

LESSON 12

TEXAS ALMANAC TEACHERS GUIDE

Back to Business After Reconstruction

- *Capital and Labor*

INSTRUCTIONAL SUGGESTIONS

1. **OUTLINE:** Students will complete the **Capital and Labor Outline**, using the “Capital and Labor” section of “A Brief Sketch of Texas History” in the Texas Almanac.
2. **BUDGET CUTS:** Students will use **What Do You Cut?** to act as Texas lawmakers who must cut government spending to save Texas from economic ruin but spend enough for Texas to keep growing economically.
3. **“BASEBALL” CARDS:** Make “baseball cards” from note cards for the following people to learn about this time period:

William Jennings Bryan

Norris Wright Cuney

Jay Gould

James Stephen Hogg

Sam Houston

Andrew Jackson

James Weaver

Using the 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 or bad for Texas and why

The final item allows students to determine if each person made a positive or negative impact on our state. Students may use the General Index of the Texas Almanac and other resources to find out additional information about each person.

SOCIAL STUDIES TEKS

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

7 - 6, 12, 21, 22, 23

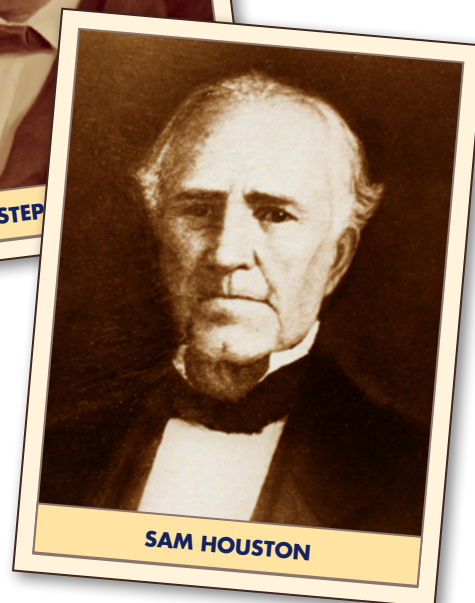
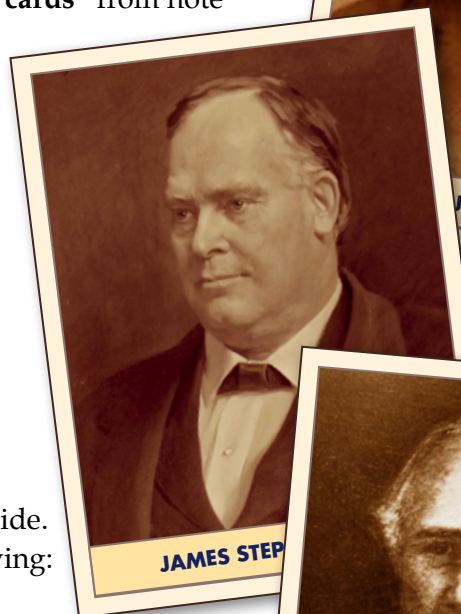
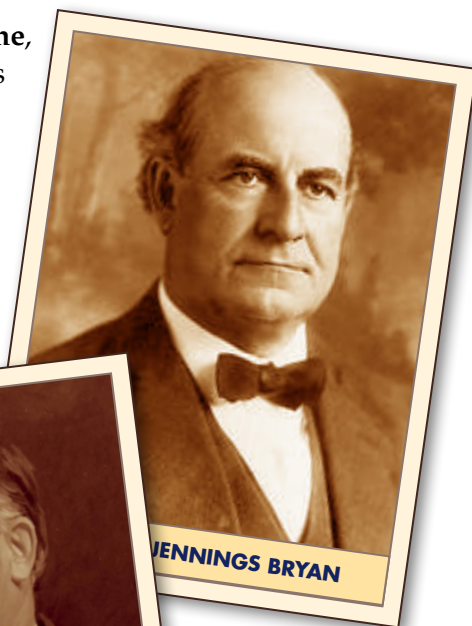
8 - 23, 29, 30

STAAR

4, 7 - Writing - 1, 2, 3

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

8 - Social Studies - 2



Lesson 12 – Back to Business After Reconstruction

STUDENT ACTIVITY

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 _____ .



Lesson 12 – Back to Business After Reconstruction

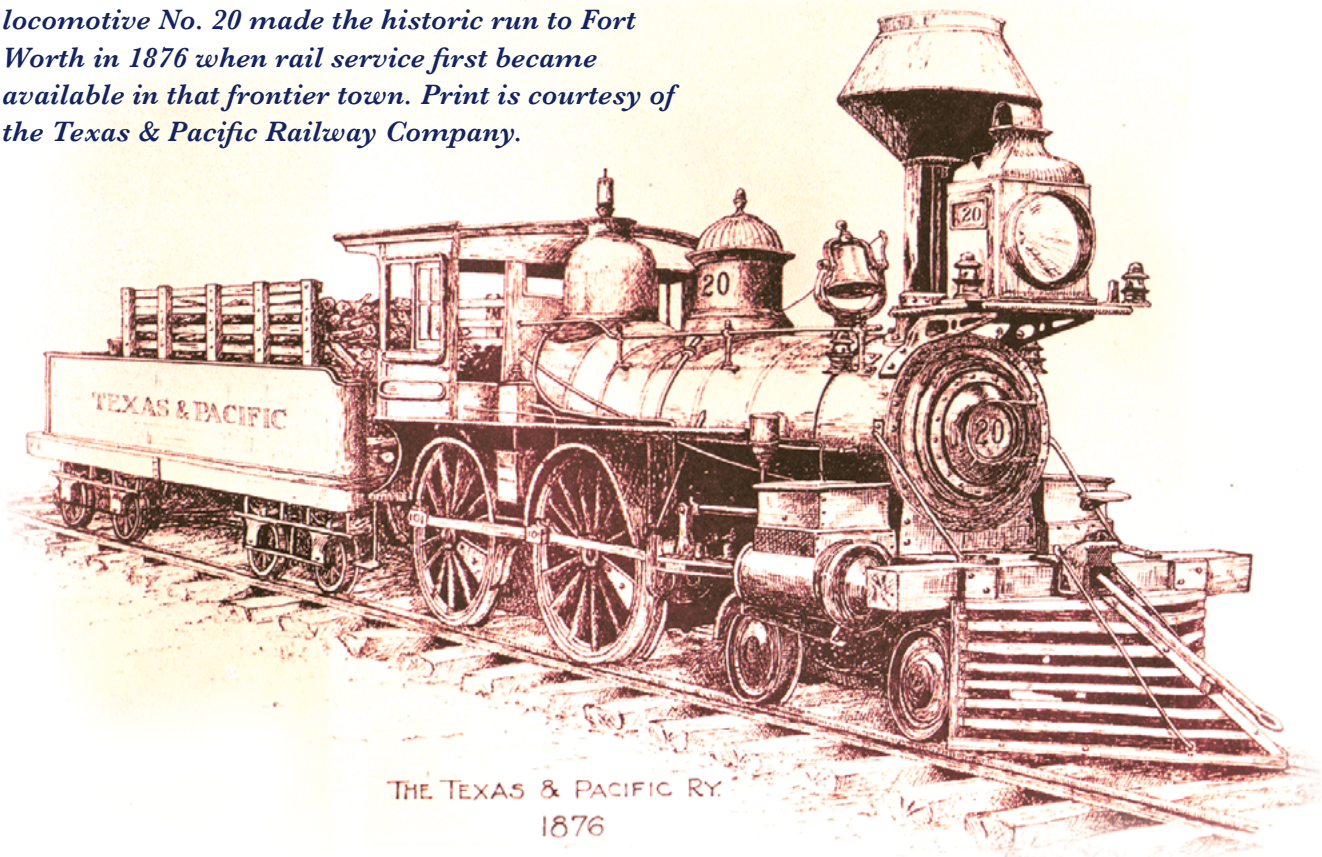
STUDENT ACTIVITY

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. Their purpose was to limit blacks' access to _____
 - b. They required railroads to provide _____ accommodations for blacks and whites.
4. Because farmers believed 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.



Lesson 12 – Back to Business After Reconstruction

STUDENT ACTIVITY

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” in “A Brief Sketch of Texas History.”

BUDGET ITEM:

Governor’s Salary

TOTAL YEARLY MONETARY COST/BENEFITS:

\$45,000 per 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:

POSSIBLE LASTING RESULTS:

BUDGET ITEM:

Congressional Secretaries

TOTAL YEARLY MONETARY COST/BENEFITS:

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

CUT (C) OR KEEP (K): _____

EXPLANATION FOR DECISION:

POSSIBLE LASTING RESULTS:

Lesson 12 – Back to Business After Reconstruction

STUDENT ACTIVITY

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” in “A Brief Sketch of Texas History.”

BUDGET ITEM:

State Courts

TOTAL YEARLY MONETARY

COST/BENEFITS:

\$1,000,000 per year. Ensure that citizens receive fair and speedy trials.

CUT (C) OR KEEP (K): _____

EXPLANATION FOR DECISION:

POSSIBLE LASTING RESULTS:

BUDGET ITEM:

Texas Rangers

TOTAL YEARLY MONETARY

COST/BENEFITS:

\$400,000 per year. Protect Texans from those who wish to do harm. Peace keepers.

CUT (C) OR KEEP (K): _____

EXPLANATION FOR DECISION:

POSSIBLE LASTING RESULTS:

Lesson 12 – Back to Business After Reconstruction

STUDENT ACTIVITY

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” in “A Brief Sketch of Texas History.”

BUDGET ITEM:

State Support for Schools

TOTAL YEARLY MONETARY COST/BENEFITS:

\$2,000,000 per 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:

POSSIBLE LASTING RESULTS:

BUDGET ITEM:

State Support for Universities

TOTAL YEARLY MONETARY COST/BENEFITS:

\$1,500,000 per year. Educates generations, preparing them for professional degrees and future leadership positions in all career fields. Universities are a hotbed of scientific research that keeps the state a leader in technology and science. State money keeps tuition prices lower, making it possible for more people to attend.

CUT (C) OR KEEP (K): _____

EXPLANATION FOR DECISION:

POSSIBLE LASTING RESULTS:

Lesson 12 – Back to Business After Reconstruction

STUDENT ACTIVITY

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” in “A Brief Sketch of Texas History.”

BUDGET ITEM:

Road Improvements

TOTAL YEARLY MONETARY COST/BENEFITS:

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

CUT (C) OR KEEP (K): _____

EXPLANATION FOR DECISION:

POSSIBLE LASTING RESULTS:

BUDGET ITEM:

State Parks

TOTAL YEARLY MONETARY COST/BENEFITS:

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

CUT (C) OR KEEP (K): _____

EXPLANATION FOR DECISION:

POSSIBLE LASTING RESULTS:
