid) as a “white hat” or a “black hat?”

### Pre-Bucketing

**Begin to condense your argument.**

Using the information you have received so far, label each hat below with a reason that you decided to identify Billy the Kid as a “white hat” or a “black hat”.

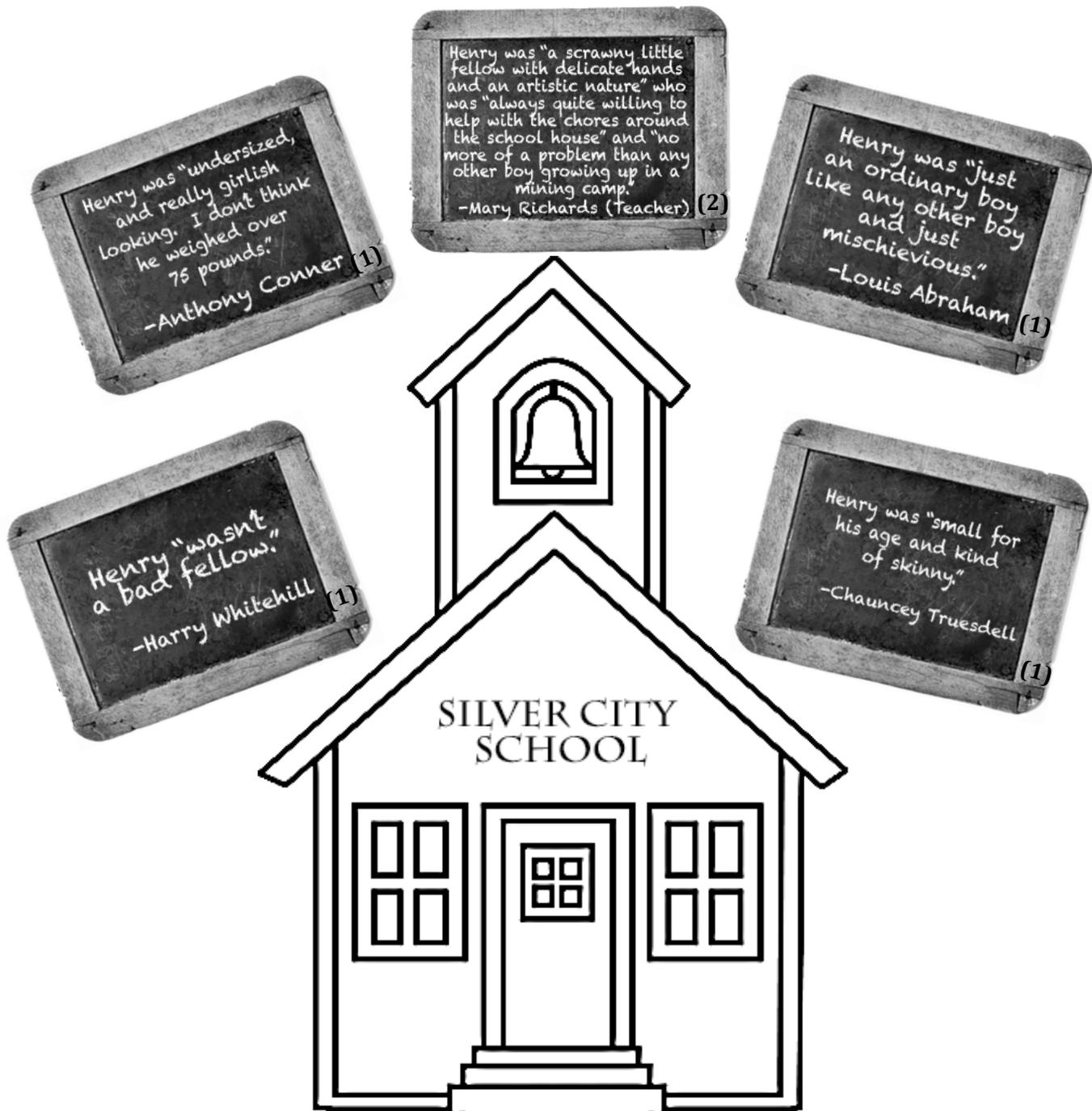
(In the spirit of the western theme, we will use hats instead of buckets.)



## IV Understanding the Documents

### Document #1 - A Kid Named Henry

Sources: (1.) Robert N. Mullin, *The Boyhood of Billy the Kid*, Texas Western Press, 1967.  
Jerry Weddle, *Antrim is My Stepfather's Name: The Boyhood of Billy the Kid*, Arizona Historical Society, 1993.  
(2.) Bill McGaw, *Out of the West: Billy the Kid's Teacher Saw Him as Sensitive, Effeminate, Fearful Youth*, El Paso Times, 1960



## **Document #1 Analysis**

1. Does the information from this document come from primary or secondary sources?
2. Which opinion of Henry McCarty do you feel would carry the most weight: that of his peers or of his teacher? Explain why.
3. Based upon these recollections, what did the teacher and schoolmates seem to remember most about Henry McCarty?
4. At this age and time in his life, what do you think that Henry's friends might have expected he would grow up to be?
5. Based upon this document, would you have classified young Henry McCarty as a "white hat" or a "black hat"?

## Document #2 – The Regulators

Source: (1, 3,4 ) El Paso Times, 1923

(2) Miguel Antonio Otero, *The Real Billy the Kid: With New Light on the Lincoln County War*, Rufus Rockwell Wilson, Inc., 1936.

### Frank Coe, Regulator

- (1) “There wasn’t much entertainment those days, except to hunt. We liked to do that and, anyway, we about lived on deer and turkey meat. Then when we wanted sport we hunted bear and mountain lion. The first trip out I saw that the Kid, as we had named him, was a fine shot with a rifle; he was very handy in camp, a good cook and good-natured and jolly. He spent all his spare time cleaning his six-shooters and practicing shooting.”
- (2) “Billy explained to me how he became proficient in the use of firearms. He said that his age and frail physique were handicaps in his personal encounters, so he decided to become a good shot with both rifle and six shooter as a means of protection against bodily harm.”
- (3) “I never enjoyed better company. He was humorous and told me many amusing stories. He always found a touch of humor in everything, being naturally full of fun and jollity. Though he was often serious in emergencies, his humor was often apparent even in such situations. He drank very little and smoked in moderation. His disposition was remarkably kind; he rarely thought of his own comfort first.”
- (4) “Tunstall had taken a fancy to the Kid. He saw the boy was quick to learn and not afraid of anything, so when he hired him he made Billy a present of a good horse and a nice saddle, and new guns. My, but the boy was proud-said it was the first time in his life he had ever had anything given to him.”

Source: George Coe, *Frontier Fighter: The Autobiography of George Coe Who Fought and Rode with Billy the Kid*, The Lakeside Press, R.R. Donnelley & Sons Co., 1984

### George Coe, Regulator

“One day I was in Lincoln and met Tunstall and asked him about Billy. ‘George, that’s the finest lad I ever met. He’s a revelation to me every day and would do anything on earth to please me. I’m going to make a man out of that boy yet. He has it in him.’”

## **Document #2 Analysis**

1. Does the information in this document come from primary or secondary sources?  
How can you tell?
2. How would you summarize these Regulators' opinions of "The Kid"?
3. Do you feel that there is a consistency between the description of Billy's personality after arriving in Lincoln, and the personality that his schoolmates in Silver City described?
4. What insight does Frank Coe's recollection of his conversation with Tunstall give to explain why Billy wanted to avenge Tunstall's murder?
5. Based upon this document, do you believe that George and Frank Coe would have classified Billy as a "white hat" or a "black hat?"

## Document #3 – The Native New Mexican Hispanics



Lorencita Herrera de Miranda  
Rich Eastman, Lincoln County Cousins

### Lorencita Miranda

“Billy the Kid came to our house and drank coffee with us.  
We liked him for he was always nice to the Spanish people and they all liked him.”

Source: Lorencita Miranda, *Pioneer Story*, U.S. WPA, Federal Writers’ Project: Folklore Project, Life Histories 1936-39, 1936.

### Francisco Gomez

“He was an awfully nice young fellow with light brown hair, blue eyes and rather big front teeth. He always dressed very neatly. He used to practice target shooting a lot. He would throw up a can and twirl his six gun on his finger and he could hit the can six times before it hit the ground.”

“...once some tough outlaws came to Lincoln and rode up and down the streets and shot out window lights in the houses and terrorized people. Captain Baca told Billy the Kid to take some men and go after these men... We caught up with these men and shot it out with them. One of the outlaws was killed and the other ran away. None of us were hurt.”

Source: Francisco Gomez, *Pioneer Story*, U.S. WPA, Federal Writers’ Project: Folklore Project, Life Histories 1936-39, 1936.



Francisco Gomez  
Lincoln Co. Historical Society



Carlota Baca Brent  
Lincoln Co. Heritage Trust

### Carlota Baca-Brent

He was “brave and loyal  
to his friends.”

Source: Robert F. Kadlec, *They “Knew” Billy the Kid*, Ancient City Press, 1986

### Document #3 Analysis

1. Does the information in this document come from primary or secondary sources?
2. List 5 adjectives that these local people used to describe Billy the Kid's character.
3. Based upon Francisco Gomez's recollection of his only experience with Billy the Kid, do you think that Billy's core instinct was to fight for good or evil? What makes you think so?
4. Two of these interviews came from the WPA Federal Writer's Project. What does WPA stand for and what was the goal of the Federal Writer's Project?
5. According to the testimony of these Native New Mexican Hispanics, do you believe that the Hispanic citizens of Lincoln primarily thought of Billy the Kid as a "white hat" or a "black hat?"

Document #4 – The Code of the West

# THE CODE OF THE WEST

Source: Robert M. Utley, *High Noon in Lincoln: Violence on the Western Frontier*, University of New Mexico Press, 1990

Violence occurred so frequently not only because of inadequate law enforcement. More important was the code of the West. Fiction writers did not create the code. It actually governed men throughout the frontier West. It may even have been stronger, sharper, and more violent in Lincoln County because of the ties, through the Texas cowboys, to the Texas feud country where it flourished with special virulence. And it had more lethal consequences than at any other time in history because of the casual attitude toward death and destruction spawned by the Civil War and Reconstruction. Texans came into New Mexico with dark and bitter memories of Reconstruction excesses at home.

The code demanded personal courage and pride, reckless disregard of life, and instant redress of insult, real or fancied - all traits with great appeal to the masculine young adventurers who flocked to the frontier. Nearly everyone carried a Winchester rifle or carbine and a Colt's six-shooter, and if someone wronged you, no matter how trivially, you shot it out on the spot. It was "the rattlesnake's code," observed contemporary writer Eugene Manlove Rhodes, "to warn before he strikes, no better, a queer, lopsided, topsy-turvy, jumbled and senseless code - but a code for all that."

## **Document Analysis #4**

1. Does this document come from a primary or secondary source?
2. Why do you think that this document was included as a source document?
3. According to the Robert M. Utley, what was the major U.S. event that may have contributed to the lack of regard for life in the west?
4. Do you think that the “Code of the West” was an official policy or was it just understood by most people as “the law of the land”?
5. Beside the “code,” what other reason does the author give to explain why men were able to shoot each other with so little consequence?
6. What do you think a newcomer to the area would have to do in order to survive in such a situation?
7. If lawlessness is tolerated, what do you think happens to civilized society?
8. It is said that “those who do not learn history are doomed to repeat it”. Can you think of any recent examples from today’s news that mirror the “Code of the West” behavior of Billy the Kid’s time?

## Document #5

Source: Drew Gomber, *Past tense: The assassination of Sheriff Brady, part 3*, Ruidoso News, 2016.

It happened about 9:30 in the morning. It was the usual hubbub in Lincoln, filled with sound and the smell of wood smoke. People chatted amiably, with the main topic still being the death of the Englishman some six weeks before. No one realized that in moments, the Lincoln County War would change all of their lives forever. Children were shouting and playing; wagons moved up and down the street, their wheels squeaking and rumbling; and the clip-clop of horses hooves were among the many sounds audible on Lincoln's main street that morning.

Sheriff Brady and his four deputies were walking toward the building called (then and now) the "Convento." All five of them were (rather tellingly) carrying rifles as they walked east toward the Convento, then serving as the courthouse. Sheriff Brady paused for a few moments to speak with local lady Maria Mills. He said something, laughed, tipped his hat and then hurried to catch up to his men, who were then nearing Squire Wilson's home, which stood close to where the San Juan Mission stands today, just a door or two away from their destination, the Convento.

### The assassination squad

Inside the Tunstall store, there were seven men who had ridden in the previous night from the mountains. They had been sent by Dick Brewer, the captain of the Regulators (as they called themselves) and their assignment was simply to get supplies for the main group of about 40 men, camped up in the hills.

But when they saw Sheriff Brady and his men walking down the street, their itinerary suddenly changed. They had the less-than-brilliant idea that, as an opportunity was suddenly presenting itself, they would kill a man considered to be one of their arch-enemies: Sheriff Brady.

The assassination squad consisted of Frank MacNab, Jim French, Kid Antrim (later known as Billy the Kid), Fred Waite, Henry Brown, and John Middleton. The seventh man was Rob Widenmann, who had ingratiated himself to Tunstall, but after his meal-ticket was murdered, was forced to rely on his abilities as a braggart and blowhard to get by – therefore, even though he may have done some shooting that day, he insisted afterward (*especially* afterward, when the Regulators' popularity with the people plummeted because of the murder) that he had only been there because he was feeding Tunstall's bulldog. Finally, when the newspapers began to derisively refer to him as "the dog feeder", he shut up

### Document #5 cont.

Grabbing their weapons, the Regulators rushed out the back door of the store and into the alley just east of it, where they took position behind the part-wood, part-adobe gate.

The sounds of the morning were shattered by the roar of rifle fire. Brady never had a chance. He staggered and then dropped, his body riddled. He was dead when he hit the ground. The man closest to him, George Hindman, also fell and began calling for water. Of the other three men with Brady, only Billy Mathews was nicked by a bullet. The others escaped without a scratch. Clearly the ambush – so poorly planned – was an impromptu one. Obviously, they were *all* shooting at Brady. No one had discussed this in advance...

Saloon-keeper Ike Stockton courageously responded to Hindman's pathetic pleas for water. Rushing out of his saloon and down the street, he scooped up a hatful of water from the acequia ditch, but when he tried to help Hindman to his feet, another bullet cut the deputy down, this time killing him.

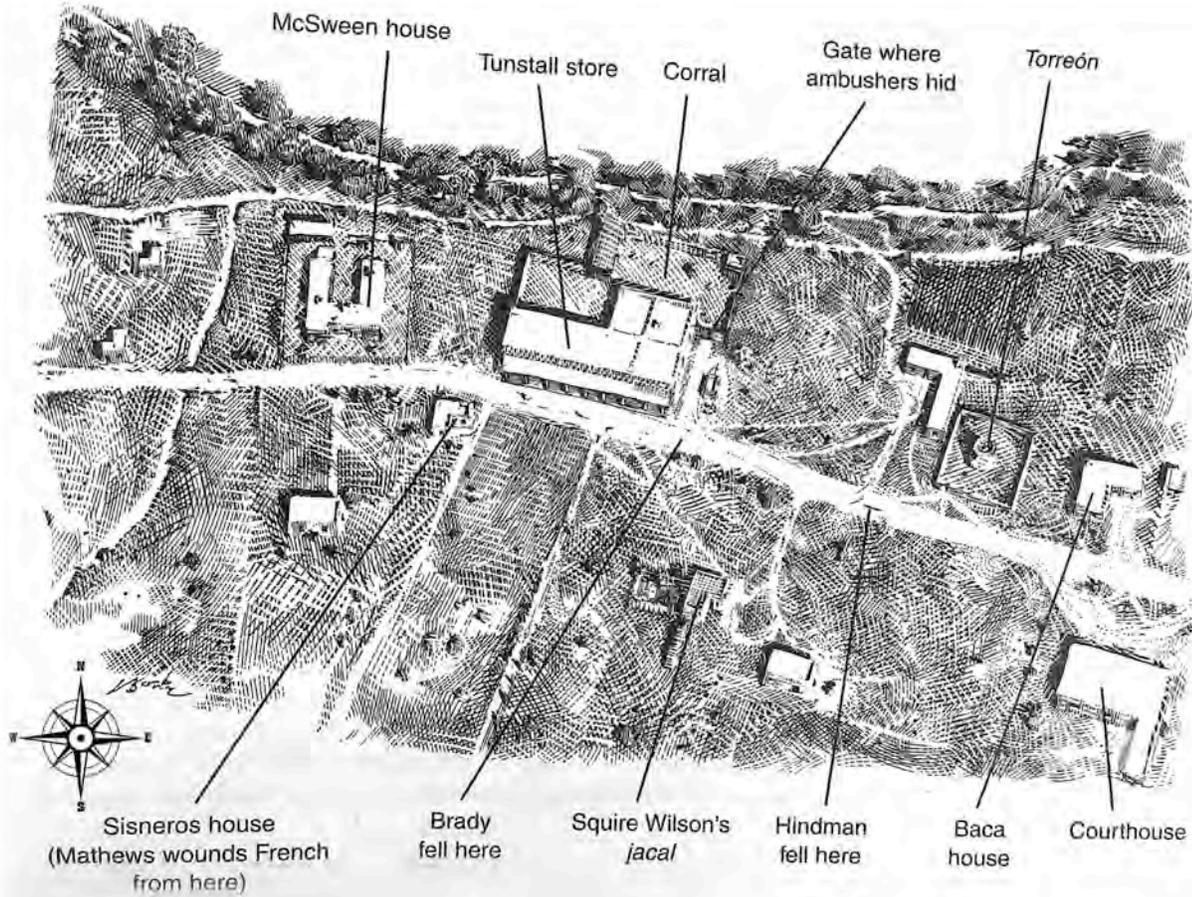
Just a few yards from the Sheriff and his men, Squire Wilson was hard at work in his onion patch. He was bent over, with his back to the street. When the first volley was unleashed, he was hit in the "upper thighs" causing a serious, but not life-threatening, wound. Wilson, the man who had deputized the Regulators in the first place, was so put out by the incident that he had his entire home picked up and moved back toward the mountainside, and it was there that Billy the Kid would have his famous meeting with Governor Lew Wallace, over a year later.

When Brady's other three deputies scampered to cover in Lola Sisneros's little home (there is a gift shop there today) and the Torreon, across the street from the fallen Sheriff, they were in a perfect position for a crossfire and, in just a few moments, two of the Regulators would rush out into the street and into that crossfire.

## Document #5 Analysis

1. Is this article a primary or secondary source?
2. According to the article, which of the Regulators was responsible for killing Sheriff Brady?
3. Did Billy the Kid and the Regulators wake up on the morning of April 1, 1878 with the premeditated intention to kill Sheriff Brady and Deputy Hindman? What did you read in Drew Gomber's article that supports your opinion?
4. Why do you suppose that the Regulators felt they were justified in killing Sheriff Brady?
5. In a previous document, you read the opinions of the Native New Mexican Hispanic residents of Lincoln. Does the article mention whether or not the killing of Sheriff Brady changed the opinion of the locals toward Billy the Kid?
6. After this incident, would you consider Billy the Kid to be a "white hat" or a "black hat"? If your opinion has changed since reading the previous documents, explain your reasoning.

## Document #6 – Map of Lincoln, 1878



Bob Boze Bell, *The Sheriff's Morning Walk: A Bird's Eye View*.

### Document #6 Analysis

1. According to Drew Gomber's article in the Ruidoso News, where were The Regulators on the morning of April 1, 1878? Write an "X" on this spot.
2. Author Frederick Nolan writes that Sheriff Brady stopped to speak to Mrs. Mills in the vicinity of the McSween home. Draw an arrow pointing east on the street from the point of Sheriff Brady's conversation with Mrs. Mills to the place where he died.
3. Draw a star on the street where Sheriff Brady was killed.
4. The front of the Tunstall Store faces the street. Draw an arrow showing where Billy and the Regulators exited the building to where they hid to fire upon the Sheriff and deputies.
5. Based upon the direction the Sheriff was walking, and the location of the Regulators when they began shooting, would you say that this was a fair fight or an ambush? Why?

## Document #7 – The Breakout

The Governor of New Mexico, Lew Wallace, had agreed to give Billy a pardon for the murder of Sheriff Brady if Billy would testify in court about another murder which he had witnessed. Billy kept his end of the bargain and testified, but the Governor did not keep his word. On April 28<sup>th</sup>, 1881, Billy the Kid was being held in the Lincoln County jail, having been the only Regulator indicted for the murder of Sheriff Brady. With Sheriff Pat Garrett out of town, Billy was guarded by an old enemy, Bob Olinger, and Deputy James Bell.

Billy knew that he there could only be one of two endings to this story. Either he would be hanged for murder, or he had to find a way to escape.

Source: Frederick Nolan, *The West of Billy the Kid*, University of Oklahoma Press, 1998.

The men Garrett had picked to guard the Kid were well chosen. Neither Bob Olinger nor Jimmy Bell had any reason to like or trust him. So the Kid was kept handcuffed and shackled day and night. In addition, a chalk line bisected the room into two halves, a true “deadline” in every sense of the word: they told him if he even attempted to cross it he would be killed on the spot.

The tradition has grown through the years that Bell treated the Kid decently but that Olinger taunted him every chance he got.

...He liked to poke the Kid with the barrel of his shotgun and invite him to make a run for it so he could have the pleasure of blowing him apart.

...At about the usual time on this routine Thursday, Bob Olinger escorted the five Tularosa prisoners across the street to the Wortley, leaving Deputy James Bell in charge of the Kid. There was no one else in the building, although old Gottfried Gauss had quarters and a little vegetable patch in a building in back of the store, as did Sam Wortley.

Endless theories have been advanced about what happened next; the fact of the matter is, nobody knows. All that can be truthfully said is that in a daring series of swift and decisive moves, Billy the Kid somehow got hold of a pistol and with it shot and mortally wounded James Bell. Gauss, out in the courtyard to the rear of the building, “heard a shot fired, then a tussle upstairs in the courthouse, somebody hurrying downstairs, and Deputy Sheriff Bell emerging from the door running toward me. He ran right into my arms, expired the same moment, and I laid him down, dead.”

Over in the Wortley Hotel, Bob Olinger heard the shots and scrambled to his feet exclaiming, “The Kid has tried to escape and Bell has shot him!”

...alone and unready, he ran straight into a kill zone. Billy the Kid was waiting for him at the open window, the shotgun cocked.

**Document #7 cont.**

...The big man went down dead, his right shoulder, chest, and side riddled with thirty-six buckshot, something like a quarter of a pound of lead fired at a range of less than ten feet.

...A minute or two later, armed with a Winchester and two six-shooters from Garrett's gun store, the Kid came out onto the balcony, where he held the whole town of Lincoln in thrall for more than an hour.

...Addressing the crowd from the upper balcony like a politician soliciting votes, Billy "told the people that he did not want to kill Bell, but, as he ran, he had to. He said he grabbed Bell's revolver and told him to hold up his hands and surrender; that Bell decided to run and he had to kill him. He declared he was 'standing pat' against the world, and while he did not wish to kill anybody, if anybody interfered with his attempt to escape, he would kill him."

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## Document #7 Analysis

1. Is this document a primary or secondary source?
2. Unlike the murder of Sheriff Brady, in which many were firing and the Regulator responsible for the fatal shot was unclear, these murders were undeniably committed solely by Billy the Kid. List the names of the two deputies shot by Billy in the order in which they were killed.
3. Is there any evidence from the account of Billy's breakout to indicate that the personality to which his schoolmates, teacher, fellow Regulators and citizens of Lincoln had attested, had remained intact?
4. When the citizens of Lincoln heard the commotion and gathered at the Courthouse, they assisted him by finding tools to help him break his leg-irons and giving him a horse to ride out of town. Do you believe that they did this because they were frightened, or because they still viewed him as a "white hat"?
5. After reading this document, do you feel that Billy was a cold-blooded killer who had been hypnotized by "The Code of the West," or do you feel that he was simply doing what was necessary to survive? Explain your answer, beginning with the phrase, "I believe Billy the Kid was a \_\_\_\_\_ hat" because...



## Bucketing: Grouping the Documents (Writing Ideas)

Reflect on all that you have learned about the short life of Billy the Kid from the Background Essay and the primary and secondary documents. Keeping in mind the essential question, “Was Billy the Kid a ‘white hat’ or a ‘black hat?’”, decide upon three **different categories of evidence** upon which you are going to defend your opinion. You may have changed your opinion since the pre-bucketing exercise. This is your opinion and there is no right or wrong answer. What is important is that you can defend your opinion based on evidence from your sources. These buckets (or hats, in our case) will become the body of your essay.

1. Label each bucket (hat) with the category of evidence to defend your opinion.
2. List the number of each document under the category in which the document fits. You should have at least one or two documents under each category.



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Remember the 3 Parts to an Argument

1. Give evidence
2. Have a reason
3. What might happen if ?

## VI Thrash Out Preparing to Write

The purpose of this exercise is to prepare students to write their essay by “thrashing out” or debating the answer to the essential question, “Was Billy the Kid a ‘white hat or a ‘black hat’? By defending their argument, they will practice verbally validating their opinion using evidence from the documents and then use what they learned to outline their essay.

1. Instruct students to go to the designated corner of the room for “white hats” and the corner designated for “black hats”.
2. Tell the students that if they are still undecided, they should stand in between the two groups until they have heard arguments from both sides.
3. Give the groups a few minutes to discuss their reasons amongst themselves.
4. Using the document that the group feels held the strongest evidence, ask the “white hats” to present their reasoning.
5. Then ask the “black hats” to refute the position of the “white hats” by presenting opposing evidence.
6. After both sides have presented their case, the undecided students should the side that they feel presented the best case.

## Writing the Essay

Students will now write an evidence-based, multi-paragraph essay, using their buckets, outlines, background essay and documents to support and explain their reasoning.

When citing evidence in the body paragraphs, the DBQ Project method suggests using brackets at the end of the sentence. (Doc. # \_\_\_)

When citing evidence word-for-word from a document, use quotes. (George Washington said, “Where are my teeth?” (Doc. # \_\_\_)

If rewording or paraphrasing, no quotes are needed.

The essay should include:

1. Introduction
  - a. A Grabber (the hook or lead) – One to two sentences to entice the reader to want to read the essay.
  - b. Brief explanation of the Old West symbolism of “white hat” vs. “black hat”
  - c. Background info about Billy the Kid – from background essay (How old was he? Was he educated? What did he do that qualifies him as an outlaw?)
  - d. Restate the question – Was Billy the Kid a “white hat” or a “black hat”?
2. Body Paragraph #1

Reason # 1 to support the author’s opinion (taken from the bucketing exercise).

  - a. Baby Thesis: “The first reason Billy the Kid might be considered a “white hat” is because...”
  - b. Evidence – Use at least 2 examples from bucket (hat) #1 to support the Baby Thesis. Don’t forget citations!
  - c. Argument – “This is important to consider because...”

## Writing the Essay cont.

3. Body Paragraph #2

Reason #2 to support the author's opinion (taken from buckets)

- a. Baby Thesis
- b. Evidence – Supporting details from documents & citation
- c. Argument – Connect evidence to the background essay and thesis.

4. Body Paragraph #3

Reason #3 to support the author's opinion

- a. Baby Thesis
- b. Evidence
- c. Argument

5. Conclusion

Restate the main idea and end it with style!