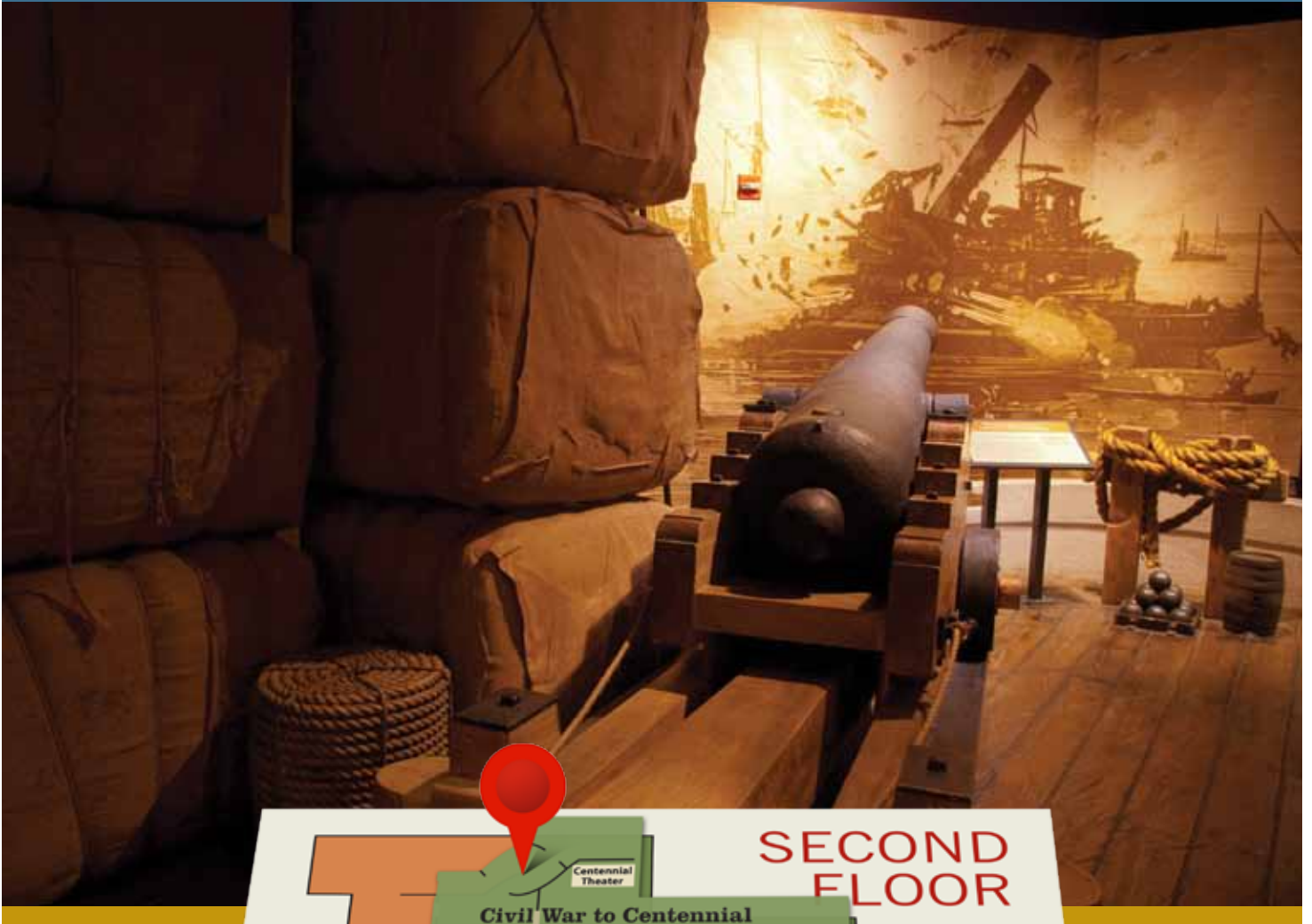


★ CHAPTER EIGHT ★

CIVIL WAR TO CENTENNIAL



Overview

Chapter 8: Civil War to Centennial includes Texas' secession from the United States, participation in the Civil War, the path to Reconstruction, early fights for equal rights, and the Texas Centennial. The exhibits in this chapter represent 1865 through 1936 — a period of great transition in the state including struggles for equality and decisions about identity. During their visit, students will investigate the reasons why Texas seceded

from the United States, the Texans who fought in the Civil War and the contributions they made, the changes Texas experienced during the Reconstruction period, and the social changes that various groups fought for after the adoption of the Constitution of 1876. Finally, students will follow the development of the Texas identity as a western state as celebrated during the Texas Centennial.

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Student Objectives

- ★ Participate in a group activity to identify the causes of the Civil War, and evaluate the beliefs students agree with.
- ★ Write a personal narrative explaining what students think life may have been like for Texans when the Texas government decided to fight in the Civil War.
- ★ Locate and share examples of Texans and various groups who fought in the Civil War or supported Texas during the war.
- ★ Write a letter explaining the significance of the proclamations made on June 19, 1865.
- ★ Investigate and explain the changes that occurred in education, the economy, jobs, politics, and race relations during the Reconstruction period between 1865 and 1877.
- ★ Explain how life changed in Texas after the adoption of the Constitution of 1876 by investigating the various groups who emerged and fought for social changes.
- ★ Study artifacts that represent the Texas Centennial celebrations.

Guiding Questions

- ★ What were the causes of the Civil War?
- ★ What roles did Texans play during the Civil War?
- ★ How do we celebrate the day Texans learned that slavery had been abolished?
- ★ What new opportunities and jobs were created during Reconstruction?
- ★ What social issues did Texans face during the period between 1876 and 1936?
- ★ How did Texans celebrate the Centennial?

TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

- § 113.15. Social Studies, Grade 4
 - History 4.4A
 - Citizenship 4.16D
 - Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D
 - Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19. Social Studies, Grade 7
 - History 7.1C
 - History 7.5A, 7.5B, 7.5C
 - Geography 7.11A, 7.11B
 - Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E
 - Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards
 - Learning Strategies 1.C, 1.E
 - Listening 2.I
 - Speaking 3.D, 3.E, 3.G, 3.J
 - Reading 4.G, 4.I, 4.J, 4.K
 - Writing 5.B

Materials

- *The Story of Texas Student Journal: Chapter 8: Civil War to Centennial*
- Student cards containing belief statements representing the northern and southern viewpoints
- Student cards with “Agree” written on one side, and “Disagree” written on the other side

Set the Stage

When Abraham Lincoln was elected president in 1860, many southerners, including Texans felt that his election threatened their personal rights and the right of the state to govern itself. As other southern states began to **secede**, Texas secessionists demanded that Governor Sam Houston call a convention to vote upon seceding from the United States. On February 23, 1861, a convention of Texas delegates met and voted Texas out of the Union. The motion carried with only 8 votes against secession.

Texas joined the Confederacy to fight in the **Civil War**. During the war, Texans earned a reputation for bravery on the front and at home — fighting in many battles and working to provide cotton to the Confederacy in spite of Union blockades. After four years of fighting, Confederate General Robert E. Lee surrendered on April 9, 1865. However, the last land battle of the **Civil War** was fought near Brownsville on May 13, 1865. On June 19, 1865, a federal proclamation announced that all Confederate laws were void, Confederate soldiers were paroled, and all enslaved African Americans were now free. African Americans celebrated the news with festivities that became an annual remembrance known as “Juneteenth.”

The decade following the **Civil War** is known as **Reconstruction**. During this time, Texas citizens worked hard to reshape the government, rebuild the state’s economy, and revive their communities. Many individuals and groups, such as the Freedman’s Bureau, helped **emancipated** African Americans rebuild their lives and make the transition from slavery to freedom. Freedmen began to make their living serving in the military, farming, and ranching. Some also entered the political arena, serving in both the Senate and House of Representatives. After meeting conditions set out by the federal government such as granting full citizenship and voting rights to African American men, Texas officially rejoined the Union on March 30, 1870.

After the **Civil War**, farming continued to serve as a way of life for many Texans. Without slavery, farms and plantations adjusted to new realities and developed new

working systems — including **sharecropping**. During this time, the Panhandle and West Texas also opened up for settlement and ranching, prompting thousands of people to head west. Many became ranchers or cowboys, while some sought employment with the railroads as they expanded across the state.

The period between 1876 and 1936 was a time for new beginnings. The first prominent labor union, the Knights of Labor, assembled in Houston and accepted women and African Americans as members. Women became more visible in their communities and formed **suffrage** groups to fight for the right to vote. Texas women won the right to vote in state primary elections in 1918. On June 26, 1919, the Texas legislature became the first in the South to ratify the 19th Amendment to the U.S. Constitution granting women the right to vote.

In spite of advances, African Americans and Latinos continued to encounter obstacles and prejudice. Many could only find low-paying jobs, **sharecropping**, and migratory farm work. The state and local governments did not grant the same rights to African Americans and Latinos as white Americans. The passage of **Jim Crow laws** enforced racial **segregation** throughout the southern United States. Many people protested **segregation**, and organizations such as the National Association for the Advancement of Colored People (NAACP) formed, using the judicial system to fight for **civil rights**. When the League of United Latin American Citizens (LULAC) was founded in Corpus Christi in 1929, it was the first nationwide Mexican American **civil rights** organization. It remains the oldest and largest continually active Latino political organization in the U.S.

In 1936, Texans held a World’s Fair to celebrate the 100th anniversary of Texas Independence. The Texas **Centennial** was an opportunity to showcase Texas to a world-wide audience and marked a shift in the Texas identity from a southern to a western state.

VOCABULARY

Abolish to do away with

Centennial a period of 100 years; a 100th anniversary

VOCABULARY CONT.

Civil War	A war between regions within the same country
Civil Rights	Rights protected by the U.S. Constitution; movement that ensures equal opportunity and treatment for members of minority groups
Emancipation	The act of freeing from bondage or oppression
Jim Crow Laws	Laws that enforced racial segregation in the U.S. South between 1877 and the 1950s. Jim Crow laws mandated a “separate but equal” status for African Americans
Reconstruction	A process by which the states that had seceded were reorganized as part of the Union after the Civil War
Secede	To withdraw or separate
Segregation	The practice or policy of separating people of different races, classes, or ethnic groups in schools, housing, and public facilities
Sharecropping	A farmer who pays over a portion of a crop or crops as rent
States’ Rights	The rights and powers guaranteed to the states by the Constitution, and which gives states autonomy to pass, enforce, and interpret their own laws and to pursue their own public policy programs
Suffrage	The right or privilege of voting; used in the phrase female suffrage to refer to the vote for women which had been denied in elections up until the passage of the Nineteenth Amendment in Texas in 1919.

**Before the Museum**

BUILD BACKGROUND

1. Write each of the following beliefs on a card. On the back of each card, write whether it is a statement that represents the beliefs of the southern — or Confederate — states, or a viewpoint representing the northern, or Union states.

Beliefs of people living in the South

- ★ We believe in “states’ rights.” We want our state to have the power to overturn laws passed by the Federal government.
- ★ We believe that it is our right to own slaves. We need slaves to work on our plantations, to help build a strong economy.
- ★ We do not want to pay taxes for goods we purchase from Europe.
- ★ We do not support President Lincoln.

Beliefs of people living in the North

- ★ We believe that “states’ rights” will make the country weaker.
 - ★ We are against slavery and do not think that one person can own another.
 - ★ We are taxing the people for the inexpensive goods they import from Europe so they will buy the same products from us instead.
 - ★ We support President Lincoln.
2. Select eight student volunteers. Give each student a card, and ask them to stand in a line in the front of the class so that their southern and northern belief statements are mixed randomly.
 3. Give the rest of the students in the class a card with “Agree” written on one side, and “Disagree” written on the other side. As the student volunteers take turns reading a belief statement from their cards, the rest of the students must identify whether their belief statements represent the northern viewpoint or the southern viewpoint. Then students will hold up their cards indicating whether they agree or disagree with the statement.

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4. Discuss which belief statements students agree and disagree. Students explain reasons they think each belief presented is important. Challenge students to write a personal narrative explaining what they think life may have been like for Texans when the Texas government decided to fight in the Civil War.

PREDICT

1. Give each student a copy of the *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did Reconstruction efforts improve the lives of Texans and rebuild the state?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.

Engage at the Museum

1. Gather students at *The Civil War in Texas* exhibit, and organize them in small groups.
2. Ask students to share what comes to mind when they think of the Civil War. See how many different ideas students can share.
3. Instruct each group to explore the timeline and other exhibits looking for examples of Texans who fought in the Civil War or supported Texas during the war. Students should look for groups such as immigrants, African Americans, and women.
5. Explain that students will continue to examine the different people and groups who lived beyond the Civil War period to learn how their efforts and contributions helped shape the Texas identity.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their Student Journals: How did Reconstruction efforts improve the lives of Texans and rebuild the state?
2. Explain that students will identify and analyze the events that took place from the Civil War to the Texas Centennial.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of the Student Journal or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

8.1: The Civil War in Texas - Identify the events you think are interesting and show how Texans contributed during the Civil War. Record an event for each year on the timeline and explain the reason for your selection.

8.2: And a Beginning - Write a brief letter describing the three proclamations announced on June 19, 1865, and explain how they affected Texans.

8.3: There is Work to be Done 1865-1875 - Select at least two areas (politics, economy, education, racial issues, and jobs), and explain how they changed during the Reconstruction period between 1865 and 1875.

8.4: New Beginnings 1876-1936 - Investigate how life changed in Texas after the adoption of the Constitution of 1876. Various groups emerged who fought for social change. Identify the purpose and achievements of each group.

8.5: The Texas Centennial - Study the exhibits on the Centennial. Describe the celebrations

4. After investigating and recording information in their Student Journals, ask groups to present their information and ideas to the class while standing near the Exhibits they used for their research.
5. Students record what they learn from the group presentations in their Student Journal.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their Student Journal during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the Student Journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The artifacts, images, and documents illustrate how the period of Reconstruction brought about lasting changes for the citizens of Texas. Freedom redefined the roles of African Americans who were entitled to obtain an education and work in a variety of jobs. The time during and following Reconstruction brought about the expansion to the west and new job opportunities on railroads and ranches.

EXTEND STUDENT LEARNING

- ★ Research one of the battles of the Civil War and the role Texans played in the battle. Write a newspaper article recounting what happened. Include the following:
 - Name of battle and where it took place
 - The outcome of the battle including soldiers who were killed and wounded
 - Leaders of the battle
 - What the battle accomplished
- ★ Write a historical fiction story about living during one of the following time periods:
 - Civil War
 - Reconstruction between 1865 and 1875
 - Social change and civil rights movements between 1876 and 1936

- ★ Research a social issue such as women's suffrage or civil rights. Create a presentation outlining the history and contributions that individuals made to improving conditions or obtaining rights for the selected group. Also include whether the subject continues to be a social issue today.
- ★ Select an individual who lived during the time between the Civil War and the Texas Centennial. Research their life and the contributions they made in Texas. Write a biography describing their life and achievements.

ACTIVITY 8.3: THERE IS WORK TO BE DONE 1865-1875

Select at least one area from the exhibit: politics, economy, education, racial issues, or jobs. Explain how the area you chose changed during the Reconstruction period between 1865 and 1875.

Area <small>(politics, education, economy, racial issues, jobs)</small>	Change

ACTIVITY 8.4: NEW BEGINNINGS 1876-1936

Investigate how life changed in Texas after the adoption of the Constitution of 1876. Various groups formed who fought for social change. Identify the purpose and achievements of each group.

Group	Purpose/Achievements
Labor unions	
Women's clubs	
Women's suffrage groups	
Civil Rights groups	

ACTIVITY 8.5: THE TEXAS CENTENNIAL

How did Texans celebrate the Centennial? _____

★ **THE STORY OF TEXAS STUDENT JOURNAL** ★



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CENTENNIAL**

STUDENT NAME _____



Question:

How did Reconstruction efforts improve the lives of Texans and rebuild the state?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



.....
 After exploring this chapter I learned _____

ACTIVITY 8.1: THE CIVIL WAR IN TEXAS

Read through the events and observe the artifacts displayed on “The Civil War in Texas” wall and in the Civil War exhibits. Identify the events that you think are interesting and show how Texans contributed during the Civil War. Record an event for each year on the timeline and why it is important.

Timeline structure:

- 1865**: [Blank lines for notes on the left, blank lines for event recording on the right]
- 1864**: [Blank lines for notes on the left, blank lines for event recording on the right]
- 1863**: [Blank lines for notes on the left, blank lines for event recording on the right]
- 1862**: [Blank lines for notes on the left, blank lines for event recording on the right]
- 1861**: [Blank lines for notes on the left, blank lines for event recording on the right]

ACTIVITY 8.2: AND A BEGINNING

Imagine you are in Galveston on June 19, 1865, when General Gordon Granger arrives and reads a series of proclamations. Write a brief letter describing what the three proclamations are and how they will affect Texans.

[Large area of horizontal lines for writing a letter]

How many types of jobs can you list that freed African Americans found during Reconstruction?

[Two columns of horizontal lines for listing jobs]