

# LESSON 12

## Back to Business After Reconstruction

- *Capital and Labor*

### SOCIAL STUDIES TEKS

4 - 5, 8, 11, 12, 21, 22, 23

7 - 6, 12, 21, 22, 23

8 - 23, 29, 30

### STAAR

4, 7 - Writing - 1, 2, 3

4, 7, 8 - Reading - 1, 2, 3

8 - Social Studies - 2

### INSTRUCTIONAL SUGGESTIONS

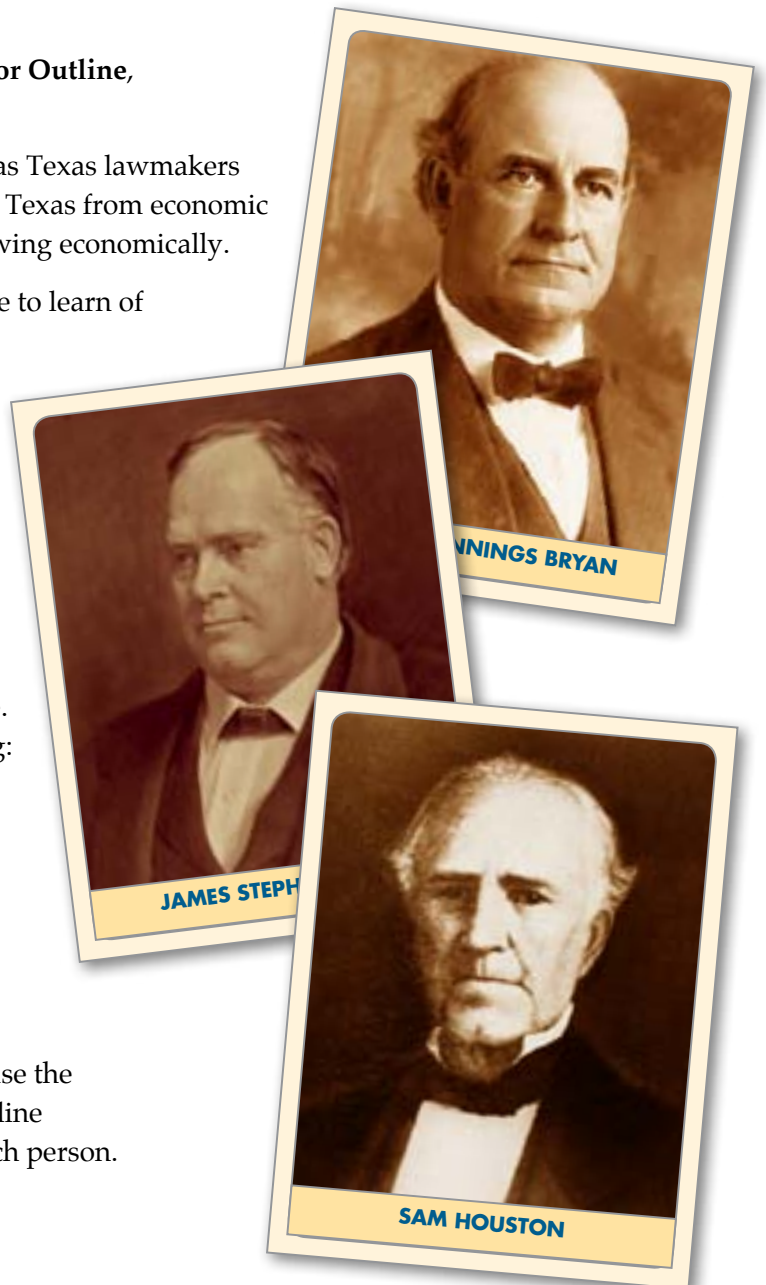
1. Students will complete the **Capital and Labor Outline**, using the “Capital and Labor” section.
2. Students will use **What Do You Cut?** to act as Texas lawmakers who must cut government spending to save Texas from economic ruin but keep enough for Texas to keep growing economically.
3. Make baseball cards for the following people to learn of this time period:

Jay Gould  
James Stephen Hogg  
James Weaver  
Norris Wright Cuney  
Andrew Jackson  
Sam Houston  
William Jennings Bryan

Using note cards, students will draw illustrations of each person on the plain side. On the lined side, they will list the following:

Name:  
Business owned or political party:  
Known for:  
Good for Texas or bad for Texas

The final item allows the student to determine if that person made a positive or negative impact on our state. Students can use the “Capital and Labor” reference index and online sources for additional information about each person.



## Capital and Labor Outline

### I. Constitutional Convention 1875

- A. Purpose was to rewrite the \_\_\_\_\_.
- B. Curtailments included
1. Salaries of public \_\_\_\_\_,
  2. \_\_\_\_\_,
  3. Election of \_\_\_\_\_ rather than appointment,
  4. State \_\_\_\_\_ programs,
  5. \_\_\_\_\_ bureau, and
  6. Destruction of the \_\_\_\_\_.
- C. Accomplishments
1. \_\_\_\_\_ were to be common carriers and subject to \_\_\_\_\_.
  2. The \_\_\_\_\_ were re-established.

### II. Economy

- A. The backbone of the state's economy was the \_\_\_\_\_.
- B. Federal monetary policy
1. Issuance of \_\_\_\_\_ brought a business boom but also increased \_\_\_\_\_.
  2. In 1879, the nation returned to the \_\_\_\_\_.
  3. \_\_\_\_\_ declined between 1873 and 1891.
  4. In the 1870s, \_\_\_\_\_ values and \_\_\_\_\_ prices dropped.
- C. Land policy
1. The number of \_\_\_\_\_ doubled and the number of \_\_\_\_\_ tripled.
  2. The much-criticized \_\_\_\_\_ - \_\_\_\_\_ system was developed.
- D. Railroads
1. The \_\_\_\_\_ & \_\_\_\_\_ and the \_\_\_\_\_ - \_\_\_\_\_ railroads changed the states' trade patterns.
  2. North Texas had direct access to markets in \_\_\_\_\_ and the \_\_\_\_\_.

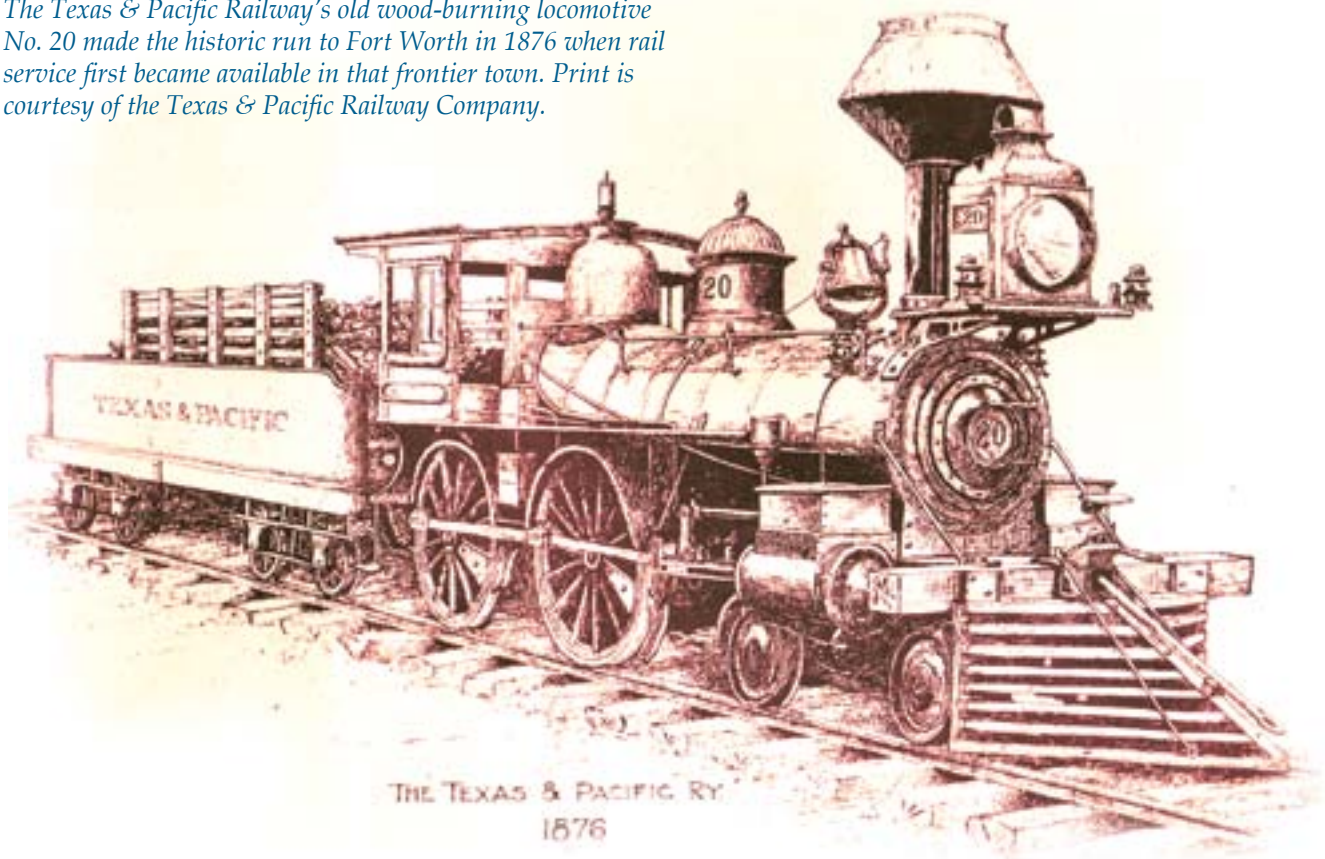


## Capital and Labor Outline (continued)

### E. Politicians

1. \_\_\_\_\_ was neither a Confederate veteran nor tied to past party policies.
2. The \_\_\_\_\_ was evident.
3. Use of \_\_\_\_\_ grew.
  - a. Its purpose was to limit blacks' access to \_\_\_\_\_.
  - b. They required railroads to provide \_\_\_\_\_ accommodations for blacks and whites.
4. Since the farmers felt that Hogg had not gone far enough in the reform movement, the \_\_\_\_\_ was formed.
5. In 1883, \_\_\_\_\_ was the leader of the Texas Republicans.
6. By 1896, the Populist Party fused with the \_\_\_\_\_.

*The Texas & Pacific Railway's old wood-burning locomotive No. 20 made the historic run to Fort Worth in 1876 when rail service first became available in that frontier town. Print is courtesy of the Texas & Pacific Railway Company.*



# Capital and Labor — What Do You Cut?

**Directions:** Students must act as Texas Lawmakers in 1875 charged with the decision of how to save money in Texas. Total cuts must equal at least \$6 million dollars but not harm the future of Texas. As they determine what to keep and what to cut, they must give their explanation for why it was chosen and what they think will be the lasting results of those cuts. Use the section “Capital and Labor.”

**BUDGET ITEM:**

Governor Salary

**TOTAL YEARLY MONETARY**

**COST/ BENEFITS:**

\$45,000/year. Ensures that the leader of the state can meet other financial responsibilities while in office. A strong pay deters possible corruption.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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**BUDGET ITEM:**

Congressional Secretaries

**TOTAL YEARLY MONETARY**

**COST/ BENEFITS:**

\$200,000/year. Gives the Congress more organization, more time to work on lawmaking rather than the day to day office activities.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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# Capital and Labor — What Do You Cut? (continued)

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**BUDGET ITEM:**

State Courts

**TOTAL YEARLY MONETARY**

**COST/ BENEFITS:**

\$1,000,000/year. Ensures that citizens receive safe and speedy trials.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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**BUDGET ITEM:**

Texas Rangers

**TOTAL YEARLY MONETARY**

**COST/ BENEFITS:**

\$400,000/year. Act as police protecting Texans from those that wish to do harm. Peace keepers.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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# Capital and Labor — What Do You Cut? (continued)

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**BUDGET ITEM:**

State Support for Schools

**TOTAL YEARLY MONETARY COST/ BENEFITS:**

\$2,000,000/year. Keeps the promise that every child has the right to receive an education. Ensures future generations are competitive in the economy.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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**BUDGET ITEM:**

State Support for Universities

**TOTAL YEARLY MONETARY COST/ BENEFITS:**

\$1,500,000/year. Universities educate generations preparing them for professional degrees and future leadership positions in all career fields. They are a hotbed of scientific research, keeping the state a leader in technology and science. State money keeps tuition prices lower to make it possible for everyone to attend.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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# Capital and Labor — What Do You Cut? (continued)

**Directions:** Students must act as Texas Lawmakers in 1875 charged with the decision of how to save money in Texas. Total cuts must equal at least \$6 million dollars but not harm the future of Texas. As they determine what to keep and what to cut, they must give their explanation for why it was chosen and what they think will be the lasting results of those cuts. Use the section “Capital and Labor.”

**BUDGET ITEM:**

Road Improvements

**TOTAL YEARLY MONETARY COST/ BENEFITS:**

\$2,000,000/year. Roads give businesses a way to safely transport goods from one place to another. They enable the military to move armies quickly. They connect the state to outside business.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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**BUDGET ITEM:**

State Parks

**TOTAL YEARLY MONETARY COST/ BENEFITS:**

\$600,000/year. Preserve the natural environment and give citizens safe places to enjoy the natural wonders of their state.

**CUT (C) OR KEEP (K):** \_\_\_\_\_

**EXPLANATION FOR DECISION:**

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**POSSIBLE LASTING RESULTS:**

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