

CHAPTER
13

Life in the State of Texas

1851–1860

SECTION 1 How Texans Lived

SECTION 2 The Changing Face of Texas

SECTION 3 Slavery and Politics in Texas



VIEW THE **Texas on Tape**
CHAPTER 13 VIDEO LESSON.



William G.M. Samuel, *West Side Main Plaza*

Texas could get along without the United States, but the United States cannot, except at great hazard, exist without Texas.

Texas governor Sam Houston

1851

1854

1857

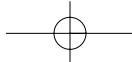
1860

1852 First Texas railroad begins operation

1854 A permanent school fund is created
1854 Reservations are established for Native Texans

1857 Hardin R. Runnels is elected governor of Texas

1859 Sam Houston is elected governor of Texas
1859 Cortina War breaks out in Brownsville



SKILL BUILDER

Reading Social Studies



Before You Read

When you think of the frontier, what comes to mind? Do you imagine log cabins and vast prairies? Or do you think of bustling Wild West towns? The frontier in the 1850s was the area between Anglo American settlements and “unsettled” territory where Native Texans lived.

Think about

- where the Texas frontier was located
- who lived on the Texas frontier
- advantages and disadvantages of frontier life
- making a living on the frontier

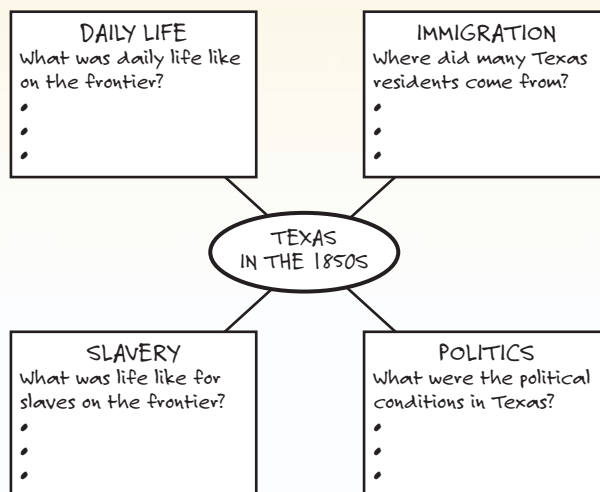
As You Read

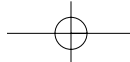


When Texas was annexed to the United States in 1846, most of its residents lived on farms along the frontier. During the 1850s the population of the state of Texas nearly tripled as immigrants arrived to take advantage of the opportunities the frontier had to offer. Completing this graphic organizer for Chapter 13 will help you to understand what life was like on the Texas frontier during early statehood.

- Copy the cluster diagram in your Texas Notebook.
- As you read, fill in each box with details that support the main idea.

Organizing Information





SECTION



How Texans Lived

Why It Matters Now

Advances in transportation and education made during frontier days prepared Texas for the future.

TERMS & NAMES

cash crop, Galveston, San Antonio, Houston, **textile**, Richard King, Mifflin Kenedy, Elisha M. Pease

OBJECTIVES

1. Describe life in Texas during the years following annexation.
2. Analyze how geographic factors affected economic development in Texas after annexation.

MAIN IDEA

The period before the Civil War was a time of growth in Texas. Although most Texans still lived on farms, towns developed across the state. Small advancements in transportation and education helped unify the scattered communities.

WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



INTERACT WITH HISTORY

Imagine that you are required to report to the U.S. Congress in the 1850s about Texas's progress and its transition into the United States. To do so, you tour Texas. On the basis of what you see, write your recommendations to the U.S. government for any improvements or services needed by people in Texas.

Changes in Texas

When Texas became the twenty-eighth state of the United States of America on February 19, 1846, Texans celebrated. Many thought of the event as a homecoming since they had moved to Texas from the United States. They were familiar with its government, customs, money system, and language. But Texas was still a frontier state. The frontier line in Texas stretched several hundred miles from the Red River to the Rio Grande, approximately along the present-day route of Interstate 35. Life along the frontier had always been challenging and dangerous, and it remained so. However, Texas experienced rapid changes in the years following annexation as towns and industry grew.

Rural Life in Texas

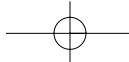
Between 1846 and 1860 nearly all Texans lived on farms or ranches. During this time, the number of farms grew from 12,000 to almost 43,000. Since land was available and inexpensive, many Texans farmed or raised cattle on their own land rather than working for someone else.

Many farmers in Texas focused on growing food crops. Corn remained the largest food crop in Texas and was a major part of Texans' diet. Other food crops included wheat, oats, and sweet potatoes. Few farmers, however, were able to make much of a profit from food crops.



HUMAN-ENVIRONMENT RELATIONSHIPS

Interstate 35 runs north and south across Texas, passing through Dallas/Fort Worth, Austin, San Antonio, and Laredo. Even today, Texans talk about Interstate 35 as a sort of frontier or dividing line. To the east the land is coastal plains. West of the highway the land is hilly and drier. In 1990 over 75 percent of Texans lived east of Interstate 35. • **Why do you think fewer people live west of Interstate 35?**



◀ Camels were used in Texas by the U.S. army in the 1850s. ● **Why do you think the army tried using camels in West Texas?**



CAMELS

In 1856 some unusual immigrants landed at Indianola. Thirty-two camels, plus one born at sea, came from Africa to Texas as a U.S. army experiment. These camels, plus 41 who arrived later, were taken to Camp Verde in the Texas hill country. They proved extremely useful in carrying supplies across the arid Southwest. Some were even used during the Civil War. However, their odor and bad tempers proved too much for the army, and after the Civil War they were sold off.

Cotton was the primary **cash crop** in Texas, as it was in the other Southern states. Cotton could be shipped to Northern states and Europe, where it was made into cloth. Because of the rich soil in the area, cotton was grown mostly in East Texas and along the Gulf Coast but also in some parts of Central Texas. Sugar cane was another Texas cash crop.

Raising livestock continued to be an important aspect of farming in Texas. Most farmers raised milk cows, hogs, and chickens to provide food. In addition, during the 1850s many Texans began raising livestock for profit. They started ranches where they raised herds of cattle. They also raised sheep for wool. Ranches had existed in Texas since the period of Spanish rule, but the importance of ranching to the Texas economy grew in the 1850s.

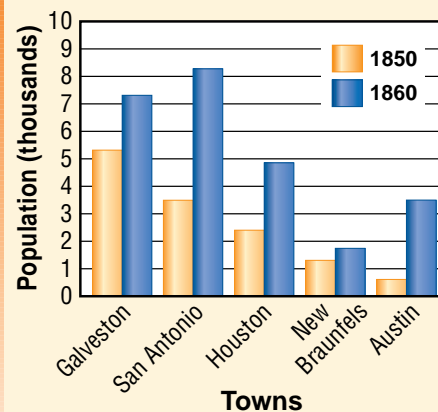
The Growth of Towns

Although most Texans lived on farms and ranches, many began moving to towns. In 1850 fewer than 13,000 people lived in Texas towns. By 1860 the number had jumped to over 26,000. Galveston, with about 5,000 residents in 1850, was by far the largest town in Texas at the beginning of statehood. It was also the state's most developed port and trade center. However, by 1860 San Antonio had become the largest town, with a population of more than 8,000 people. German immigrants made up a large part of the population of San Antonio at this time. San Felipe, once one of the three most important towns in Texas, was rebuilt after it was burned during the Texas Revolution but never returned to its former glory. This was due in part to the growth of Houston, which had become the third largest town in Texas and an important rail center. Other notable towns included New Braunfels, a center for German immigrants during the 1840s and 1850s; Marshall, a center for trade; and Austin, the state's political center and capital.

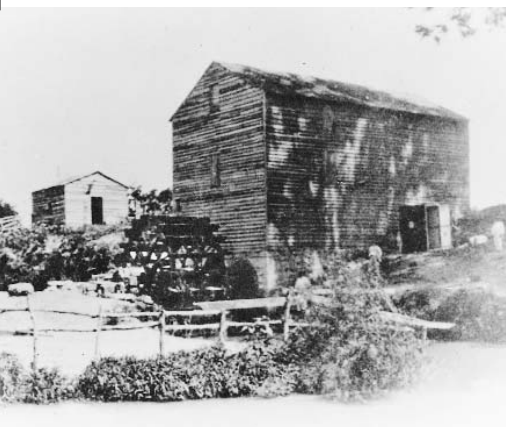
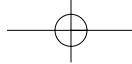
None of these communities could be called cities. Each had a few homes, general stores, blacksmith shops, offices for lawyers and doctors, and trade shops. Some even supported newspapers. None of the towns had paved streets. Law enforcement was provided by county sheriffs and town marshals. Nearly all buildings were

cash crop *a crop produced for profit*

POPULATIONS OF SOME TEXAS TOWNS, 1850 & 1860



▲ Texas towns grew rapidly during frontier days. ● **Which town had the largest increase in population?**



▲ Texans found other ways besides farming to provide for themselves, and the new businesses spurred the rapid growth of towns. ● **What was the function of the gristmill industry?**

textile *cloth*

constructed of logs or lumber. One exception was San Antonio's two-story Menger Hotel, which was built of stone in 1859. It was the tallest building in the state except for the three-story capitol building in Austin.

Texas had two manufacturing facilities, one in Houston that made hats and a **textile** factory in Henderson. Most towns in East Texas had small sawmills. Nearly all settled areas were served by gristmills where corn and other grains were ground into meal for baking. Areas where cotton was grown also had gins for separating seeds and hulls from useful cotton. Mills for grinding sugar and grains were common in parts of Texas where sugar cane was grown.

Transportation

During the 1850s most Texans continued to ride horseback or in wagons pulled by horses, mules, or oxen. Those who raised cattle rode horses while they worked. However, Texans did see improvements in transportation.

Sandbars and rafts, or floating masses of natural debris, made steamboat travel impossible on most Texas rivers. An exception was the Rio Grande, where Richard King and Mifflin Kenedy established regular shipping during the War with Mexico. They continued to operate steamships on the Rio Grande until they established the King Ranch in South Texas during the 1850s. In eastern Texas, where there were larger rivers, small boats could travel perhaps 100 miles upriver in the spring or fall when rainfall raised the water level enough.

Many towns were served by stagecoaches, which carried a few passengers, some freight, and mail. The Butterfield line, which ran across northern Texas, offered stagecoach service from the Mississippi Valley to the Pacific Coast.

THEN  NOW



Public school in the 19th century

PUBLIC SCHOOLS Education in Texas began with Spanish mission schools. In 1746 Canary Islanders in San Antonio founded the first "public" school in Texas. The government donated the land, the church donated the building, and the people maintained it. President Lamar tried to improve schools but had little success. Few towns could afford to build schools, buy books, and hire teachers. In 1854 Governor Elisha M. Pease created a school fund, but few schools were built. In 1858 New Braunfels became the first Texas town where voters supported a tax for a public school. In 1871 Texas created a public school system. Today about 4 million students attend Texas public schools. The Permanent School Fund, created in 1876, is now worth about \$20 billion. ● **Why do you think that few advances were made in public education until the 1850s?**



Railroad construction began in Texas in the 1850s. By 1860 about 400 miles of track were in service. Railroads constructed in the 1850s were laid in a spider-web fashion around Galveston and Houston. These railroads mainly transported products to the ports and to market.

Education

Although President Lamar had set aside land for public schools during the Republic of Texas, little progress had been made in education. No public system of education existed when Texas became a state. Most Anglo American children attended private schools that were established by their communities or their churches. Many of these schools consisted of one-room log buildings. In 1854 Governor Elisha M. Pease signed a law that set aside \$2 million for a special school fund. Even with this funding, money for schools was lacking. However, a few public schools were established. Several institutes and colleges also were created during this time. The Permanent School Fund was established in 1876 to ensure future support for public education. Today, the fund is worth more than \$20 billion.

Social and Cultural Life

Most amusement on the Texas frontier had to be found in daily activities. Horse racing was a favorite pastime, as were hunting and fishing. Dancing was also popular. In isolated areas families gathered for Saturday night hoedowns. Fiesta activities, long a part of Hispanic culture, included dances, games, and food and were enjoyed by many Texans.

Religious celebrations such as weddings, baptisms, and revivals brought people together. Political election rallies often prompted lively debates. A few theater groups entertained those who lived in towns, and newspapers offered information and entertainment to readers.



Elisha M. Pease

Some historians argue that Elisha M. Pease was one of the most successful governors of Texas. He not only supported a permanent school fund that set aside money for education but also cleared the state's debt. During his term he earmarked funds to build a hospital for people with mental illnesses, a school for people who were deaf, and one for people who were blind. • **What did the establishment of a public school fund mean for Texans?**



Spanish guitar

SECTION 1 ASSESSMENT

Terms & Names

Identify:

- cash crop
- Galveston
- San Antonio
- Houston
- textile
- Richard King
- Mifflin Kenedy
- Elisha M. Pease


Organizing Information

Using an outline like the one below, describe the major aspects of life in Texas during early statehood.

- | |
|--------------------|
| I. Life in Texas |
| A. Rural Life |
| 1. |
| 2. |
| B. Growth of Towns |
| 1. |
| 2. |
| C. |
| 1. |
| 2. |

How did many Texans adapt to living in isolated areas?

Critical Thinking


1. What was life generally like for Texans after Texas became a state?
2. How was the economy in early Texas related to the geography of the state? 

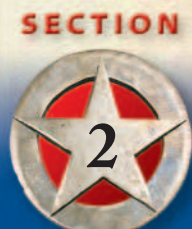
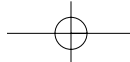
Interact with History

Review your response to *Interact with History* in your Texas Notebook. What advancements were made in Texas and why were they needed?

ACTIVITY

History

Imagine that you live in a Texas town during the 1850s. Write a journal entry about what life is like. Describe your typical daily activities and the activities you witness in the town. 



The Changing Face of Texas

Why It Matters Now

Mexicans, Germans, and other European and U.S. immigrants have had a strong influence on Texas.

TERMS & NAMES

Juan Cortina, John O. Meusebach, **famine**, Henri Castro, **removal**

OBJECTIVES

1. Analyze the reasons immigrant groups came to Texas and where they settled.
2. Describe how migration from the United States to Texas influenced the Texas population in the 1850s.
3. Explain how migration to Texas influenced Texas culture.

MAIN IDEA

The population of Texas continued to grow during the 1840s and 1850s. Settlers from the United States as well as Europe came to Texas in search of land and opportunity.

WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



INTERACT WITH HISTORY

Imagine that you have traveled to the United States from another country. You have heard of the prosperity the new state of Texas offers. Along with others from your native country, you go to Texas and decide to form your own town. How would you go about establishing it? What would your town be named? What would it look like? How would the town reflect your culture?



1850s advertisement

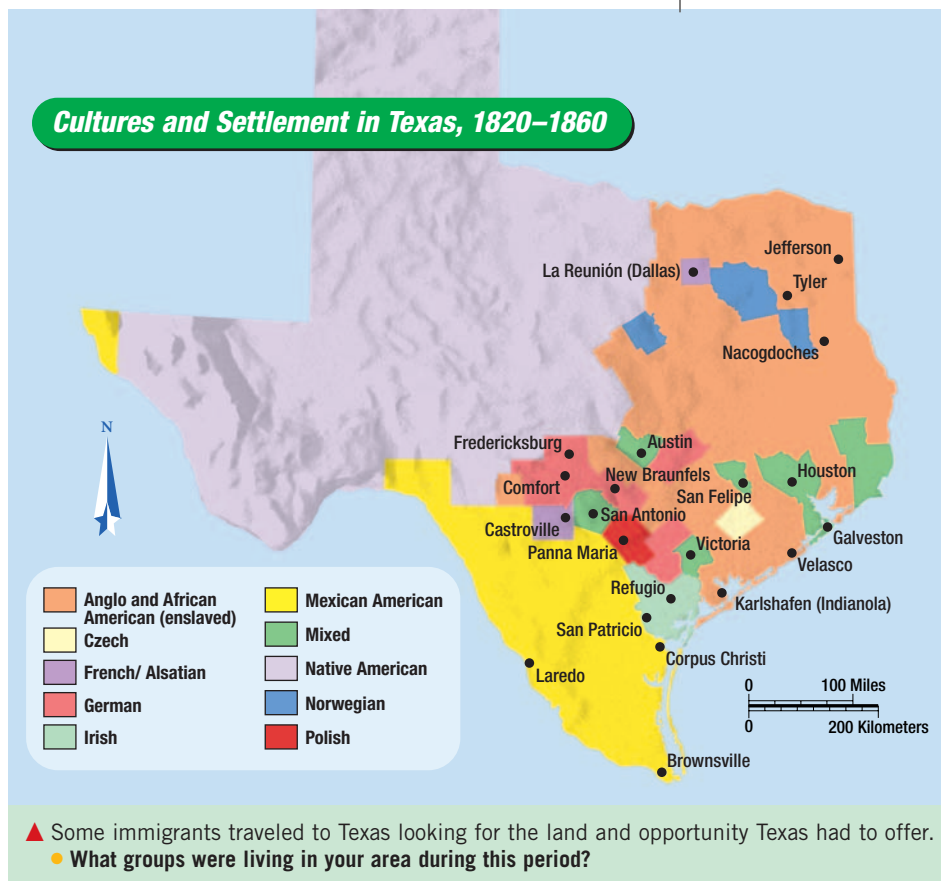
A Changing Population

The annexation of Texas opened the doors for new kinds of settlers. As a result, the population of Texas changed dramatically in the years following annexation. According to the U.S. census, over 212,000 people lived in Texas in 1850. By 1860 the number had increased to over 604,000. Anglo Americans made up most of Texas's population. However, many other groups also came to Texas. At the same time, many Native Texans were being forced out of the state.

Why did people come to Texas? Land and a sense of adventure were some reasons. Others came looking for political freedom or to escape problems in their homelands. Because they came from many backgrounds, these new immigrants created a varied culture in Texas.

Migration from the United States

Most of the new Texans emigrated from the United States, mostly from the South. Some families moved west one state per generation, following the expanding American frontier. Others leapfrogged over several states at a time. During the 1850s many immigrants came from Arkansas, Louisiana, Tennessee, and Alabama. These settlers generally moved directly to the frontier line. There they could farm as they had at

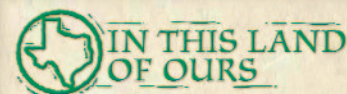


their previous homes. Immigrants from Georgia and Mississippi usually settled in the pine belt of East Texas and cleared land for cotton crops. Louisianians settled mainly in the lower regions of rivers near the coast, where they grew sugar cane. People tended to settle in areas that were similar to their former homes.

Mexican Texans

The census of 1850 did not measure the number of Mexican Texans in the state. However, historians suggest that there may have been 23,000 Tejanos. Most Mexican Texans lived in or near San Antonio, between the Nueces River and the Rio Grande, or along the Rio Grande from west of Big Bend to El Paso. Some Tejanos, such as José Antonio Navarro, owned successful cattle or sheep ranches or businesses. Others worked as shepherders, cowhands, or ranch laborers.

Some Tejanos became concerned that Anglo American settlers were becoming more influential than the Tejanos, who had lived in Texas much longer. Juan Cortina, who operated a ranch near Brownsville, believed Tejanos were not being treated fairly. He argued that some Anglo Americans had taken land from Tejanos who were unfamiliar with the U.S. court system. Cortina resisted the growing power of Anglo Americans by carrying out acts of violence against corrupt officials. These actions became known as the Cortina War. Cortina's supporters numbered as many as 400 by the end of 1859. In 1861 he was defeated by Confederate captain Santos Benavides. His actions left Mexican and Anglo Texans suspicious of each other. Despite prejudices against them, Mexican Americans continued to have a strong influence on the economy, art, culture, and language of Texas.

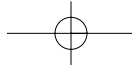


MOVEMENT

Why would thousands of people from Europe move to Texas? The answer is opportunity. Land was scarce in Europe, and it was difficult to make a living. Also, some fled failed revolutions in Europe in 1848 and 1849. These "Forty-Eighters" supported constitutional government and human rights. Moving to Texas was risky, but the new land offered a chance for people to have better lives. ● **What countries did European immigrants to Texas come from?**



▲ Juan Cortina was viewed by some as a hero fighting for the rights of Mexican Texans. His guerilla warfare, however, earned him many enemies, including the Texas Rangers and the Union and Confederate armies. ● **How did his geographic location help him evade capture for so many years?**



To The Arts

Since 1853 German Texans have celebrated Saengerfest, a German singing festival. Saengerfest is an opportunity for German Texans to celebrate their heritage and show their musical talent. The tradition continues and offers activities not only for German Texans but also for the whole community. ● **Why do you think some German settlements were successful?**



famine a severe food shortage

German Texans

During the 1840s and 1850s Texas also attracted immigrants from Europe. By 1860 more than 43,000 people born outside of the United States lived in Texas. Germans made up the largest number of these settlers. Although some Germans came to Texas seeking political or religious freedom, others arrived in search of economic opportunities. Many settlers from Germany came to Texas as part of an organized effort by the *Adelsverein* (ah•DELLS•vehr•ine), or the Society for the Protection of German Immigrants in Texas.

Nobleman Otfried Hans, Freiherr von Meusebach, served as a leader for German settlers. In his new home, he dropped his title and changed his name to John O. Meusebach. Meusebach brought more than 2,000 German settlers to New Braunfels. He then founded other communities to the north and west, including Fredericksburg.

Other Immigrants from Europe

The Irish and English were the second and third largest groups of Europeans to settle in Texas. Irish empresarios had received grants under Spain and were active in the Texas Revolution. In 1845 many Irish fled their homeland because a disease attacked Ireland's main food crop, the potato, causing a **famine**. By 1850 there were 1,403 Irish settlers in Texas. The number increased to 3,480 by 1860. Many Irish immigrants settled around San Patricio and Refugio.

Settlers also came from France. Henri (enh•REE) Castro founded a colony named Castroville along the Medina River. The colony's settlers, who came from the German-speaking French province of Alsace (ahl•SASS), were often mistaken for Germans. Frederick Law Olmsted, a travel book writer, described the village:

TEXAS VOICES

The cottages are scattered prettily, and there are two churches—the whole aspect being as far from Texans as possible. . . . How delighted and astonished many a traveler must have been, on arriving from the plains at this first village, to find . . . French neatness, French furniture, delicious French beds.

Frederick Law Olmsted, *A Journey Through Texas*

► The town of Castroville was founded in 1844 by Henri Castro and is located 25 miles west of San Antonio. ● **Why do you think Texas was so attractive to immigrants?**





Texas settlers came from almost every nation in Europe. Polish immigrants led by Father Leopold Moczygemba (moh•chee•GHEM•bah) settled in the town of Panna Maria in Karnes County. Ernst Bergman and Josef Lesikar led a large group of Czechs into Central Texas. Immigrants from Sweden, Norway, Italy, and the Netherlands also arrived in large numbers during the 1850s.

Native Texans

President Lamar had forced most Native Texans out of East Texas during the years of the Republic. His policy was called the **removal** of the Native Texans. However, many Comanches and Kiowas still lived in the western part of the state. The growing population of Texas spread even farther west onto Native Texans' hunting land. This loss of land increased tensions with native groups.

The U.S. Army established a line of military posts from Fort Worth to Eagle Pass. These forts served as a buffer between Native Texans and settlers. The westward movement of settlements soon left these posts behind. In the 1850s seven new forts were established farther west.

At the suggestion of the U.S. agent in Texas, Robert S. Neighbors, the Texas government passed a bill that set aside land for Native Texan reservations. In 1854 Neighbors set out to find locations for the reservations. The Brazos Reservation, close to Fort Belknap (in present-day Young County), was established for Tawakonis, Wacos, and Tonkawas. The Clear Fork Reservation was founded farther west, on the Brazos River (in present-day Throckmorton County).

Some Native Texans who had roamed freely refused to live within the borders of the reservations. Often these boundaries were crossed by settlers. Within a few years, even these small reservations were gone, and most Native Texans were forced to move out of the state.



Lost Names

When Native Americans were moved to reservations, the United States tried to take a census. Mistakes in recording names were made because many Native American nations did not have written alphabets. Government officials could not pronounce or spell the names, so they recorded a name that, to them, seemed similar and easier to spell. • **What impact may this misrecording of information have had on some Native American families?**

removal *forcing Native Americans to move to reservations*

SECTION 2 ASSESSMENT

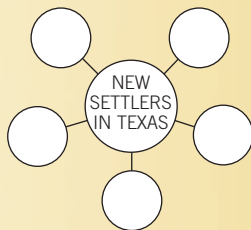
Terms & Names

Identify:

- Juan Cortina
- John O. Meusebach
- famine
- removal

Organizing Information

Use a cluster map like the one below to list the groups that settled in Texas during the 1850s.



Critical Thinking

1. Why did many immigrant groups come to Texas?
2. Why do you think Texas appealed to a large number of Anglo American settlers?
3. How are the influences of various immigrant groups reflected in Texas's culture?

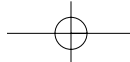
Interact with History

Review your response to *Interact with History* in your Texas Notebook. How do you think a European immigrant's experience settling in Texas was different from an American's?

ACTIVITY

Economics

As a class, divide into two groups, one favoring rural life and the other supporting urban life. Debate the advantages and disadvantages of each lifestyle.



Creating a Multicultural Heritage Display

New Arrivals in Texas



*Diedrick Dutchover
and family, Belgian Texans*

The new state of Texas became home for immigrants from many countries.

Immigrant groups have journeyed to Texas throughout history for a variety of reasons, bringing with them unique customs and traditions. Many Texas towns and cities were founded by immigrants.

Use the Internet to find information on the history of immigration to Texas and how these groups have influenced life in our state. Create a visual display based on your findings. As a class, combine your work to create a multicultural heritage display at your school to inform other students about the roles of diverse cultures in Texas.

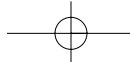
GETTING *Connected*

1. To get started, log on to www.celebratingtexas.com and go to Chapter 13.
2. Focus your search on information and links to immigrant groups in Texas and celebrations of different cultural groups throughout the state.
3. Find information that answers the following questions:
 - Where did the immigrants to Texas come from?
 - Which towns in Texas were founded by immigrants?
 - What was life like in Texas for these immigrants? How has it changed in recent years?
 - How is the impact of these immigrant groups still felt in Texas today?

DEVELOPING *Your Presentation*

Imagine that you are asked to create a multicultural heritage display to exhibit at your school. Create visuals to inform other students about immigration to Texas from early Texas statehood to the present. Conduct additional online searches for information on which immigrant groups traveled to Texas, when they arrived, where they settled, and how their cultures have affected our state and its citizens. Be sure to include several of the following in your presentation.

- A **report** discussing which immigrant groups traveled to Texas, when they arrived, and why they chose to settle where they did
- A **chart** identifying Texas towns founded by immigrants and classifying them by immigrant group
- An excerpt from a **primary source** that describes what life was like for new immigrants in the state of Texas
- A **database** of cultural festivals and holidays celebrated in different parts of Texas, sorted by cultural background and the month in which they take place



SECTION



Slavery and Politics in Texas

Why It Matters Now

Differences between Northern and Southern states continue to affect politics today.

TERMS & NAMES

“wedges of separation,”
secede, William Goyens,
Kansas-Nebraska Act, Sam
Houston, Know Nothing
Party, Hardin R. Runnels

OBJECTIVES

1. Identify the differing points of view regarding slavery in Texas and in the United States.
2. Explain how disagreements over slavery and states' rights affected Texas.

MAIN IDEA

During the 1850s political issues began to divide the United States. Like the rest of the nation, Texas became involved in the dispute over slavery and states' rights.

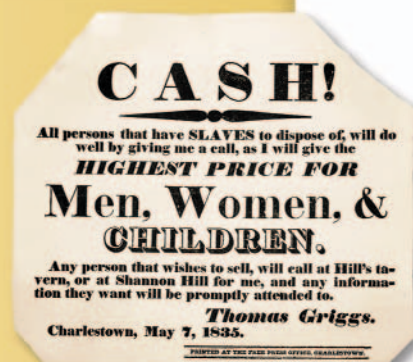
A REAL-LIFE STORY

Abram Sells was born a slave in Newton County, Texas, around the year 1850 and was freed in 1865. When Sells was about 80 years old, his recollections about slavery in Texas were recorded and placed among a library of slave narratives.

[The slaves] had to work hard all the time . . . us little ones, we did not do much but bring in the wood and kindle the fires and tote water and help wash clothes and feed the little pigs and chickens. . . . Boys and gals all dressed just alike, one long shirt or dress. . . . We all went barefooted in summer . . . but in winter we had homemade shoes.

Abram Sells, recollections

Many residents of the North opposed slavery. However, many Texans felt that slavery was necessary to maintain the state's agricultural economy. The conflict between people who held these views was growing.



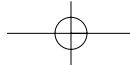
Advertisement for slaves



Wedges of Separation

Developing political conflicts brought more changes to Texas after annexation. Being part of the United States meant that national issues became Texas issues. Tensions increased within the United States—and Texas—over the issue of slavery.

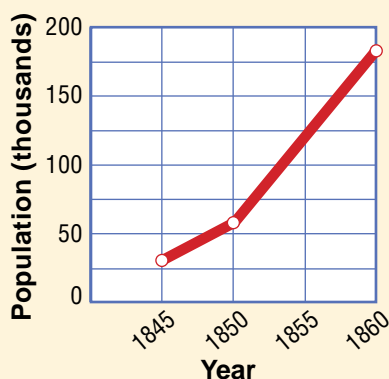
During the 1850s a number of issues became “wedges of separation” that divided the United States into North and South. None of the issues by themselves would have caused the breakup of the Union. But a combination of issues, including slavery and states' rights, created a major separation between the Northern and Southern states. By 1861



secede *to withdraw formally*

at least three-fourths of Texas citizens voted to **secede** from the Union and join the Confederacy.

SLAVE POPULATION IN TEXAS, 1845–1860



▲ The slave population grew rapidly from 1845 until 1860. ● By what percentage did the slave population increase from 1845 to 1860?

Slavery in Texas

Slavery had existed in Texas for many years. African American slaves were brought to Texas by their owners during the colonial period despite some efforts by the Mexican government to free them. Slaves continued to arrive throughout the years of the Republic and the early days of statehood. By 1860 the slave population was growing faster than the free population.

Family members could be separated and sold. They had no property rights, no legal rights of marriage or family, and usually no way to gain their freedom. Slaves could not vote and did not share the freedoms enjoyed by even the poorest Anglo Americans. Many African American slaves longed for freedom and a better way of life.

As the population and economy of Texas grew, so did the number of slaves. The growth of the cotton industry meant that more slaves were needed to work in the fields. Other slaves worked on smaller farms or in trade shops. By 1860 approximately 182,000 slaves—almost one-third of the state's population—lived and worked in Texas.

Even though most white people in Texas did not own slaves, they generally supported the institution of slavery. They claimed that slavery was needed to support the economy of the South. In the North, by contrast, the economy was based on industry and manufacturing and had never become dependent on slavery. In fact, the economy of the Southern states did depend on the work of slaves to help produce cash crops. However, many groups in Texas, including German immigrants and Tejanos, opposed slavery. They argued that it was morally wrong for one person to own another person.

Free African Americans in Texas

Not all African Americans in Texas were slaves. About 150 free African Americans lived in Texas during the time of Mexican rule.

- ▶ William Goyens was a blacksmith, wagon manufacturer, freight hauler, mill owner, landowner, and planter in Nacogdoches. He was of mixed race and spoke Spanish and several Native Texan languages. ● Why might Texas have appealed to Goyens when he arrived in about 1820?





During that time, they enjoyed full legal rights. They lost these legal rights when Texas became a state, but many stayed. According to the 1860 census, over 350 free African Americans lived in Texas. The actual number may have been twice that many. Most free African Americans were poor farmers, although some, such as William Goyens, were well-to-do business owners. Goyens operated a blacksmith shop and other businesses in Nacogdoches. Whenever his status as a free man was challenged, prominent citizens such as Thomas J. Rusk represented him in court. Other free African Americans, such as Aaron Ashworth, owned farms and ranches. Ashworth was a respected landowner in Zavala County. Both the Goyens and Ashworth families owned slaves.

Slavery in New U.S. Territories

The citizens of the United States debated whether slavery should be allowed in new states and territories. The Compromise of 1850 had settled the issue in many of the new territories. However, the issue of slavery had to be decided for other areas. U.S. senator Stephen A. Douglas introduced a bill to open settlement in Kansas and Nebraska. The Kansas-Nebraska Act of 1854 contained a provision that would allow the citizens in those territories to decide whether they would permit slavery.

The U.S. senators voted on the bill. Senator Sam Houston was a Texan and Southerner, but he believed that the Kansas-Nebraska Act would divide the Union, so he voted against it. Senator Thomas J. Rusk voted for the law. The bill passed. However, many Texans were angry with Houston because he had voted to keep Kansas closed to slavery. The legislature, which elected senators at the time, made it clear that Houston would not be reelected to the Senate when his term was over.

Political Parties

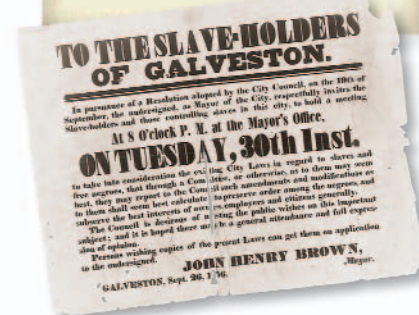
To make matters worse for Houston, he supported the development of the Know Nothing Party in Texas. The Know Nothing Party opposed immigration to the United States, especially by Roman Catholic immigrants who often had Mexican or German ancestors. There were two major political parties in the United States: the Democratic Party and the Whig Party. Democrats generally supported farmers and laborers. Whigs were for business growth.

When Texas became a state, most Texans were Democrats. Some joined the Whig Party, but the Whigs never had a strong influence in the state. Although Houston showed interest in the Know Nothings, he most likely did so to oppose the Democrats in the Texas legislature. Houston never officially joined that party.

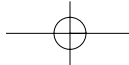


THE SLAVE TRADE

Although many slaves came to Texas with their owners from other slave states, many were brought as part of the slave trade, the business of buying and selling slaves for profit. Galveston and Houston were large centers of slave-trade activity. Historians estimate that as many as 2,000 African American slaves arrived in Texas between 1835 and 1865, even after slave trading was declared to be illegal in the United States.



Know Nothing Party banner



Sam Houston had become a mainstay in Texas politics from the Texas Revolution to statehood.

Houston's Race for Governor

Houston resigned from the United States Senate and returned to Texas to run for governor in 1857. He ran as an independent, not as a member of either political party. Houston strongly believed that the Union should remain whole and the Southern states should not secede.

Hardin R. Runnels was nominated by the Democratic Party in one of the first political conventions held in Texas. Runnels, who came to Texas from Mississippi, owned a plantation near the Red River. He supported states' rights. He believed each state should be allowed to decide about slavery within its boundaries. He also favored secession if it was needed to preserve states' rights.

Houston had been out of the state for much of the past ten years. During that time, he had lost touch with the growing support in Texas for states' rights and secession. He lost the election, receiving only 28,678 votes to Runnels's 32,552. He immediately planned to run again in the election of 1859.

Houston's presence in Texas during the following two years reminded Texans of his earlier military service during the Texas Revolution and his leadership as president of the Republic. In the meantime, frontier problems caused Runnels to lose some popularity. In the 1859 election Houston was elected governor by 36,227 votes to Runnels's 27,500.

Texas elected a governor who strongly supported the Union in what turned out to be the last election before the secession crisis of 1860–1861. Although they had elected Houston, most Texans still preferred secession to losing states' rights. But with Governor Houston in office, Texans found seceding more difficult than did other states in the South.

SECTION 3 ASSESSMENT

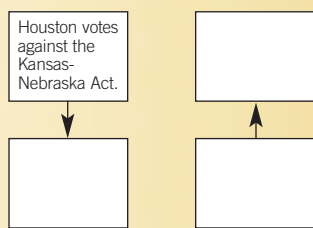
Terms & Names

Identify:

- secede
- William Goyens
- Kansas-Nebraska Act
- Sam Houston
- Know Nothing Party
- Hardin R. Runnels

Organizing Information

Use a flowchart like the one below to depict the political events and dates involving Sam Houston during the 1850s. Why did Houston resign from the U.S. Senate?



Critical Thinking

1. How did people in the North and the South view slavery differently?
2. How did disagreements over slavery and states' rights affect Texas?
3. Think about Sam Houston's role in annexation. Why might he have opposed secession?

A Real-Life Story

Review *A Real-Life Story* on page 295. Why did the issue of slavery cause tension among Texans?

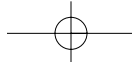
ACTIVITY

Culture

Many African Americans endured the hardship of slavery by focusing on family, religion, and music. Research African American folk songs. Then share the songs with the rest of the class.



Go to www.celebratingtexas.com to research the Activity topic.



SKILLBUILDER

Social Studies

Identifying Points of View

LEARNING *the Skill*

Writers often express a point of view when writing. This means that they try to persuade their readers to feel or think a certain way. A point of view may be based on emotions or on thoughtful arguments. The author's choice of words and supporting reasons often convey the point of view. By identifying these elements, you can distinguish between factual information and the writer's opinion. Analyzing a point of view can help you understand the author's thoughts and beliefs on a specific topic.

To identify points of view, use the following steps:

- Become familiar with the subject matter you are studying. It is easier to distinguish between fact and opinion when you are familiar with the material.
- Look for descriptive words or phrases that signal a point of view and express a certain feeling. How do they affect the reader?
- Summarize the author's overall message. What is the author trying to say?

PRACTICING *the Skill*

Read the following excerpt from an 1852 U.S. Independence Day speech given by former slave and abolitionist Frederick Douglass.

On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is conceded already. . . . The slaveholders themselves acknowledge it [with] the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. . . . What is this but the acknowledgment that the slave is a moral, intellectual, and responsible being? . . . When the dogs in your streets . . . when the cattle on your hills . . . and the reptiles that crawl shall be unable to distinguish the slave from a brute, then I will argue with you that the slave is a man! . . . Roam through all the monarchies and despotisms of the Old World . . . search out every abuse . . . and you will say with that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.

1. What words or phrases reinforce Douglass's point of view?
2. What message was Frederick Douglass trying to convey?
3. What group of "people of this country" was this speech meant to persuade?

APPLYING *the Skill*

Using resources online or in your school library, research the different points of view concerning slavery in the United States and Texas. Next, write an essay in your Texas Notebook expressing your point of view. Then exchange essays with a partner. What words or phrases tell you what point of view your partner is conveying?



Go to www.celebratingtexas.com to research this topic.

CHAPTER

13

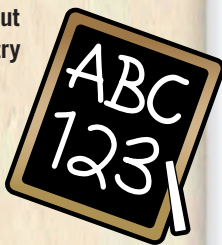
ASSESSMENT

VISUAL Summary

LIFE IN THE
STATE OF TEXAS
1851–1860

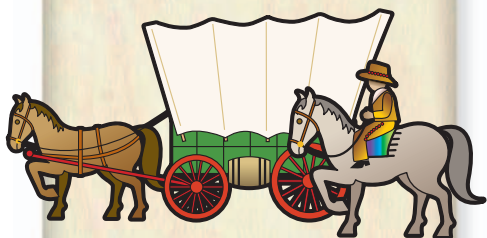
How Texans Lived

Most Texans still lived on farms, but towns and industry also grew. Small improvements were made in transportation and education.



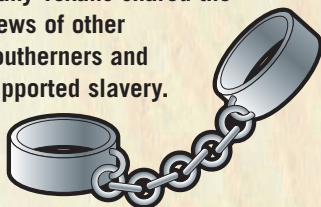
The Changing Face of Texas

Texas experienced an increase in population as settlers from other U.S. states and European countries arrived. At the same time Native Texans were forced off of their lands and onto reservations.



Slavery and Politics

Like the rest of the nation, Texas became involved in the dispute over slavery and states' rights. Many Texans shared the views of other Southerners and supported slavery.



TERMS & NAMES

Explain the significance of each of the following:

- Galveston
- San Antonio
- Elisha M. Pease
- Juan Cortina
- John O. Meusebach
- Henry Castro
- William Goyens
- Kansas-Nebraska Act
- Sam Houston
- Hardin R. Runnels

REVIEW QUESTIONS

How Texans Lived (pages 286–289)

- What were the three largest towns in Texas in 1860?
- What types of transportation were used in Texas during the 1850s?

The Changing Face of Texas

(pages 290–293)

- What groups immigrated to Texas in the 1850s?
- What problems did Native Americans face on the Texas reservations?

Slavery and Politics in Texas

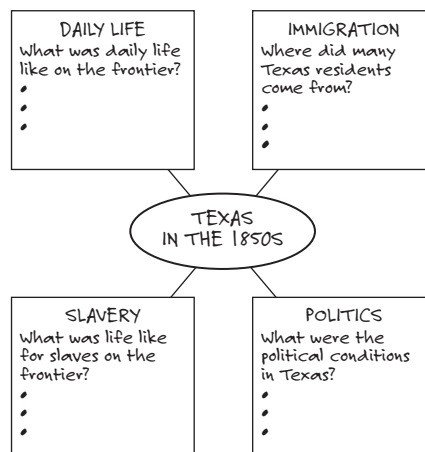
(pages 295–298)

- Why did many people in Texas support slavery?
- How did Sam Houston's opinions about slavery differ from those of many Texans?

READING SOCIAL STUDIES

After You Read

Review your responses in your cluster diagram. Does the information in Chapter 13 support your original ideas about life on the frontier? Use the information in your organizer to write a summary about what life was like on the Texas frontier.



CRITICAL THINKING

Summarizing

- Describe what life in Texas was like after annexation. What changes occurred in Texas during this time?

Drawing Conclusions

- Why do you think the annexation of Texas encouraged more people from the United States to settle in Texas?

Recognizing Relationships

- How did new immigrants respond to the environments of the areas in Texas where they settled?

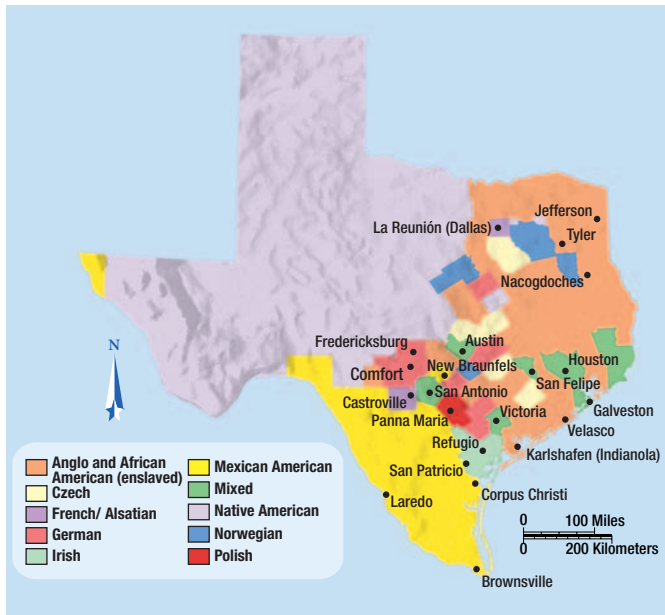
Making Inferences

- How did the different economies of the Northern and Southern states affect people's opinions of slavery?



MAP & GEOGRAPHY SKILLS

Applying Skills



1. Into what part of Texas did the majority of settlers from the United States move? Give two reasons to explain this pattern of settlement.
2. Where did most European immigrants settle? Why?

SOCIAL STUDIES SKILLBUILDER

Identifying Points of View

The borderers of Texas have often made war upon them [Native Americans] without the slightest provocation, and have, time and time again, robbed them of their fields, and forced them to abandon their agricultural improvements, and remove farther and farther away as the white settlers encroached upon them.

General Randolph Marcy,
report to U.S. government after surveying land
for Native American reservations, 1854

1. If the “borderers” named in this passage refer to white settlers in Texas, how does the author of this excerpt feel about them?
2. What message was the author trying to convey to the reader?
3. Which words or phrases indicate the author’s point of view?



CHAPTER PROJECT

Texas Newspaper

Research a town established in Texas during the 1850s. Find out what groups of people lived in the town, what their cultural heritage was, what businesses existed in the town, and what social activities were popular. Then create a newspaper that might have existed at that time. Include articles about the latest changes in the town, upcoming events, and important national issues. Use graphics and word-processing software to produce your newspaper.



Go to www.celebratingtexas.com to research this topic.



SCIENCE, TECHNOLOGY & SOCIETY ACTIVITY

Development of the Farming Industry

During the 1850s farming, especially cotton farming, required many laborers. People did all the work by hand and it took many hours. Since that time, inventions have revolutionized agriculture. Machines now perform tasks that would have required the labor of many people. In your Texas Notebook explain how the disagreement over slavery might have been different had these inventions been available in the 1850s.



CITIZENSHIP ACTIVITY

Cultural Heritage

Create a list of things people can do to celebrate and preserve their cultural heritage. Research one of the cultural groups that make up the people of Texas. In your Texas Notebook, write an essay to explain how this group’s celebrations have influenced Texas and its citizens.

