



**NEW MEXICO
HISTORIC SITES**

DBQ

(Document-Based Question) Project

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Teacher's DBQ Guide: (Step by Step)

(Document Based Question) Project

Fort Stanton 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. ~ Which era in Fort Stanton's history had the most influence on the settlement of the west?

Overview:

Although the architecturally stunning and historically gifted buildings of Fort Stanton historic site have only been welcoming visitors to the museums since 2007, this gem in the high desert boasts a story of many lives that have transpired for over 165 years of continuous use. Oh! If these walls could talk!

As one of many forts built on the western frontier with a mission to subdue native tribes and make the west safe for settlement, Fort Stanton began her fascinating life in 1855. After demilitarization in 1896, however, she would live on as a Tuberculosis sanatorium, the site of a CCC camp, an internment camp for distressed German sailors during WWII, a Mental Health Facility, a women's penitentiary, and a drug and alcohol rehab, before finally being rescued by concerned citizens who formed Fort Stanton Inc., a non-profit group who organized to preserve the Fort's history for future generations. Through this DBQ assignment, students will learn about several parts of Fort Stanton's fascinating story and how she helped settle the west.

Step I - The Hook

(For the teacher, pg. 1, 2, 7-11)
(For the students, pgs. 3-6)

Engages the students and orients them to the essential question.

Step II - Background Essay

(For the students, pg. (12-14))
Provides essential context that helps make sense of the documents.

Step III - Pre-Bucketing

(For the students, pg. 15)
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. 16- 28)
The documents provide clues and evidence that the students need to support their thesis.

Step V - Bucketing

(For the students, pg. 29)
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. 30)
Students prepare to write by debating or "thrashing out" their claims.

Step VI b. - Writing the Essay

(For the students, pg. 31)
Students write a multi-paragraph, evidence-based essay using their documents, buckets and outlines to support and

I The Hook ~ Engaging the Students:

Preparation:

Make copies of the 2-sided enlistment letter for each student, informing students that they are required to report to Fort Stanton for duty. Using parchment paper or paper with an antique look will add to the experience. Boys receive a letter for service as a soldier and girls receive a letter for service as a laundress.

On the back of their recruitment letter, students will be making the list of items that they will be taking with them when they head out west.

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Execution of the Hook Exercise:

(To accompany your Hook Exercise, consider playing some Civil War marching music as students enter the room. Civil War era instrumentals are available for free on YouTube.)

As students enter the room, present them with their enlistment letter to join the U.S. Army. Remember, boys are enlisted as soldiers and girls as laundresses.

Discussion

Military Women

Explain to students that the reason the girls are relegated to be laundresses is because women had almost no professional options in those days beyond becoming a teacher. (Even teaching opportunities were very rare as schools were scarce and men often occupied the position of schoolmaster.)

Laundresses, however, were the only sanctioned women in the U.S. Army and so although the work was very hard, being a military laundress provided a woman with her own income, military rations and freedom that was hard to find anywhere else at that time.

Military Men

Most soldiers were single men, and many were immigrants who had been discriminated against and treated poorly back east, making it difficult to find employment. Work as a soldier was an endless blur of hard work, boredom, followed by more hard work and more boredom, with occasional moments of terror. Still, it provided steady income and the opportunity to move into the respected role of an officer.

Buffalo Soldiers

Some who joined the military could sense the opportunity for freedom even more acutely than the average soldier. The “Buffalo Soldiers”, as they came to be called, were either former slaves or free Black men who wanted the chance to fight for freedom and make a new life in the vast expanses of the west.

Enlistment Letters

Ask the class to join you in reading the enlistment agreement aloud. Use the Enlistment Letter Teacher’s Guide to instruct the students through the process of filling out their enlistment papers. When filling out their occupations, the students may choose from some of these typical 19th century options:

Men:

farmer (most men were farmers)
blacksmith
laborer
construction worker
shoemaker
cooper
teacher

Women:

housewife
servant
laundress
seamstress
teacher

VOLUNTEER ENLISTMENT.

*Territory
of New Mexico*



Fort Stanton

I, _____ born in _____
in the State of _____ aged _____ years,
and by occupation a _____ Do HEREBY ACKNOWLEDGE to have
volunteered this _____ day of _____ 18 ____
to serve as a **Soldier** in the Army of the United States of America, for the
period of *THREE YEARS*, unless sooner discharged by proper authority: Do also
agree to accept such bounty, pay, rations, and clothing, as are, or may be, estab-
lished by law for volunteers. And I, _____ do
solemnly swear, that I will bear true faith and allegiance to the *United States
of America*, and that I will serve them honestly and faithfully against all
their enemies or opposers whomsoever; and that I will observe and obey the
orders of the President of the United States, and the orders of the officers
appointed over me, according to the Rules and Articles of War.

Sworn and subscribed to, at _____
this _____ day of _____ 18 _____

BEFORE

W. R. Chamberlain

I CERTIFY, ON HONOR, That I have carefully examined the above named Volunteer, agreeably to
the General Regulations of the Army, and that in my opinion he is free from all bodily defects and mental
infirmity, which would, in any way, disqualify him from performing the duties of a soldier.

J. H. Knapp
EXAMINING SURGEON.

I CERTIFY, ON HONOR, That I have minutely inspected the Volunteer,
previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my
judgment and belief, he is of lawful age; and that, in accepting him as duly qualified to perform the duties
of an able-bodied soldier, I have strictly observed the Regulations which govern the recruiting service.
This soldier has _____ eyes, _____ hair, _____ complexion, is _____ feet _____ inches
high.

1st Regiment of Cavalry Volunteers,
E. B. Griswold RECRUITING OFFICER.

DECLARATION OF RECRUIT.

I, _____ desiring to VOLUNTEER as a Soldier in the Army of the United States, for the term of THREE YEARS, Do declare, That I am _____ years and _____ months of age; that I have never been discharged from the United States service on account of disability or by sentence of a court-martial, or by order before the expiration of a term of enlistment; and I know of no impediment to my serving honestly and faithfully as a soldier for three years.

GIVEN at _____
The _____ day of _____

Witness:

John B Baker

No. _____

Volunteered at _____ 18__

By *D. G. Hubbard*

Regiment of *Cavalry*

_____ enlistment; last served in Company ()

_____ Reg't of _____.

Discharged _____ 18__

Paymaster General's Office,
1866

True copy of an original paper on file in this office.

Wm A. ...
Paymaster Genl

Items to take west:

VOLUNTEER ENLISTMENT.

*Territory
of New Mexico*



Fort Stanton

I, _____ born in _____
in the State of _____ aged _____ years,
and by occupation a _____ Do HEREBY ACKNOWLEDGE to have
volunteered this _____ day of _____ 18 ____
to serve as a *Laundress* in the *Army of the United States of America*, for the
period of *THREE YEARS*, unless sooner discharged by proper authority: Do also
agree to accept such bounty, pay, rations, and clothing, as are, or may be, estab-
lished by law for volunteers. And I, _____ do
solemnly swear, that I will bear true faith and allegiance to the *United States
of America*, and that I will serve them honestly and faithfully against all
their enemies or opposers whomsoever; and that I will observe and obey the
orders of the President of the United States, and the orders of the officers
appointed over me, according to the Rules and Articles of War.

Sworn and subscribed to, at _____
this _____ day of _____ 18 _____

BEFORE

W. R. Charles Magruder
I CERTIFY, ON HONOR, That I have carefully examined the above named Volunteer, agreeably to
the General Regulations of the Army, and that in my opinion he is free from all bodily defects and mental
infirmity, which would, in any way, disqualify him from performing the duties of a soldier.

J. H. Knapp
EXAMINING SURGEON.

I CERTIFY, ON HONOR, That I have minutely inspected the Volunteer,
previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my
judgment and belief, he is of lawful age; and that, in accepting him as duly qualified to perform the duties
of an able-bodied soldier, I have strictly observed the Regulations which govern the recruiting service.
This soldier has _____ eyes, _____ hair, _____ complexion, is _____ feet _____ inches
high.

1st Regiment of *Cavalry* Volunteers,
E. B. Griswold RECRUITING OFFICER.

VOLUNTEER ENLISTMENT.

*Territory
of New Mexico*



Fort Stanton

I, *Name of Student* born in *Town of Birth*
 Territory or State of Birth aged *Age of Student* years,
and by occupation a *Occupation* Do HEREBY ACKNOWLEDGE to have
volunteered this *day* day of *Month* 18 *55*
to serve as a *Soldier* in the Army of the United States of America, for the
period of *THREE YEARS*, unless sooner discharged by proper authority: Do also
agree to accept such bounty, pay, rations, and clothing, as are, or may be, estab-
lished by law for volunteers. And I, *Student's Name* do
solemnly swear, that I will bear true faith and allegiance to the *United States*
of America, and that I will serve them honestly and faithfully against all
their enemies or opposers whomsoever; and that I will observe and obey the
orders of the President of the United States, and the orders of the officers
appointed over me, according to the Rules and Articles of War.

Sworn and subscribed to, at *City and State*
this *day* day of *month* 18 *55*

BEFORE

W. R. Chamberlain

I CERTIFY, ON HONOR, That I have carefully examined the above named Volunteer, agreeably to
the General Regulations of the Army, and that in my opinion he is free from all bodily defects and mental
infirmity, which would, in any way, disqualify him from performing the duties of a soldier.

J. H. Knapp
EXAMINING SURGEON.

I CERTIFY, ON HONOR, That I have minutely inspected the Volunteer,
previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my
judgment and belief, he is of lawful age; and that, in accepting him as duly qualified to perform the duties
of an able-bodied soldier, I have strictly observed the Regulations which govern the recruiting service.
This soldier has *eye color* eyes, *hair color* hair, *lt. med. dark* complexion, is *height* feet inches
high.

1st
Regiment of Cavalry Volunteers,
E. B. Griswold RECRUITING OFFICER.

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The Recruitment Game

On the back of their enlistment letters, ask the students to make a list of the 10 things that they want to take with them to serve at Fort Stanton. These should be things that they feel they absolutely cannot live without. After they have completed their lists...begin the reality check.

Reality Check

1. Inform students that as soldiers, they will be out on campaign and only able to take what fits in their haversack and can be carried for miles.
(Laundresses were expected to provide their own equipment, so were sometimes allowed to transport heavy kettles in the army's wagon.)
Because moving an Army needs to be efficient, everyone had to travel with no more than the bare necessities.
Leave it behind! Instruct students that the Army will not allow so this much cargo, so they must immediately reduce their list by 5 items.
2. Ask students to label each of their desired items as a necessity or a luxury.
Leave it behind! Inform students that anything labeled a luxury item must be crossed off the list.
3. Ask individual students to name an item that remains on their list and ask the class to discuss whether or not this item existed in 1855. (Chances are pretty good that a cell phone will be on every student's list!)
Leave it behind! Any items that definitely didn't exist in 1855 should be crossed off the list.
4. After eliminating 5 items, crossing off luxury items, and throwing out items that didn't exist in 1855, ask if any students have items remaining on their list.
5. If a student or students has items still on their list, ask them why the item survived elimination. (How will it be useful on the frontier?) If the student is able to successfully defend their items and there is no dissent from other students, the student gets to "keep" his or her items.
6. **The student who ends the game with the most remaining items WINS!**

(After this discussion, you may want to have the students try making their lists again, keeping in mind items that would be useful in a land with no stores, no public transportation and long distances between water sources. Ask them to think about what they would need for survival. Remind the girls that many laundresses were mothers and brought their children with them. They would need to consider the needs of their children as well.)

For Further Discussion: A Soldier's Necessities

Since most soldiers traveled by foot, and uniforms were made of wool which could be unbearable in New Mexico's summer heat, the men learned to travel with only the bare necessities. Even marching with just the essentials and a rifle meant carrying an additional 40 lbs. of equipment. As a result, it was not uncommon for the men to discard items that they had brought from home such as frying pans and books.

Naturally, a soldier's most important item was his rifle. And to make the rifle useful, the soldier had to carry additional equipment and supplies. His **cartridge box** contained between 30 and 40 rounds of ammunition. A **gunpowder** charge was contained within paper that was wrapped around the blunt end of each bullet. The paper had a twist on the end to keep the gunpowder from spilling out. When a soldier needed to discharge his weapon, he would take the cartridge from the cartridge box, bite the twisted paper off the end of the cartridge, pour the gunpowder into the barrel, then drop a **minnie** ball into the barrel of the rifle. Then he had to use a metal stick called a **ramrod** to jam the ball down the barrel on top of the gunpowder. Next, he would take a **percussion cap** from a small, leather pouch attached to his belt, and insert it on the trigger assembly. After performing all these steps in proper order, he could finally aim and fire! Some very skilled infantrymen were able to complete this process and fire a weapon three times in a minute!

A stabbing instrument called a bayonet was also important equipment. Its purpose was to be attached to the end of a soldier's rifle as a weapon, however, bayonets were rarely used in combat. Instead, they served as a handy device for skewering meat and roasting it over a campfire, or as a trench-digging device. Sometimes they were even used as makeshift candleholders.

After a long march, soldiers would break for camp. A tent was usually shared by two soldiers and each was responsible to carry one half of the tent. Soldiers slept on the hard ground and all a soldier had for comfort was a **bedroll** and a **gum blanket**. The gum blanket was made of rubber and placed on the ground to keep out moisture. The wool blanket was all the soldier had for warmth.

In his **haversack**, a soldier would carry his meal items. These included a tin plate, a tin cup, a fork and knife. Whenever a stream or river was crossed, a soldier would fill his **canteen** with water, adding additional but necessary weight to his load. Collecting water from polluted rivers or ponds sometimes sickened and even occasionally killed the men. Diarrhea and **dysentery** were common ailments that killed thousands of soldiers.

The daily diet of a soldier included **hardtack** (a tough cracker made of flour, water and salt), beans, salt pork and coffee. Since fruits and vegetables were perishable and rare, many soldiers suffered from diseases caused by a lack of vitamins and minerals that come from eating a balanced diet including produce.

One of the most important items that a soldier carried with him on campaign was a **housewife**. No, not an actual housewife. In fact, most soldiers were young and unmarried. Because soldiers had only one uniform and it might be months before he could replace worn out clothing, a soldier carried a small sewing kit known as a housewife so that he could darn his own socks, stitch up holes or sew on a button. In the Army, survival required that every soldier learned how to take care of himself.

Other items that might be considered for survival or comfort include matches, a mirror, soap, a wooden comb, a bone toothbrush, and glasses.

For Further Discussion: The Necessities of a Laundress

Military laundresses were required to provide their own equipment. In order to perform their job, laundresses had to travel with tubs, buckets and washboards. Many laundresses had small children and needed to bring small beds and cribs along with all the paraphernalia required by children and a functioning home. In 1875, Inspector General Randolph B. Marcy commented that the cargo required for four laundresses and their children, was more than that of all the company's enlisted men. This logistical problem ultimately led to the decision to phase laundresses out of military service.

For a wash pot, laundresses used heavy, iron or copper cauldrons known as “**coppers**” that could typically hold 18-20 gallons of water or more. Because a laundress started her work day by hauling water from a river or stream, she needed buckets and a wooden crosspiece or **yoke**, that went around the neck and over the shoulders to balance the weight of two, heavy buckets. In winter, many creeks were frozen, so a laundress would need a metal tool such as a hatchet to chop ice from a frozen river. The hatchet would also be a necessity for splitting firewood and kindling to heat the wash water.

Laundresses made their own soap by mixing animal fat with a liquid called “lye.” Lye is created by mixing water and ashes in a wooden keg. After the process of creating the lye, the laundress would use a wooden paddle to mix the lye in with the animal fat. Then the boiled mixture would be poured into wooden boxes which, when cooled, turned the liquid into bars of soap. These soap molds would be another very necessary item for a laundress.

Washing the heavy wool uniforms of soldiers required a significant amount of equipment. The **washboard** was a piece of corrugated metal on a wood frame. The laundress would submerge the garment in the water, rub the lye soap on the clothing, then rub it against the washboard again, alternating rubs, scrubs and plunges into the water.

A long, wooden pole with 4 wooden pegs at the bottom, known as a “**washing dolly**” made agitating the clothes easier. The dolly had 2 horizontal handles at the top that the laundress would push and pull to move the clothes through the wash water.

After scrubbing and agitating, some laundresses had a wringer known as a “**mangle**” that she could attach to her washtub. She would crank the handle and as the clothing fed through the two cylinders, it would squeeze the water out of the garment. Then the laundress could lay the clothing out on grass or shrubs to dry, or hang them on a rope clothesline, which also required a good quantity of wooden clothes pins.

With a name like mangle, you can imagine that laundry would sometimes get damaged in the process of being washed. A sewing kit was another necessity for a laundress so that she could mend or fix small tears or loose buttons. Many laundresses also made extra money on the side by repairing clothing for the troops.

After clothes were washed, dried and mended, the laundress would iron the items. Since there was no electricity, she had to heat a heavy iron weighing up to 9 lbs or more, by hanging it over a fire or setting it on a stove. It was more efficient to have a couple irons so that one could be heating while the other was being used.

As women who cared for their husbands and families, it would also have been necessary for the laundress to provide the basic household needs such as cooking utensils, pans, storage containers, clothing, diapers, bedding, brooms, and other family necessities.

Soldier and Laundress Vocabulary:

cartridge box - a box that soldiers carried

gunpowder – an explosion consisting of a powdered mixture of saltpeter, sulfur and charcoal.

minie ball – a bullet designed for muzzle-loading rifle muskets that was small enough to load quickly and had a special feature for a rifled-barrel. When the rifle-musket was fired, expanding gas from the gunpowder would be caught in the hollow base of the bullet which forced it against the rifled grooves inside the barrel.

ramrod – long, cylindrical metal rod used to push the cartridge down the barrel of a musket in preparation for firing.

percussion cap - essential to firing a percussion rifle-musket, a cap is a tiny brass shell that holds fulminate of mercury. When the trigger is pulled, the hammer falls on the cap, igniting the chemical. A flame shoots into the chamber that holds the gunpowder, which ignites the powder and the blast shoots the bullet out of the barrel.

bedroll – a blanket or other bedding that could be rolled up and carried over the shoulder. Soldiers often carried other personal belongings rolled up in their bedroll.

gum blanket – a heavy-weight sheet of canvas that is rubberized on one side and used for shelter construction, bedding or as rain gear.

haversack – small, canvas bag, about one foot square and painted with tar to make it waterproof, used to carry a soldier's food.

canteen – round container used to carry water, made of wood or tin and carried over the shoulder by a strap.

dysentery – intestinal disease that caused severe diarrhea. It was one of the leading causes of deaths by disease.

hardtack – hard crackers made of flour, water and salt, often issued to soldiers because they were inexpensive and easy to make in large quantities. Hardtack was almost rock solid once it became stale, earning it the nickname, “molar breakers”.

housewife – a small, sewing kit that soldiers used to make repairs to their uniforms and clothing.

coppers – iron or copper cauldrons that held 18-20 gallons or more that military laundresses would use to heat water and wash soldiers' laundry.

yoke – a wooden, crosspiece that went around the neck and over the shoulders, allowing a laundress to carry 2 buckets of water from a water source to her laundry area.

washboard – a piece of corrugated metal held in a metal frame against which a laundress would rub a garment with soap and plunge into the water of a wash bucket.

washing dolly – a laundry agitator consisting of a wooden pole with four wooden pegs on the bottom. The top of the pole had two handles that a laundress would push and pull to move the laundry through the wash water.

mangle – a laundry wringer that could be attached to the side of a washbucket. The laundress would place the garment in between two cylinders, then crank the handle on the side to feed the clothing through the wringers, squeezing out the water.



Background Essay -Building Context

Read the background information about Fort Stanton and answer the questions.

Today's Fort Stanton Historic Site, in the mountains of southern New Mexico, boasts a completely unique life in the stories of frontier forts. Like many other forts that were built in the mid 19th century, Fort Stanton's mission was to subdue the Native American tribes and make the west safe for settlement. After they were no longer needed, most forts were abandoned and time has reduced their adobe bricks to ruins. Unlike the others, however, Fort Stanton was built of sturdy, native rock. And that is why she has so many stories to tell.

Over 1,000 years before the soldiers came marching, however, the area was occupied by the Piro people, a sedentary desert culture who were the ancestors of the Puebloan Native American tribes that we know today. It is believed that drought or troubles with plains tribes may have forced these people to abandon their pueblos and pithouses and move north.

More recently a group of people known as "Indeh" (or "the people") moved into the area. They became known as Apache and for centuries, the Apache people roamed freely throughout their adopted homeland, an expanse that included parts of what is now Texas, Oklahoma, Colorado, Arizona and even Mexico. As Mexican settlers began to move north into Apache territory, and Native New Mexican Hispanics moved south along the Rio Grande, the Apaches began raiding Hispanic settlements for horses, ammunition, food and livestock. The Apaches were fierce warriors and fought ferociously to defend their territory after the Treaty of Guadalupe Hidalgo opened up the territory for American settlement in 1848. Texans and wagon trains from the east began to flood in and forever change the Apaches way of life.

Because the federal government wanted Americans to settle the United States from sea to shining sea, it was decided that something had to be done to stop the Native Americans from terrorizing the settlers and stealing their livestock. Forts were built all over the west to subdue the native tribes and make the western territories safe for settlers.

Fort Stanton was built in 1855 near the Rio Bonito, a clear, cool river fed by snowmelt from Sierra Blanca, the sacred mountain of the Mescalero Apache people. There were no Home Depot or Lowes Home Improvement stores in those days, so the soldiers quarried the rock, cleared the land, cut the trees and built every building of the fort with their bare hands, eventually creating what was considered one of the most architecturally beautiful forts in the west. The arrival of the soldiers encouraged more Native New Mexican Hispanic settlers to move south to the Bonito Valley. By 1860, the census recorded 257 mostly Hispanic residents settled along the Bonito river.

Some of the soldiers from the fort would get sent out to skirmishes with the Apaches or to settle disputes among the locals, but otherwise, daily life could be pretty boring. Soldiers spent most of their time constructing buildings, bridges, ditches and roads. Meals consisted of meat, beans and hard tack (a hard biscuit made from flour, water and salt). The daily schedule was very regimented, with a major part of the day spent marching or practicing rifle drills in preparation for a fight.

Background Essay cont.

After decades of being chased and captured by soldiers, the last brave Apache warriors finally surrendered to the U.S. government and eventually, reservations were created which gave the Native Americans a designated place to live. Word spread that the Native Americans were no longer stealing livestock or attacking settlements, and what seemed like a never-ending supply of Americans began flooding into the west.

With her military mission complete, Fort Stanton's bugles and boots marched out and the Bonito valley was quiet and peaceful again. The story could have ended here, but a few years later, Fort Stanton was resurrected for a new purpose when her sturdy buildings were determined to be the perfect location for Merchant Marines suffering from a dreaded disease known as Tuberculosis or TB.

The first patient to arrive on November 18, 1899 was Seaman Joseph Ryan. Five months later more than 65 Merchant Marines had been admitted. Twenty-eight years later, the fort had over 236 patients.

The coughing, bleeding lungs, weight loss, and pale skin that were the tell-tale signs of TB, had terrified people all over the world for centuries. The disease acquired notorious nicknames such as "Consumption", "The Robber of Youth" and "The White Plague." For many, contracting TB was a death sentence. Additionally, the disease was highly contagious, but for millennia, the cause was unknown. As people began leaving rural farms and moving into cities during the Industrial Revolution, the disease took on epidemic proportions. Millions began dying all over the world. Fortunately, advances in medicine in the early 1900s determined that the disease was transmitted through the air. And as people began moving west, doctors and nurses noticed that TB patients seemed to get better, faster in places with a sunny, dry climate.

Thousands of desperate TB sufferers, known as "health seekers" began flooding into the southwest territories to be treated and hopefully cured. Fort Stanton had an exceptionally high success rate for curing TB patients and many who came there ended up marrying, having families and staying in New Mexico.

Many of the doctors and nurses at Fort Stanton made significant contributions to the treatment and cure of Tuberculosis. One of those who came and stayed was Dr. James W. Laws. Like many of the doctors chosen to work at Fort Stanton, Dr. Laws was a TB patient himself. After being cured of TB, he married another health-seeker, Grace Austin, and stayed to establish his own sanitarium in the community of Lincoln, a few miles northeast of Fort Stanton.

Fort Stanton put her stamp on major world events again when, during WWII, German sailors were brought to her abandoned buildings to be held until the war was over. The men were not German soldiers (or Nazis), but instead, they were workers on a German luxury liner called the S.S. Columbus.

Background Essay cont.

The ship was as beautiful and extravagant as the Titanic and was at sea when rumors of war began. After several months of waiting in a safe port, the ship was ordered by Hitler to return to Germany. Most importantly, Hitler demanded that the ship not be captured by the British. He did not want them to be able to take over and use the ship against Germany.

As the threat of war became more likely, the ship made a dash across the ocean, but they were spotted by the British. As Hitler had demanded, the sailors abandoned ship. They scurried into lifeboats, set their elegant ship on fire and watched it sink beneath the waves.

The Americans came to the rescue of the drifting German sailors and brought them back to the U.S. The 400 men were sent from one end of the country to the other until their captain finally determined that Fort Stanton would be an acceptable place for them to stay until they could return to Germany. Unfortunately, war broke out and eventually the U.S. was fighting with the allies against Germany. Since many of the German sailors were of fighting age, they were not allowed to return home.

Most of the men accepted and settled into their new circumstances, making the best of a bad situation. Many of them were enamored with the history of the Apaches, Billy the Kid and the Old West. Finally, after nearly five years, the war ended and many of the men returned home. Some brought their families back to Fort Stanton in later years to show them the place that had been an unexpected second home.

Fort Stanton's rock buildings would see several more transitions before finally becoming one of New Mexico's most significant and impressive Historic Sites. Over the decades, she would house a mental health facility, a women's penitentiary and a drug and alcohol rehab.

Today thousands of visitors stop by Fort Stanton to see a unique time capsule of a frontier fort with a completely unique story to tell.

Background Essay Follow-Up Questions

1. Why did the federal government feel that it was necessary to subdue the Native Americans?
2. Why did the desert southwest become an especially good location for tuberculosis sanitoriums?
3. What was the primary concern about returning the German sailors to their homeland during World War II?

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 do you think the question means when it refers to Fort Stanton's "eras"?
3. Based upon what you learned from the background essay, speculate on what some of the "eras" in Fort Stanton's history may have been.

Pre-Bucketing

Begin to condense your argument.

Using the information that you have received so far, label the three buckets below (or tin Army cups in our case) with three distinct eras in Fort Stanton's history.



IV Understanding the Documents

Document #1 – The Military Era

Sources: Lynda A. Sanchez, *Fort Stanton: An Illustrated History*, Write Designs, LTD, 2009.

Fort Stanton ~ New Mexico Territory

First established in 1855 as protection for settlers from Apaches and marauding outlaws, it was built of native stone instead of the usual adobe construction of New Mexico forts.

...Building the fort was no easy assignment and there were shortages of tools, work animals, tradesmen and supplies. Poor roads were another problem.

...Months of frustration finally saw the quadrangle completed.

...Fort Stanton was established along the banks of the Rio Bonito to control marauding outlaws and the Mescaleros (Apache). Death, raiding of livestock and communities, and basic harassment continued, despite efforts by the military to settle things down.

During the Civil War, Union and Confederate roamed the state and for a short time in 1861, the Confederates controlled Fort Stanton. However, after Kit Carson, fresh from victory at Val Verde, came marching into the area, the Confederates fled south. Furthermore, they were weary of clashes with the warlike Apache.

...As the Apache Wars wound down, uses for military forts throughout the southwest were downgraded and most were abandoned. When the time came to muster out, innumerable soldiers decided to remain because they observed that Lincoln County was progressing and leaving the outlaw stage of its existence. They married local Hispanic women and their descendants remain as part of the fabric of the territory in terms of traditional and modern lifestyle.



Fort Stanton
Historic Site,
2019

Photo by
Tiffanie Owen

Document #1 Analysis – The Military Experience

1. Does the information from this document come from a primary or secondary source?
2. What explanation does this document give for Fort Stanton's longevity?
3. According to this document, what was the original purpose for establishing Fort Stanton?
4. What caused the abandonment of Fort Stanton by troops in 1896?
5. What evidence does the author give (if any) to indicate that Fort Stanton's military era contributed to settlement in the west?

Document #2 – The Apache Experience



James Kaywaykla
Lynda Sanchez Collection

James Kaywaykla, Warm Springs Apache

“Until I was about ten years old, I did not know that people died except by violence. That is because I am an Apache...whose first vivid memories are of being driven from our homeland.”

Source: Eve Ball, *In the Days of Victorio*,
University of Arizona Press, 1970

Cadette, Apache Chief (translated by Captain John Cremony)

“You are stronger than we. We have fought you so long as we had rifles and powder; but your weapons are better than ours. Give us weapons and turn us loose and we will fight you again; but we are worn out; we have no heart; we have no provisions, no means to live;...You have driven us from our last and best stronghold, and we have no more heart. Do with us as may seem good to you, but do not forget that we are men and braves.”

Source: John Upton Terrell, *Apache Chronicle*, Thomas Y. Crowell Co., 1974



Geronimo
MescaleroApacheTribe.com

Geronimo, Chircahua Apache Warrior

The soldiers never explained to the Government when an Indian was wronged, but always reported the misdeeds of the Indians.

I should never have surrendered. I should have fought until I was the last man alive.

Source: Biography.com, Geronimo Biography, Biography Channel., 2020

Document #2 Analysis – The Apache Experience

1. Does the information in this document come from primary or secondary sources?
How can you tell?
2. Using information from the background essay and the quotes from the above sources, what occurred that most changed the way of life for the Apache?
3. After the troops rounded up and defeated the Apache people, where did they live?
4. Do you think the number of Apache people in the west increased or decreased during the 1800s? Why?
5. The essential question asks, “Which era in Fort Stanton’s history had the most influence on the settlement of the west?” Do you feel the defeat of the Apache people by the military had an impact on settlement in the west? Why or why not?

Document #3 – Women in the West

Source: Jennifer J. Lawrence, *Soap Suds Row – The Bold Lives of Army Laundresses 1802-1876*, High Plains Press, 2016

Women have always followed the troops, but military laundresses were the first to be carried on the rolls of the U.S. Army. They traveled and lived alongside the soldiers during two of the most important conflicts in United States history: The Civil War and the war on the western frontier.

They marched with the army for hundreds of miles, carrying their babies and tugging small children behind them. Among the first non-native women on lonely frontier outposts, they waited in frightened huddles in camps and forts for their soldier-husbands to return from dangerous campaigns.

Susie King Taylor is perhaps the most distinguished of the army laundresses. She attended school and later taught soldiers to read. She was the only known black woman to write and publish her memories of Civil War army life. (Library of Congress)

At the age of fourteen, Susie King Taylor lived with the constant smell of gunpowder, campfire smoke, and blood. In October of that year, 1862, young Susie had become the regimental laundress for all black First South Carolina Volunteers (Thirty-third United States Colored Troops.)

...She served as a laundress, nurse, cook, and teacher for over four years “without receiving a dollar” of compensation, she writes. She says she was just happy to be allowed to accompany the troops.

...Camp life was brutal. It was cold in the winter. Taylor writes of nearly being eaten alive by fleas in the summer, causing her to vacate her tent and stay up all night, and she tells of a fear of stepping on snakes. In addition, she describes the horrors of the war.

Source: Lydia Spencer Lane, *I Married a Soldier*, UNM Press, 1987.

“Fort Stanton was a beautiful post, with the best quarters in the army at that time, but it was like being buried alive to stay there. Nothing ever passed that way, and it was seldom a stranger came upon us. There was but one mail a month. The Mescalero Apaches were in camp that winter near the post, and came and went as they pleased, walking into our houses and sitting on our porches without the least hesitation...I never could become adjusted to the Indians staring at me through the window when I was sewing or reading.”

Document #3 Analysis

1. Which of the two accounts in this document comes from a primary source?
2. Based on Lydia Spencer Lane's account, do you think that she stayed in New Mexico or left after her husband's service at Fort Stanton ended? Why or why not?
3. What do you think is meant by the author when she said, laundresses were the first to be "carried on the rolls of the U.S. Army"?
4. If laundresses were the only women paid a salary in the U.S. Army, why do you suppose Susie King Taylor states that she worked for years "without receiving a dollar"?
5. If you were a woman living at this time, would you have preferred to be a laundress doing extremely hard labor, but earning your own money and free to leave if you chose, or would you rather have had the easier life of an Officer's wife, even if you had to follow your spouse to whatever assignment he was given? Explain your answer.

Document #4 – The Public Health Service Era

Source: Dr. James W. Laws, *Memoirs of Dr. James W. Laws 1873-1956*, Lincoln Historic Site.

...A definite crisis had come into my life, shattering all my hopes and ambitions. I ran ... and had no more than sat down on a bench when I had quite a pulmonary hemorrhage, raising blood as fast as I could spit it out. At the time I thought, this is the quickest and best way out of my dilemma. So I did nothing to stop the bleeding, rather hoping it would be fatal.

Then I wrote to the Commanding Officer of Fort Stanton applying for a position as Interne, but did not wait for an answer, but went to my home for the Christmas holidays. Before returning, I told my father and Miss Ella, my stepmother, that I was leaving soon for New Mexico on account of having developed tuberculosis.

...As we rounded a curve and entered the Bonito Valley, the old cavalry post, Fort Stanton, came into view with the snow-capped White mountains framing the upper portion of the picture and the fort itself, surrounded by rounded foothills covered with gramma grass and here and there bunches of Hereford cattle grazing on the brown winter forage...I learned to accept this picture, with the snow-capped White mountains in the west and the blue El Capitan mountains in the northeast as a rather attractive setting, but in my present mood, after a night of broken sleep, I kept saying to myself, "I will try to put up with this Godforsaken country until I recover my health, and then I'll shake the dust of it from my feet and depart without regret."

The Military purpose for which the Fort had been constructed changed in 1896. While the post was no longer needed in a military sense, its legacy was to move on from peace-keeper to yet another tradition, that of healing, when in 1899, the Fort transitioned into a tuberculosis hospital for Merchant Marines. This new tradition of healing also continued the economic development of the district for more than another century.

New Mexicans understand the outlaw and Apache conflicts and the ranching and mining industries. However, the majority are totally unaware of the influx of people created by the health industry and the health seekers who arrived at the turn of the century.



Seriously ill TB patients at Fort Stanton hospital
Chasing the Cure in New Mexico, Nancy Owen Lewis



Dr. James Laws & his TB Sanitorium at Lincoln, NM

Document Analysis #4

1. Does this document come from a primary or secondary source?
2. What was the name of the disease that brought Dr. Laws and many others to the southwest? What symptom does he mention which is characteristic of this disease?
3. According to Dr. Laws memoir, would you say that he had a positive or negative first impression of Fort Stanton? Quote a short phrase from his account to justify your decision.
4. What term does Dr. Laws use to refer to the many people who came to the southwest hoping to be treated and cured for Tuberculosis?
5. Does this document support the theory that Fort Stanton's era as a sanatorium for Tubercular patients contributed to settlement in the west? Why or why not?

Document #5 – The Children of Fort Stanton

Source: James J. McBride, *Children of Fort Stanton*, Self Published, Santa Fe, 2008.

Danna Kusianovich-Henderson

The eras (of history at the fort) actually are intertwined, and go full circle if you think about it. You start with the Native Americans and then the military arrives to “tame” them (along with trying to tame the lawless frontier epitomized by the Lincoln County War), and then another branch of the military, the Marine Hospital Service, arrives to tame the “White Plague”.



Danna Kusianovich & Carol Hurd, Fort Stanton

mercant seamen arrive from all over the world, creating a uniquely cosmopolitan town in what wasn't even a state then. They marry nurses who came from all over the U.S., and remember that most of the “children” are children of those patients.

...Meanwhile, many of the patients are getting to know and becoming friendly with the Indians.

...And when the PHS abruptly pulled out in 1953, Fort Stanton became an Indian hospital for a period of several years completing the circle.

Eugene A. Merrell

Growing up in Fort Stanton was an experience all its own. In retrospect, we were a privileged group...the children of Fort Stanton were pampered yet disciplined...they did not need someone to plan their activities. They created their own agenda...One rarely heard the words, “Mom, there is nothing to do.” We had a playground that covered almost 49 square miles. We roamed the hills and canyons in search of new adventures and we had our favorite sites to visit on a regular basis...



Ethlyn Eva White, McCallum & Unknown

Eva McCallum-Howard

The Blue Gorge up the Bonito River was a favorite place...with steep rocks and pools of water where we could play. The whole community raised the children at Fort Stanton. We were trusted, loved and protected. Not bragging, just blessed.

NEW MEXICO HISTORIC SITES

Document #5 - Analysis

1. Is this document a primary or secondary source?
2. Reflect on the essential question, “Which era in Fort Stanton’s history had the most influence on the settlement of the west?” Do you feel that this document provides evidence to settlement in the west? Explain why or why not.
3. To what do you think Danna Kusianovich was referring when she mentioned that the Marine Hospital Service arrived to tame the “white plague”?
4. Based on what you learned from the background essay, speculate as to what might have caused the Apache to start contracting Tuberculosis, a disease that had rarely affected Apache people in the past.
5. Using Danna Kusianovich’s recollection, draw a basic timeline below and label the events in Fort Stanton’s history that she describes.

Document #6 – The World War II Era

Sources: Lynda A. Sanchez, *Fort Stanton An Illustrated History*, Write Designs, LTD, 2009.

World War II interrupted everyone's life in the United States in one form or another, and so it was at Fort Stanton. Today, sprawled across the river from the main fort, ruins of a huge gym, swimming pool, smaller casitas, rock lined paths, an adobe guard house, laundry and reservoir provide an idea of how German and some Japanese detainees lived during World War II. Over 400 German detainees called this place home, and while most of them were not considered to be "enemy" combatants (Nazis), they had to be isolated from the rest of the community once the United States declared war on Germany in 1942.

...They were not military men but a crew off a pleasure ship, the SS Columbus...a beautifully handcrafted ship, similar in appearance to the ill-fated Titanic.

...Unfortunately, as the winds of war swept over Europe, Hitler ordered all ships to sail for home or be destroyed rather than have them fall into the hands of the enemy.

...Orders from Hitler had been explicit. Do not let any ship fall into enemy hands.

...Unfortunately, the weather was clear, and the British destroyers soon tracked the ship, ordering it to stop.

...Each sailor knew what was expected in order to burn and sink "the pride of Germany".

...The sixth largest vessel in the world, a gleaming symbol of Germany's determination to rebuild not only the merchant fleet, but also her pride and place amidst nations of the world, was gone on December 19, 1939. It had sunk within hours! Now the dilemma was what to do with the 570 plus seamen.

...Captain Daehne had visited Fort Stanton and agreed the abandoned CCC camp would be adequate for his men with some added construction and clean up. The men's arrival in the Wild West of their imaginations was really happening. They began to settle into a rather easy existence (compared to other POW or Internment camps) at Fort Stanton in March 1941.

The war dragged on month after month. Once the wire fencing and guard towers were built in 1942, the men realized it was a grave situation. Some thought they would never see their homeland again.

Generally, a good working relationship was created with area communities and local ranchers used them as day laborers.

...Germans were enamored of the history about the Old West. They were delighted by tales of Billy the Kid and Apache warriors. In fact, several Germans returned after the war to show their families where they had been confined. Some even became U.S. citizens.

...Of the 410 men who arrived in 1941, only 239 had spent the entire war at Fort Stanton...Most were gone by July of 1945 and the German Internment camp closed officially in October of that year. One wonders what they faced upon returning to a bombed and devastated Germany?

Document #6 – World War II Era cont.

Source: Lynda A. Sanchez, *Fort Stanton An Illustrated History*, Write Designs, LTD, 2009.

...Accounts of Japanese or Japanese Americans interned at the camp reveals yet another story of frustration, wrongful imprisonment and lives disrupted by war.

...There were dozens of camps throughout the United States. Some were for Japanese American families who needed protection from an angry U.S. populace. Baca Canyon (Raton Ranch) up Salazaar Canyon was one. Others were for those suspected of harboring Japanese or supporting Japan in its quest to conquer the world.

Located within the larger camp that held captured German seamen, the facility was called a “Segregation camp”, and its 48 inhabitants (there were some reports of 58) were called “segregants.”

Border Patrol agents rather than military police were used to guard the Japanese as they also guarded the German detainees.

...Fort Stanton was a place where the Justice Department decided they would not tell relatives the location of the camp. They just called it Japanese Segregation Camp #1...However, some of the relatives found out that their fathers and oldest sons were held at Fort Stanton.

Other families were sent to Baca Canyon near Capitan for protection from angry non-Japanese citizens. They had come from Clovis. There were 10 men, 5 women married to these men and 17 children. The men had jobs working on the Santa Fe railroad, and after Pearl Harbor there was a lot of anger toward Japanese people. So, they were thought to be at risk and were taken to the camp.

...That was more of a place for refuge from mob violence than a detention camp according to some.



German sailors from the S.S. Columbus escape in lifeboats as their luxury liner sinks.



Japanese detainees held in Santa Fe, some of whom were later sent to Ft. Stanton.

Document #6 - Analysis

1. Is this document a primary or secondary source? How can you tell?
2. The *S.S. Columbus* was scuttled upon orders from Hitler. Although this document does not use this term, can you determine what “scuttled” means based upon the text in the document?
3. How many German sailors were interred at Fort Stanton for the entire war?
4. Give two reasons why some Japanese citizens were uprooted and taken to internment camps during World War II.
5. Based upon the number of German sailors and Japanese citizens who were interred at Fort Stanton during the war, would you say that internment was a significant contributor to settlement of the west during WWII? Why or why not?



Bucketing: Grouping the Documents (Writing Ideas)

Reflect on all that you have learned about the different eras in Fort Stanton's history from the Background Essay and the primary and secondary documents. Keeping in mind the essential question, "Which era in Fort Stanton's history had the most influence on the settlement of the west?", clarify the three significant eras in Fort Stanton's history. 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 tin cups) will become the body of your essay.

1. Label each bucket (tin cup) with a different era in Fort Stanton's history.
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.
3. Circle the hat that corresponds to the era that you believe had the most influence upon settlement of the west.







Remember the 3 Parts to an Argument

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

VI

Writing

Thrash Out, Preparing to Write, and Composing

The purpose of this exercise is to prepare students to write their essay by “thrashing out” or debating the answer to the essential question, “Which era in Fort Stanton’s history had the most influence on the settlement of the west? 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 a designated corner of the room based upon their choice of the military era, public health service era, or WWII era.
2. Tell the students that if they are still undecided, they should stand in the center of the room until they have heard arguments from all sides.
3. Give the groups a few minutes to discuss their reasons amongst themselves.
4. Ask the military era group to present their reasoning. Each group should reference analysis from a source document that helped them come to this conclusion.
5. Then ask the public health service group to present their reasoning. The WWII group should then present their decision and explain why they believe this era had the most influence on settlement of the west.
6. After all sides have presented their case, the undecided students should join the group 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.

Writing the Essay cont.

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. Background info about Fort Stanton – from background essay (When was it built? Where is it located? Describe the different eras in Fort Stanton’s history What is its purpose today?)
- c. Restate the question – Which era in Fort Stanton’s history had the most influence on settlement of the west?
- d. Thesis Statement – The author should state which era he/she feels influenced settlement the most.

2. Body Paragraph #1

Era # 1 (taken from the bucketing exercise).

- a. Baby Thesis: “The first era in Fort Stanton’s history that influenced settlement of the west was _____.”
- b. Evidence – Use at least 2 examples from bucket (hat) #1 to support the Baby Thesis. Don’t forget citations!
- c. Argument – “The reason this era is important was because...”

3. Body Paragraph #2

Era #2 (taken from buckets)

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

4. Body Paragraph #3

Era #3 (taken from buckets)

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

5. Conclusion

- a. Restate the main idea/thesis – Be sure to phrase the statement differently so it is not repetitive with other parts of the essay.
- b. End it with style!