



CHAPTER
15

Texas and the Union

1865–1877

SECTION 1 Presidential Reconstruction

SECTION 2 Congressional Reconstruction

SECTION 3 A New Constitution



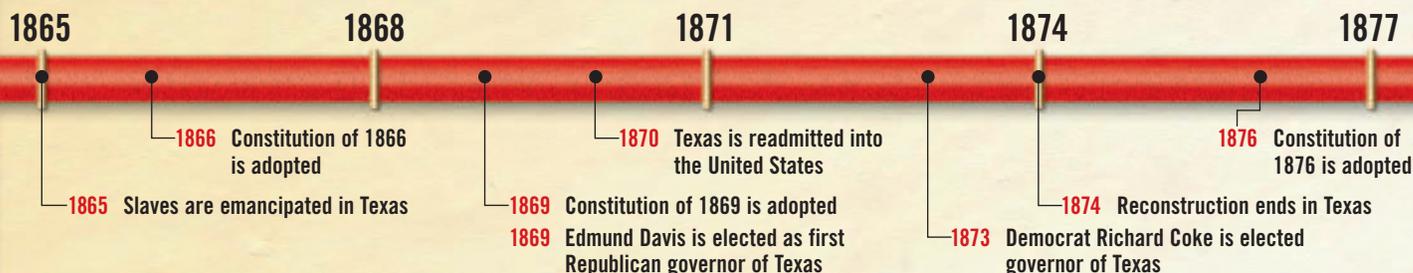
VIEW THE **Texas on Tape** CHAPTER 15 VIDEO LESSON.

... all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free. . . .

Emancipation Proclamation



John Biggers, *Shotguns, Fourth Ward*





SKILL BUILDER

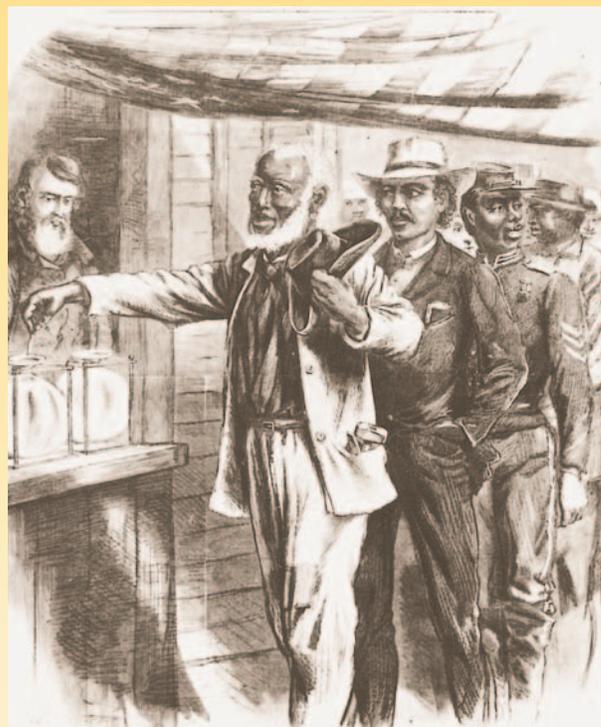
Reading Social Studies

Before You Read

Think about a time when you believed you or someone you knew was not being treated fairly. Perhaps you saw people who had opportunities or privileges that others did not have. How did you handle the situation? Did you find a way to persuade people to listen to you? Did you help find a way to make sure that everyone was treated equally?

Think about

- situations at home or at school that you believed were unfair
- effects of unfairness on the people involved
- effective ways to address injustice



"The First Vote," Harper's Weekly

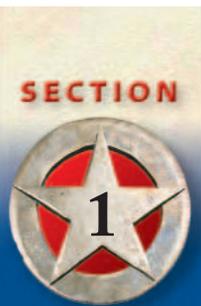
As You Read

After the Civil War the U.S. government had to find a way to bring the former Confederate states back into the Union. The federal government believed it had the right and responsibility to eliminate slavery and promote equal rights for African Americans. Confederate states, however, resisted. During this time government leaders proposed several plans, each with its own provisions. Completing this chart for Chapter 15 will help you to understand some of the plans for trying to reconstruct the state of Texas.

- Copy the chart in your Texas Notebook.
- As you read, complete the chart with each plan's provisions for the reconstruction of Texas.
- Then describe the provisions of the Constitution of 1876.

Organizing Information

RECONSTRUCTION PLANS	
PLAN	PROVISIONS
Johnson	• • •
Radical Republican	• • •
Congressional	• • •
Davis	• • •
↓ ↓	
Constitution of 1876	• • •



Presidential Reconstruction

Why It Matters Now

The effects of Reconstruction would have an impact on Texans of all races for more than 100 years.

TERMS & NAMES

Reconstruction, Emancipation Proclamation, Gordon Granger, **freedman**, Freedmen's Bureau, Andrew Johnson, James W. Throckmorton, Thirteenth Amendment, **civil rights**, Constitution of 1866, **amendment**, Black Codes, Radical Republicans, **veto**

OBJECTIVES

1. Describe the Reconstruction period in Texas.
2. Explain the social effects of Reconstruction.
3. Analyze Andrew Johnson's plan for Reconstruction.

MAIN IDEA

When the Civil War ended, Texas and the other Southern states had to meet certain requirements to rejoin the Union.

WHAT Would You Do?

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



INTERACT WITH HISTORY

Imagine that you are president of the United States after the Civil War. The war has ended, and you are faced with the task of bringing the nation back together. What requirements would you make the Confederate states meet before readmitting them to the Union?

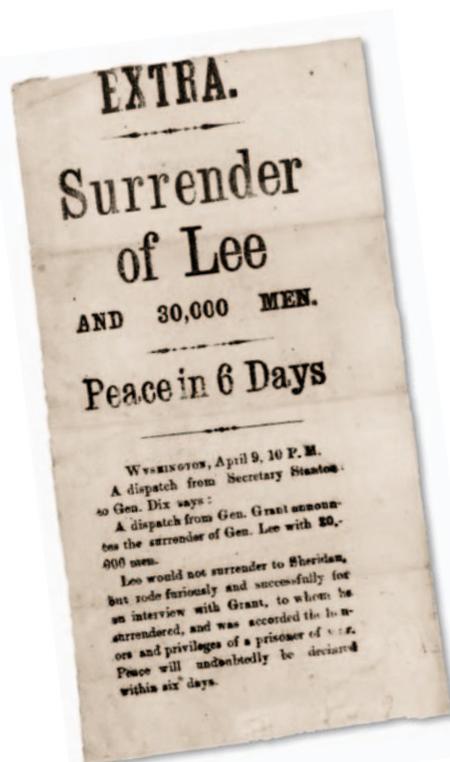
After the War

The Confederate surrender in 1865 left Texans and other Southerners uncertain about their future. They had lost the war. Many had lost fathers, brothers, and sons. Their money was worthless. Now they had to make huge changes to their way of life to be allowed to rejoin the Union. This period in history is known as Reconstruction.

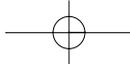
Reconstruction affected political, economic, and social life. Political reconstruction meant writing a new state constitution that rejected secession and did away with slavery. Economic reconstruction involved getting used to a new labor system not based on slavery and recovering from the war's destruction. Social reconstruction involved developing the social, political, and economic status of African Americans.

Emancipation

President Lincoln had issued the Emancipation Proclamation on January 1, 1863. This proclamation freed all slaves in Confederate states still rebelling against the Union. Since Texans did not consider themselves to be under U.S. rule at that time, they ignored the proclamation. After the Confederate states surrendered, federal troops commanded by General Gordon Granger went to Galveston. On June 19, 1865, Granger, by the authority of the president, declared all slaves to be free. News of emancipation spread slowly to the estimated 250,000



1865 newspaper



slaves in Texas. However, June 19, called Juneteenth, has been celebrated in Texas since 1865 as a day of freedom among African Americans. Felix Haywood later recalled emancipation day in San Antonio.

TEXAS VOICES

Soldiers, all of a sudden, was everywhere—coming in bunches, crossing and walking and riding. Everyone was a-singing. We was all walking on golden clouds. Hallelujah! . . . Everybody went wild. We felt like heroes, and nobody had made us that way but ourselves. We was free. Just like that, we was free. . . . Right off colored folks started on the move. They seemed to want to get closer to freedom, so they'd know what it was—like it was a place or a city. . . . We knowed freedom was on us, but we didn't know what was to come with it. . . . We soon found out that freedom could make folks proud, but it didn't make 'em rich.

Felix Haywood, quoted in *America Firsthand*

Life was not easy for **freedmen**. Many did not have homes or jobs. Some left their former masters and traveled to cities looking for work. They often established communities called “Freedtowns.” Others began looking for long-lost relatives. Some freedmen remained on the plantations and worked for wages or a portion of the crop.

Freedmen's Bureau

The Bureau of Refugees, Freedmen, and Abandoned Lands, commonly called the Freedmen's Bureau, was created by the U.S. Congress to help former slaves face the challenges that came with freedom. The agency provided food, shelter, and medicine to freed Texans. It also helped them find jobs and represented them in court.



Juneteenth

Juneteenth celebrations were first used to teach freed African Americans about their voting rights. However, they quickly became celebrations of freedom throughout Texas. The festivities usually include picnics, public entertainment, pageants, dramatic readings, ball games, and many other activities. In 1979 Juneteenth was declared an official state holiday. ● **Why is Juneteenth an important day for Texans?**

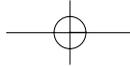


freedman a person who has been freed from slavery

Freedmen's Town, later the Fourth Ward

FREEDMEN'S TOWN Freedmen's Town in Houston was one of the many communities in Texas established by freedmen. Residents of Freedmen's Town built the first schools, churches, and organizations for African Americans in Texas. The community grew into a cultural, intellectual, and economic center for the city's African American population. It was home to many attorneys, doctors, and other professionals. In the 1900s many “shotgun” houses were built to house the growing population. The shotgun house was similar to a Texas dogtrot or breeze-way house turned sideways. In the late twentieth century many of these houses fell into disrepair.

Today, the community is known as the Fourth Ward of Houston. The Houston City Hall and other government buildings now stand where the houses of freedmen once stood. Only a small portion of the original Fourth Ward community remains today. Some of the shotgun houses are being restored as a symbol of the determination and independence of newly freed African Americans. ● **What difficulties do you think freed slaves faced as they formed their own communities?**



FREEDMEN'S SCHOOLS

To better support their families, former slaves had to learn to read and write. Children and adults flocked to freedmen's schools set up across Texas to educate newly freed African Americans. Started by the Freedmen's Bureau, these schools offered classes from the elementary level through college. At first, teachers were supplied by missionary groups. Later, Southern whites and educated African Americans taught in these schools. Brenham, Texas, became a regional education center when a freedmen's school was established there during Reconstruction.

civil rights *rights belonging to all citizens*

amendment *a change made to a law, bill, or document*

Freedmen's school



Freedmen's Bureau agents in Texas often had a hard time carrying out their duties because of the state's size and its poor transportation and communication networks. Also, many white Texans opposed the agents' work. Several agents were killed and others were wounded as they worked to protect the rights of former slaves. One major contribution of the Freedmen's Bureau was the creation of schools for African American children. By 1870 there were thousands of students in around 100 schools.

Johnson's Plan for Reconstruction

On April 15, 1865, only days after the Civil War ended, President Lincoln was assassinated. Vice-President Andrew Johnson became president. Johnson was a Democrat from Tennessee who had supported the Union even though he had also supported slavery. Johnson's plan for Reconstruction included four requirements. First, states had to end slavery. Second, they had to declare that their secession had been illegal. Third, they had to cancel all war debts. Finally, to get back the right to vote, adult white males had to pledge loyalty to the United States.

Johnson named Andrew J. Hamilton, a Unionist who had left Texas when it seceded, as temporary governor of Texas. His job was to begin Reconstruction in the state. Hamilton named other Unionists to fill most government posts. He also called for an election on January 8, 1866, to name delegates to a constitutional convention in February.

The Constitution of 1866

Among the convention delegates were former Confederate leaders and soldiers as well as Unionists. James W. Throckmorton was chosen to lead the convention. Throckmorton had been against secession but had served in Confederate forces protecting the frontier from Native Americans in the West. As a result, he had support from both sides.

The delegates changed much of the constitution back to the way it had been before secession and canceled state debts from the war. They also ended slavery in Texas. However, they refused to ratify the Thirteenth Amendment, which made slavery illegal in the United States.

They also denied **civil rights**, including the right to vote, to African Americans.

The Constitution of 1866 was actually a series of **amendments** to the Constitution of 1845. It was approved by a popular vote in June of 1866. The state then elected James W. Throckmorton as governor and G. W. Jones as lieutenant governor. Two months later, President Johnson agreed to accept Texas back into the Union.

Texas's New Government

The new state government made several controversial decisions. First, the legislature enacted "Black Codes." These codes assigned African Americans to second-class



status. Marriage between African Americans and whites was outlawed. African American men were not allowed to vote, hold public office, or serve on a jury. African Americans also had to use separate public transportation. The Texas homestead law, which provided citizens with free land, excluded African Americans.

The legislature selected David G. Burnet and Oran M. Roberts to represent Texas in the U.S. Senate. Both had supported secession. So had three of the four Texans elected to the U.S. House of Representatives. Some had even served in the Confederate army. So, even though Texas agreed to abide by the laws of the Union, the background and beliefs of the new state representatives did not support the nation's goals for Reconstruction.

The Reaction of Congress

Although President Johnson agreed to admit Texas back into the Union, Congress did not. Many representatives felt that Texas had not been reconstructed. Passage of the Black Codes convinced some Republicans that Texans could not be trusted to deal fairly with African Americans. Also, the election of people who had supported the Confederacy suggested that Texans had not changed for the better.

A group called the Radical Republicans believed that Congress should direct Reconstruction. Congress—not the president—held the power to admit states to the Union. The Radical Republicans saw Reconstruction as a way to punish Southerners and reorganize the South. Disagreements erupted between President Johnson and the Radical Republicans. President Johnson **vetoed** bills passed by Congress. As a result, Congress did not accept the Texas Constitution of 1866 and refused to admit Texas into the Union until further requirements were met.



James W. Throckmorton



After moving to Texas with his family in 1841, James W. Throckmorton practiced medicine and law before being elected to the Texas legislature. He fought against secession alongside Sam Houston prior to the Civil War and was one of the delegates who voted against secession in 1861. After the war, Throckmorton was appointed governor of Texas, but he was removed from office the following year. He later served as a Texas representative in the U.S. Congress. • **Why do you think Throckmorton was supported by both Unionists and former Confederates?**

veto *refusal by a head of government to sign a bill passed by the legislature*

SECTION 1 ASSESSMENT

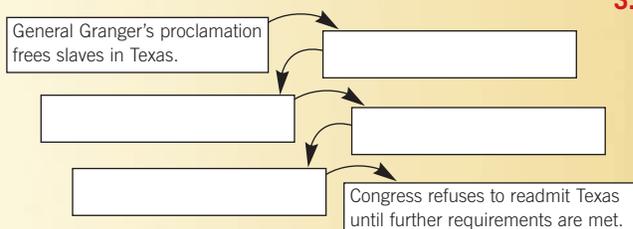
Terms & Names

Identify:

- freedman
- civil rights
- amendment
- veto

Organizing Information

Use a flowchart like the one shown below to identify the early events of Reconstruction in Texas.



Summarize how each event in your flowchart led to the next.

Critical Thinking

1. What was Reconstruction?
2. What was one social effect of Reconstruction in Texas?
3. Summarize the main ideas of Johnson's plan for Reconstruction.

Interact with History

Review your response to *Interact with History* in your Texas Notebook. How did your ideas for Reconstruction compare with those of President Johnson?

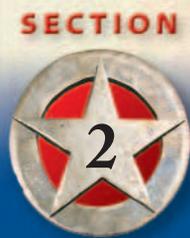
ACTIVITY

Citizenship

Read the Emancipation Proclamation and the Thirteenth Amendment to the U.S. Constitution. In your own words, summarize the main idea of both documents.



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



Congressional Reconstruction

Why It Matters Now

African Americans were given the right to vote for the first time.

TERMS & NAMES

Fourteenth Amendment, Reconstruction Act, **district**, Constitution of 1869, Edmund J. Davis

OBJECTIVES

1. Explain how congressional Reconstruction differed from presidential Reconstruction.
2. Analyze the political effects of Reconstruction in Texas.
3. Describe Texans' reactions to congressional Reconstruction.

MAIN IDEA

Congress put together a stricter plan for Reconstruction. Republicans took control of Texas and of enforcing Reconstruction.

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A REAL-LIFE STORY

Many Texans resisted the requirements of Reconstruction. Others believed that Texans should do whatever was needed to rejoin the Union as quickly as possible. Texan John H. Reagan, former postmaster general of the Confederacy, was put in prison in Boston for several months after the Civil War. He wrote advice to his fellow Texans from his prison cell in August 1865.



To the People of Texas:

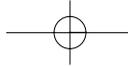
. . . I take the liberty of suggesting to you . . . *John H. Reagan*
to accept the present condition of things, as the result of war. . . .

The State occupies the condition of a conquered nation. State government and State sovereignty are in abeyance, and will be so until you adopt a government and policy acceptable to the conquerors. A refusal to accede to these conditions would only result in prolongation of the time during which you will be deprived of a civil government of your own choice.

John H. Reagan, letter from prison, August 11, 1865

Congress Gains Control

The Radical Republicans gained enough support in Congress to take control of Reconstruction. They even had enough votes to override a presidential veto. As a result, Congress drew up a more detailed plan for Reconstruction than President Johnson's. The new plan focused on limiting the role of former Confederate leaders and protecting the civil rights of African Americans. The Radical Republicans also felt that Confederate sympathizers should not hold important government positions.



The Republicans' Plan

The Republicans' plan for Reconstruction was presented as the Fourteenth Amendment to the Constitution of the United States. It granted citizenship to former slaves. Southerners were told that if they approved this amendment, Congress would readmit their states to the Union. The first section of the Fourteenth Amendment addresses the issue of the Black Codes and the equality of African Americans.

All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The Fourteenth Amendment also kept people who had served the Confederacy from holding political office until they were approved by Congress. Furthermore, it canceled the public debt of the Confederacy, eliminating the Confederacy's legal existence. By ratifying this amendment, Texas would officially accept not only the end of slavery but also the equality of African Americans.

Many Texans found these terms hard to accept. Some knew the importance of rejoining the Union. But most had fought a bitter war against the Union. They had little desire to meet its demands. Texans refused to ratify the amendment, and Congress continued to regard Texas as outside the Union. Of the former Confederate states, only Tennessee approved the Fourteenth Amendment.

The Congressional Plan

The refusal of Texas and nine other former Confederate states to ratify the Fourteenth Amendment angered Congress. This stubborn attitude, plus violence against African Americans in Southern cities, persuaded the Radical Republicans to take a firmer stand. In response, they passed the Reconstruction Act of 1867. This act placed the Southern states other than Tennessee under military rule. It divided the ten states into five military **districts**. It required the states to eliminate the Black Codes and write new state constitutions that gave African American men the right to vote.

Texas was placed in the Fifth Military District, which was commanded by General Philip H. Sheridan. The subdistrict of Texas was commanded by General Charles Griffin. General Sheridan removed Governor Throckmorton from office and named former governor E. M. Pease as governor. Military officials backed by federal troops actually controlled the state.

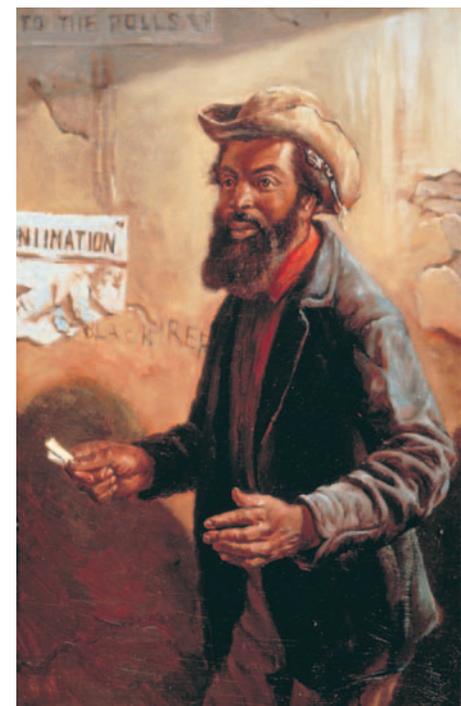


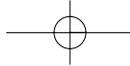
EQUAL RIGHTS FOR SOME

During Reconstruction the U.S. Congress passed several pieces of legislation that protected the rights of African Americans, including the Civil Rights Act of 1866, the Fourteenth Amendment, and the Fifteenth Amendment. The Fifteenth Amendment granted African American men the right to vote. However, women of any race still were not allowed to vote in the United States at this time. It would be another half century before U.S. women were given the right to vote.

district *part of a state or other area marked off for a special purpose*

- ▼ Thanks to the Fifteenth Amendment, African American men were able to vote for the first time in 1869.
- Which of Texas's constitutions first gave African Americans the right to vote?



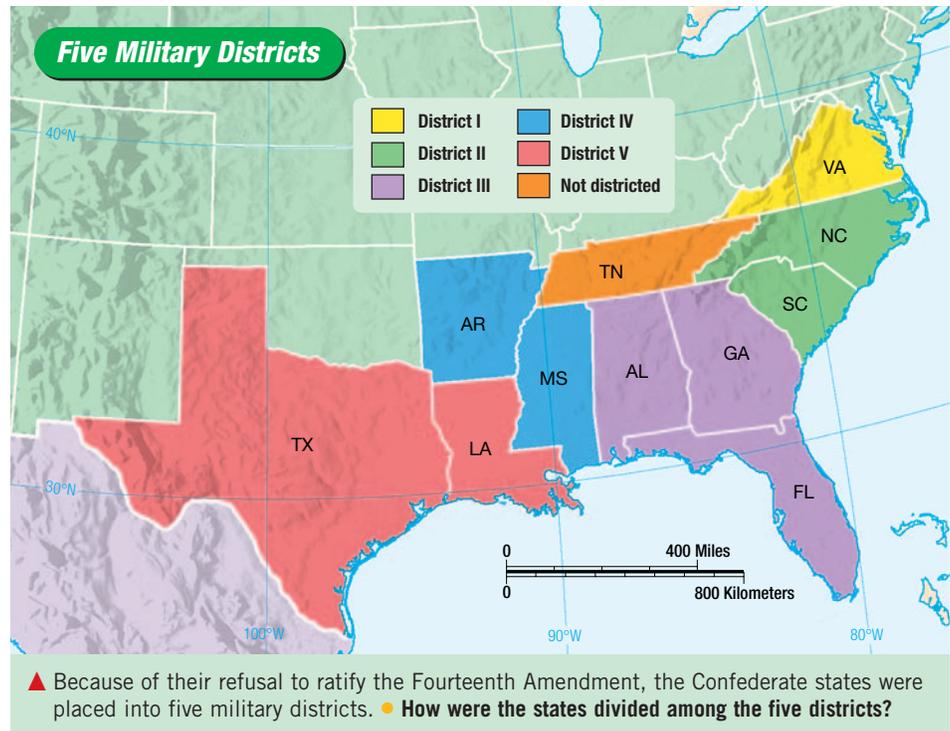


IN THIS LAND OF OURS

REGION

The legislation that admitted Texas to the Union in 1845 had allowed the state to divide into as many as five different parts. That never happened, but there was a debate on dividing Texas during the Constitutional Convention of 1868–1869. Radicals wanted to try to separate East and West Texas from Central Texas, which had dominated politics and the economy in the state before the Civil War. ● **If the division of Texas had been successful, how might this have changed Reconstruction in Texas?**

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One of the troops' duties was to register Texans who would vote for delegates to a new constitutional convention. They were told to register only those people who were loyal to the Union. Those responsible for registering voters had to take an oath called the "ironclad oath," which stated their past and future loyalty to the Union. This pleased Unionists and African Americans, but it did not please former Confederates.

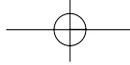
The Ku Klux Klan Threatens Voters

Many plantation owners and former Confederate soldiers did not want African Americans to have more rights. Such feelings spurred the rise of a secret group called the Ku Klux Klan. The Klan's goals were to restore Democratic control of the South and to keep former slaves powerless. The Klan attacked African Americans. Often it targeted those who owned land or had become wealthy. Klansmen rode on horseback and dressed in white robes and hoods. They beat people and burned homes. The Klan also attacked white Republicans. Klan victims had little protection.

The Ku Klux Klan used threats and violence to prevent African Americans from voting or registering to vote. Despite their efforts, nearly 50,000 African American men registered to vote in Texas. In fact, ten elected delegates to the Constitutional Convention of 1868–1869 were African Americans.

The Constitution of 1869

The Constitutional Convention of 1868–1869 had one purpose: writing a new state constitution. However, delegates had other things to bring to the table. Progress on the constitution



was slowed by delegates' attention to other issues. Delegates also addressed the lawfulness of state laws passed during the Confederacy, the debate on whether to divide Texas into two or more states, railroad charters, and crime in Texas.

The Constitutional Convention of 1868–1869 was one of the longest and most costly meetings ever. Delegates met off and on from June until February, yet never fully completed a constitution. Their work was later completed by the secretary of the convention and published as the Constitution of 1869. Finally, in November 1869, it was adopted by Texas voters.

Although, the Constitution of 1869 was considered too detailed and too costly to enforce, it was an excellent framework for Texas government. It declared the Constitution of the United States the law. It guaranteed the right of all men to vote, regardless of “race, color, or former condition.” It established the foundation for a public school system for all children, a centralized system of law enforcement, and the number and length of terms for state government offices.

The Election of Governor Davis

Elections for officers of the new state government were held in November 1869. Radical Republicans supported Edmund J. Davis. Other Republicans and Democrats supported A. J. Hamilton. Both sides were accused of corruption, or wrongdoing, in the election. The vote was very close, but in the end, Davis was named the winner. Many Texans claimed that the army had unfairly made sure that Davis won. They remained determined to regain control of their state.



George T. Ruby

After leaving Louisiana, George T. Ruby joined the Freedmen's Bureau at Galveston. He served first as a school administrator and later as a traveling agent. In 1869 Ruby was appointed deputy collector of customs at Galveston; during that time, he developed positive relations with Governor Edmund J. Davis and Galveston officials.

In 1868 Ruby was the only African American delegate to the Republican convention. He later served as a delegate to the Constitutional Convention of 1868–1869 and as a state senator. As a senator, Ruby introduced several successful bills and helped to organize the first labor union for African American dock workers in Galveston.



SECTION 2 ASSESSMENT

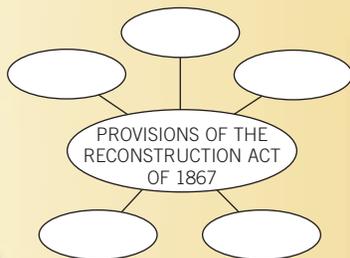
Terms & Names

Identify:

- Fourteenth Amendment
- Reconstruction Act
- district
- Constitution of 1869
- Edmund J. Davis

Organizing Information

Use a web like the one below to list the provisions of the Reconstruction Act of 1867.



Critical Thinking

1. In what ways was congressional Reconstruction different from presidential Reconstruction?
2. How did Reconstruction lead to the increased power of Republicans in Texas?
3. Why were many Texans opposed to the Radical Republicans?

A Real-Life Story

Review *A Real-Life Story* on page 328. How did Reagan's opinion of Reconstruction differ from that of many other Texans?

ACTIVITY

Government

Imagine that you are a delegate at the Constitutional Convention of 1868–1869. Write a speech describing the goals of the convention.



Interpreting Information

LEARNING *the Skill*

As you read, you may find phrases or passages of text that seem unclear. Their meanings may not be obvious at first. Some historical documents sound confusing when you first read them. To understand these passages, you need to interpret the information carefully.

By interpreting the information provided, you identify the meaning and significance of the material. This will help you gain a better understanding of the text and help you apply the information to other situations.

When interpreting information, use the following steps:

- Read the material carefully. Identify the topic or main idea.
- Analyze the information by asking questions such as *who*, *what*, *when*, *where*, *why*, and *how*.
- Break the passage into small parts. Look for similarities or connections between the parts.
- Summarize the information in your own words. What does the passage mean?

PRACTICING *the Skill*

Read the following excerpt from the Fourteenth Amendment to the Constitution of the United States. Then answer the questions below.

Section 3. No person shall be a senator or representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each House, remove such disability.

1. What is the meaning of this phrase: “shall have engaged in insurrection or rebellion”?
2. To which group or groups of people do you think this passage refers?
3. Summarize this excerpt from the Fourteenth Amendment.

APPLYING *the Skill*

Locate a copy of the Civil Rights Act of 1866. Apply the steps in *Learning the Skill* to interpret the information. Then write a brief summary of the act. Compare and contrast your understanding of the document with another classmate’s interpretation. Discuss your conclusions.



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



SECTION



A New Constitution

Why It Matters Now

Conflicts during Reconstruction left bitterness between Democrats and Republicans for years in Texas.

TERMS & NAMES

Edmund J. Davis, **martial law**, Redeemers, Obnoxious Acts, Richard Coke, Constitution of 1876

OBJECTIVES

1. Identify the major changes made by the Texas legislature in 1870.
2. Explain why some Texans opposed Governor Edmund J. Davis.
3. Describe the provisions of the Constitution of 1876.

MAIN IDEA

The unpopular Davis administration led to pro-Democratic feelings and the adoption of a new state constitution.

INTERACT WITH HISTORY

Imagine that you are a member of the Radical Republicans living in Texas during Reconstruction. The Republican candidate for governor, Edmund J. Davis, has just been elected. What changes do you expect Davis will make as governor of Texas?

WHAT Would You Do?

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



Texas Is Readmitted to the Union

When Republican Edmund J. Davis won the race for governor in 1869, the Radical Republicans gained even more control of the state. Davis called a meeting of the legislature, which was also controlled by Radical Republicans. The legislature ratified the Fourteenth and Fifteenth Amendments, a requirement of the congressional plan for Reconstruction. Texas was readmitted into the Union on March 8, 1870. President Ulysses S. Grant declared the Reconstruction process over in Texas. Military rule was brought to an end.

Even though Texas was again part of the United States, many Texans did not believe that Reconstruction was complete. Military rule had done little to change long-standing beliefs. Democrats in the state would not be satisfied until the Republicans were no longer in power.

Davis's Administration

Governor Davis proposed several programs that the legislature made into laws. The government created a state police force and a state militia. Both were under the governor's control. The legislature gave Davis the authority to declare **martial law**. This meant that he could use the militia to settle any civil disturbance. He was also authorized to appoint individuals to fill all available state offices.

martial law rule by an army instead of the usual civil authorities



To Mathematics

Governor Davis and his legislature were accused of wasting taxpayers' money. Taxes rose from \$956,850 to \$2,120,605 in five years. In 1866 the state and local tax rate was 15 cents for every \$100 of property. By 1871 it had risen to almost \$2 for every \$100 of property. • **If you owned land that was worth \$1,500, how much would your property taxes have been in 1866? in 1871?**

Multicultural Connections

African Americans in Politics

During Davis's administration, the Texas legislature included 14 African American representatives. George T. Ruby and Matthew Gaines served in the Senate. The other 12 members served in the House of Representatives. Twenty-nine more legislators were elected in the years up to 1900, and leaders such as Norris Wright Cuney fought hard for equal rights. In spite of their efforts, after 1900 no African American legislator was elected until 1966. • **Why do you think that most African Americans supported the Republican Party during the Reconstruction period?**

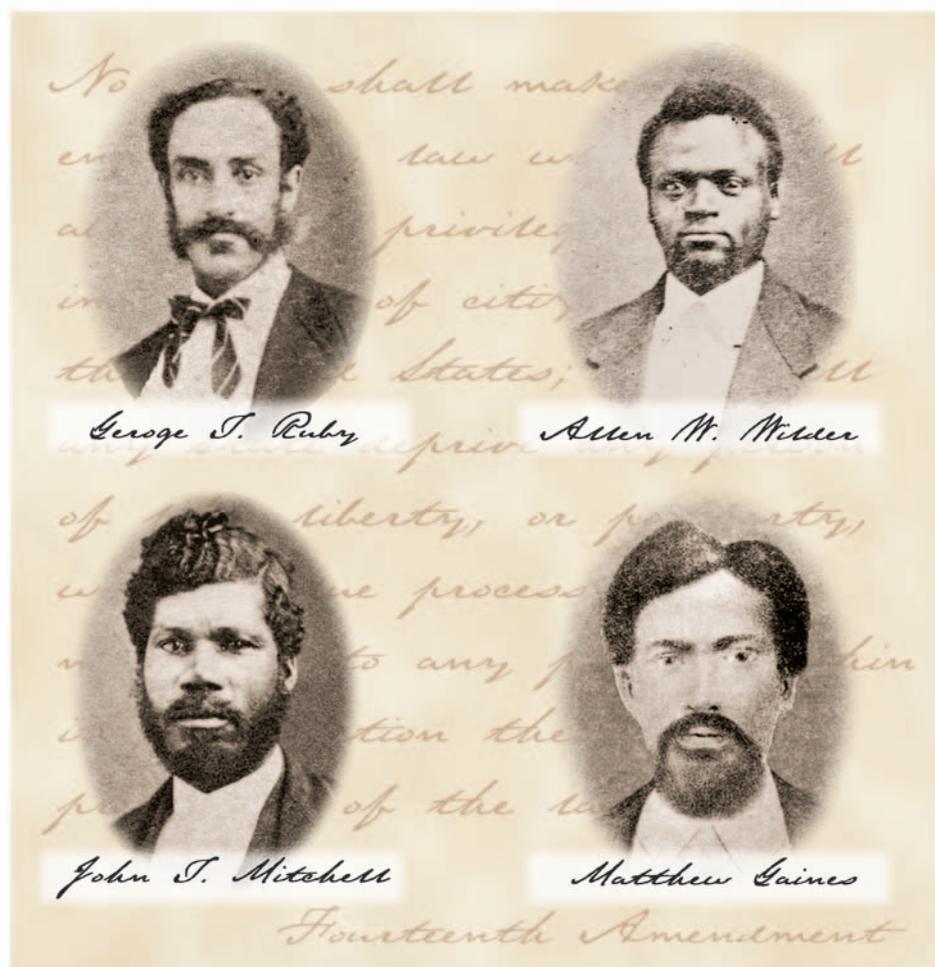
Those who opposed the Davis administration were called Redeemers because they wanted to redeem, or save, Texas from what they saw as the harmful actions of the Radical Republicans. Redeemers named Davis's legislative program the Obnoxious Acts. They feared that Davis would use the state police and militia against anyone who opposed him. They felt that he would appoint only Radicals to state offices and allow only newspapers that supported his programs to receive state printing contracts. Davis grew more and more unpopular.

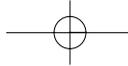
The End of Reconstruction

Delegates to the Democratic State Convention in February 1871 spoke out against what they called "unconstitutional and oppressive" activities of the Davis administration. They wanted to free Texans from "oppressive, ruinous, and unequal taxation." The Radical Republican legislature had indeed raised taxes. After years of war and Reconstruction, there was much the state needed to do. For one, it needed the income from taxes to run the state. But Texas property owners resented the taxes.

In elections in 1872, Democrats who were against Davis gained control of the legislature and eliminated the Obnoxious Acts. Davis ran for reelection in 1873. He was defeated by Democrat Richard Coke, a former Confederate officer, who won 67 percent of the vote.

- ▶ African Americans George T. Ruby and Matthew Gaines served in the Senate. John Mitchell and Allen Wilder served in the House. These Texans helped ratify the Fourteenth and Fifteenth Amendments, which secured the right to vote for all African American men. • **How do you think former slaves felt about African Americans becoming elected officials?**





Davis claimed that the election proceedings were not legal. The state Supreme Court agreed with him. Despite support from the state militia, Davis was unable to stop Coke from being sworn into office as governor on January 15, 1874. Davis asked President Grant to step in, but he refused. Davis finally surrendered his office on January 17. Reconstruction was over.

The Democrats quickly reversed many of the changes put in place by Davis. African Americans in particular soon lost much of the legal and political ground they had so recently gained.

The Constitution of 1876

The Redeemers wanted to remove all traces of the Radical Republicans. This meant changing the state constitution that had been adopted in 1869. In September 1875, 90 delegates were elected to a new constitutional convention. In reaction to Davis's administration, they stripped the governor and legislature of as much power as possible. They allowed the legislature to meet only every other year. The constitution also set aside land grants for education and to provide for homestead grants and railroad grants. This constitution was adopted on February 15, 1876.

The Constitution of 1876 still serves as Texas's constitution. The constitution severely limits the ability of the legislature to make changes in government services and powers except by an amendment. As a result, it has been amended more times than most state constitutions. To date, the Constitution of Texas has been amended about 400 times.



GOVERNOR DAVIS'S DEPARTURE

Davis's refusal to leave the capitol almost turned into a bloody event. Davis and his supporters barricaded themselves on the main floor of the building. Outside, tension mounted, and the militia was ready to seize the capitol. On January 13, Democrats gained access to the second floor. The new legislature organized and recounted the votes. On January 15, they officially declared Coke governor of Texas. Davis surrendered his position a few days later.

SECTION 3 ASSESSMENT

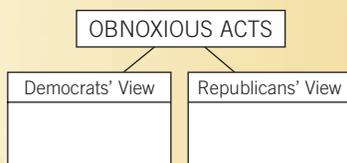
Terms & Names

Identify:

- Edmund J. Davis
- martial law
- Redeemers
- Obnoxious Acts
- Richard Coke
- Constitution of 1876

Organizing Information

Use a diagram like the one below to identify the two points of view regarding the Obnoxious Acts. In the first box, write the Democrats' views of the laws. In the second box, write Republican governor Davis's reasons for passing the laws.



Critical Thinking

1. What might have been the effect of allowing the Republican legislature to assign printing contracts?
2. Why did many Texans oppose Governor Davis?
3. In what ways did the Constitution of 1876 limit the power of the state government?

Interact with History

Review your response to *Interact with History* in your Texas Notebook. How were your expectations similar to or different from the changes Davis actually made?

ACTIVITY

Government

Divide the class into two groups: Radical Republicans and Democrats. Select two important issues of the late 1870s. Research them and debate each one.



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



CHAPTER



ASSESSMENT

TERMS & NAMES

Explain the significance of each of the following:

1. Emancipation Proclamation
2. Freedmen’s Bureau
3. Constitution of 1866
4. Black Codes
5. Thirteenth Amendment
6. Radical Republicans
7. Fourteenth Amendment
8. Edmund J. Davis
9. Richard Coke
10. Constitution of 1876

REVIEW QUESTIONS

Presidential Reconstruction (pages 324–327)

1. Why was General Granger’s order on June 19, 1865, significant to Texans?
2. What were the requirements for Reconstruction under President Johnson’s plan?

Congressional Reconstruction (pages 328–331)

3. What were the major provisions of the Reconstruction Act?
4. What changes to the state government were included in the Constitution of 1869?

A New Constitution (pages 333–335)

5. Why did many Democrats oppose Governor Davis’s administration?
6. What marked the end of Reconstruction in Texas?

READING SOCIAL STUDIES

After You Read

Review your completed chart. With a partner, discuss the differences between the Constitution of 1876 and the other Reconstruction plans. Why do you think this final plan was more appealing to Texans?

RECONSTRUCTION PLANS	
PLAN	PROVISIONS
Johnson	⋮
Radical Republican	⋮
Congressional	⋮
Davis	⋮
↓ ↓	
Constitution of 1876	⋮

CRITICAL THINKING

Analyzing Information

1. Why were members of the U.S. Congress upset by the Black Codes and the election by Texans of former Confederate leaders? How did Congress react to these events?

Compare and Contrast

2. How were the Constitutions of 1866, 1869, and 1876 alike? How were they different?

Drawing Conclusions

3. Why did Republicans feel that it was necessary to place Texas and other Southern states under military rule?

Synthesizing Information

4. What social, economic, and political effects did Reconstruction have in Texas?

VISUAL Summary

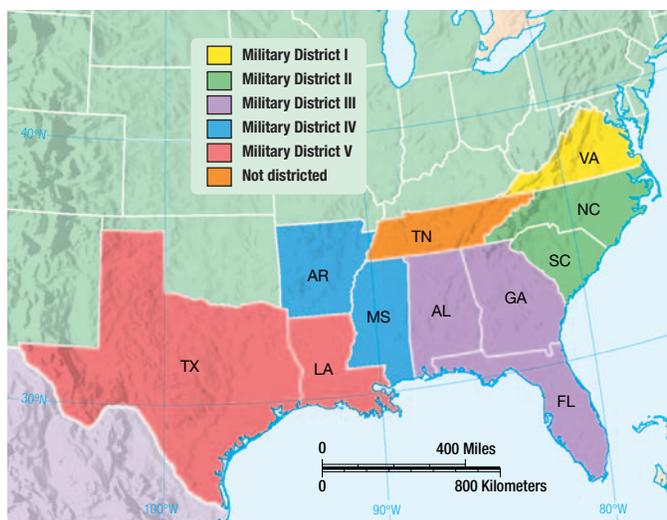


	Presidential Reconstruction	Congressional Reconstruction	Redemption
Plan	<ul style="list-style-type: none"> • Abolish slavery • Declare secession illegal • Cancel war debts • Require loyalty oath 	<ul style="list-style-type: none"> • Rule southern states with army • Require new state constitutions • Give African Americans the vote • Repeal the Black Codes 	<ul style="list-style-type: none"> • Remove Republicans from office • Rewrite state Constitution
Action in Texas	<ul style="list-style-type: none"> • Did not ratify 13th Amendment • Declared secession illegal • Cancelled wartime debts • Enforced loyalty oath • Enacted Black Codes • Elected Confederate leaders 	<ul style="list-style-type: none"> • Sent federal troops to Texas • Adopted Constitution of 1869 • Increased power of state government • Secured African American rights • Put Republicans in control 	<ul style="list-style-type: none"> • Elected Richard Coke as governor • Adopted Constitution of 1876 • Reduced power of state government 



MAP & GEOGRAPHY SKILLS

Applying Skills



1. What other state was in the same military district as Texas?
2. Which Confederate state was not included in a military district? Why do you think this happened?

SOCIAL STUDIES SKILLBUILDER

Interpreting Information

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

President Abraham Lincoln,
Emancipation Proclamation, January 1, 1863

1. What is meant by the words “the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons”?
2. What is the main idea of the excerpt?



CHAPTER PROJECT

Solving the Problems of Reconstruction

Texas and the other Southern states faced many challenges during Reconstruction. Choose one of the following obstacles that Texas faced: establishing equal rights for African Americans, helping former slaves adjust to freedom, writing a new constitution that would allow Texas to be readmitted to the Union, or resolving the conflict between Republicans and Democrats in the state. Then use the problem-solving process to identify one way that Texans could have resolved the problem. Gather information. List the options. Consider the advantages and disadvantages of each option. Determine the best solution.



SCIENCE, TECHNOLOGY & SOCIETY ACTIVITY

Changes in Communication

After the Civil War many freed slaves placed advertisements in newspapers to locate friends or relatives from whom they had been separated. Many were unsuccessful. Think about all the technology that is available today that can be used to locate a person. Conduct an online search of agencies and organizations that can help reunite people, and then organize your resources into a class list. Compare ways of locating a missing person 100 years ago to current resources.



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



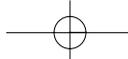
CITIZENSHIP ACTIVITY

Civil Rights

After the Civil War many people, including Republicans in Congress, worked to protect the rights of African Americans. However, laws such as the Black Codes were passed to limit the rights of African Americans. Conduct research online or in your school library to find out more about what life was like for many African Americans after the Civil War. Write a brief report based on your findings.



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



Identifying Bias

LEARNING *the Skill*

This skillbuilder will help you answer questions that ask you to identify bias. You show bias when you favor one thing over another. For example, you might have a bias toward one brand of athletic shoes.

You may have a bias in favor of the brand of running shoes that you wore when you won a race. However, if you had rubbed a blister on your heel, you could have a bias against that brand of running shoes. A bias is a strong feeling either for or against something.

People and organizations can have biases. Sometimes sources such as articles or political cartoons show a certain bias. Biases can be toward historical figures, politicians and political parties, government policies and issues, or almost any other topic. The important thing is to recognize bias when you encounter it.

- 2** “To secede from the Union and set up another government would cause war. If you go to war with the United States, you will never conquer her. . . . It will take the flower of the country—the young men.”
- 1** *Governor Sam Houston, speech*
- 3** Sam Houston had a bias against secession and war. He was trying to influence Texans to remain part of the United States and to avoid a costly and bloody war.

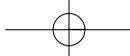
The 3-P Way to Identify and Deal with Bias

- 1** Identify the **provider** of the information. If the source is provided by an individual or organization that you know has a strong bias, the information probably shows a strong bias.
- 2** Consider the **presentation**. Information can be presented in a way that is objective (without bias) or subjective (with bias). An author may use strong, emotionally charged words to bias readers.
- 3** Ask yourself what **purpose** the material serves. Sources such as your textbook are written to inform without bias. Sometimes, however, individuals or groups provide information with the intention of supporting or teaching a certain bias.

PRACTICING *the Skill*

Use your understanding of bias along with your knowledge of social studies to answer the question. **Read the question and answer explanations that follow to help you answer the TAKS practice questions on the following page.**

- 1** Which of these would have been most likely to bias people with antislavery views in the Northeast against the annexation of Texas by the United States?
- A** a pamphlet describing life on a large cotton plantation in Texas
- B** a newspaper article telling that every family in Texas owns hundreds of slaves
- C** a free African American describing his farm in Texas
- D** a political cartoon showing Texas as oversized compared with the rest of the United States
- A** Incorrect. Such a pamphlet could be factual and show no bias.
- B** **Correct.** A newspaper article detailing the number of slaves in Texas would bias Northeasterners with antislavery views against annexing Texas.
- C** Incorrect. This would probably not show any bias against annexing Texas.
- D** Incorrect. The political cartoon might bias people against Texas because of its size.



APPLYING *the Skill*

Use your understanding of bias and your knowledge of social studies to answer the questions on this page.

. . . Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war. . . .

*President James K. Polk,
message to Congress, May 11, 1846*

- 1 Which words in this address were probably meant to bias listeners?
 - A Mexico, hostilities
 - B invaded, blood
 - C proclaimed, commenced
 - D nations, war
- 2 Which person's account of the U.S. war with Mexico is most likely to be unbiased?
 - F member of the Daughters of the Republic of Texas
 - G descendant of James Bowie
 - H descendant of General Mariano Arista
 - J member of a university history department
- 3 The banner of the Know Nothing Party displayed the phrase, "Native Americans Beware of Foreign Influence." The Know Nothing Party showed a bias —
 - A against Native Americans on reservations.
 - B in favor of U.S. foreign policy.
 - C against immigration to the United States.
 - D in favor of Native Americans moving to Europe.
- 4 Which book might have been written to influence opinions about slavery in the United States?
 - F *Lone Star: A History of Texas*
 - G *The Story of Tobacco Farming*
 - H *My Life as a Slave*
 - J *A Journey Through Africa*

Identify three important political or social issues covered in Unit 4. For each one, write a brief paragraph describing your personal biases related to the issue.