

TEKS Cluster: Civil War and Reconstruction

7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction.

Causes of the Civil War

- ❖ 7.5(A)* explain the central role the expansion of slavery played in the involvement of Texas in the Civil War
Readiness Spiral Standards: 7.1(A), 7.16(A)

Events of the Civil War in Texas

- ❖ 7.5(B)* identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch
Readiness Spiral Standard: 7.8(C)
Supporting Spiral Standards: 7.1(B), 7.8(A)

Effects of the Civil War: Reconstruction

- ❖ 7.5(C)* explain the political, economic, and social effects of the Civil War and Reconstruction in Texas
Readiness Spiral Standard: 7.1(A)

Student Expectations

- ❖ 7.5(A)* explain the central role the expansion of slavery played in the involvement of Texas in the Civil War (R)

Connected Spiral Standards

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Texas in the Civil War and Reconstruction ... 7.1(A)
- identify different points of view of political parties and interest groups on important Texas issues, past and present 7.16(A)*

Academic Vocabulary

Vocabulary	Terms
secession sectionalism slavery states' rights tariffs	Confederate States of America Union

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts	Timeline

Content Builder

- This cluster addresses the causes of the Civil War in the Civil War and Reconstruction era. Slavery in the United States played a central role in the development of the Civil War. In addition to slavery, students need to be able to define and describe how the issues of states' rights, sectionalism, and tariffs led to secession of the southern states to form the Confederate States of America and the outbreak of civil war in the United States.
- Tensions between northern and southern states intensified greatly between 1832 (Nullification Crisis, before Texas was a state) and 1861. Use the PEGS acronym when teaching the causes of the Civil War:
 - Political (P): Texans believed in the state's right to make political and economic decisions without federal interference. Texans, like other states, placed greater importance on the success of the region (or section) of the country rather than the nation as a whole.
 - Economic (E): Texas was an agricultural state, and although most farmers in Texas did not own slaves, large plantations and their wealthy owners dominated politics and decision-making. Historically as a Mexican state, then a Republic and now a U.S. state, Texas allowed slavery. Additionally, protective tariffs drafted by northern politicians hurt the southern economy as they struggled against foreign competition. Northern goods were protected by the higher tariffs in an economic structure subtly reminiscent of mercantilism.
 - Geographical (G): The geographic location of Texas was not only far-removed from the Union, but the physical geography of the state lent itself to agricultural dependency.
 - Social (S): Immigration patterns – most Texans emigrated from southern parts of the U.S. and many still had family ties to parts of the South.

Instructional Implications

When you teach Causes of the Civil War, remember to:

- Define and apply key terms to the issues facing Texans in this era. Make sure students make connections between the issues and why Texas voted for secession.
- Using the text of the Texas Declaration of Secession as a primary source, analyze reasons for secession as stated at the time. Creating a word cloud of the text (or using a website like Wordle.net) provides a visual summary.
- Use a graphic organizer (e.g., a Venn Diagram or a T-chart) to help students examine an issue and determine the point of view held by various groups regarding that issue; compare the points of view held and expressed by opposing political parties or interest groups.
- Interpret physical, political, and special-purpose maps; make connections between the physical and human characteristics of places and the physical and human geographic distributions (of landforms, people, resources, etc.) that exist in Texas.

Learning from Mistakes

Students may make the following mistakes:

- Knowing slavery was a central cause of the Civil War, but not being able to identify the other causes, including sectionalism, states' rights, and tariffs
- Not understanding that the concept of sectionalism was not limited to the South and that northern preferences, political points of view, etc. also illustrate the concept of sectionalism

Student Expectations

- ❖ 7.5(B)* identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch (S)

Connected Spiral Standards

- explain the significance of the following dates: ... 1861, Civil War begins 7.1(B)
- locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions 7.8(A)
- analyze the effects of physical and human factors such as climate, weather, land-forms, irrigation, transportation, and communication on major events in Texas 7.8(C)*

Academic Vocabulary

Vocabulary	Terms
blockade	1861-1865 Battle of Galveston Battle of Palmito Ranch Battle of Sabine Pass Civil War

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
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Content Builder

- The battles named in this standard reflect some of Texas' contributions to the Confederate States of America.
- Physical and human geographic factors greatly affected Texas' role in the Civil War; therefore, associating regional characteristics, mapping skills, and landmarks to each event will help students with geospatial reasoning.
- Events:
 - Battle of Galveston: Beginning in July, 1861, the Union navy began to blockade the chief Texas port, Galveston. By October, the Union general demanded surrender. The Union maintained control of Galveston until January 1, 1863, resulting in great economic struggle. On New Years', 1863, Brig. General John B. Margruder, with the assistance of Thomas Green, used steamships outfitted with cotton bales (cotton clads) to disguise the artillery. The Confederates took back the port from the Union army.
 - Battle of Sabine Pass: In September 1863, 4,000 Union troops were sent from New Orleans in an attempt to gain strategic position at Sabine Pass, where the Sabine River, railroad lines, and proximity to both Houston and the Gulf of Mexico could serve to secure Union control over that part of Texas. The Union army was met with intense gunfire by the Davis guards who managed to capture 300 Union prisoners along with two gun boats. The Union army retreated back to New Orleans.
 - Battle of Palmito Ranch: The final battle of the Civil War took place at Palmito Ranch, outside of Brownsville, just over a month after General Lee's surrender. At the same time, the Texas governor authorized Kirby Smith to disband the army. The battle lasted only about four hours and resulted in over 30 Union casualties and over 100 Union prisoners. With only a dozen wounded soldiers, the Confederates saw the victory, but were forced to negotiate a truce only days later.

Instructional Implications

When you teach Events of the Civil War in Texas, remember to:

- Sequence events and interpret the critical nature of the conflicts by using timelines of events, maps showing the location of key battles, and other thematic data (e.g., military and civilian resources).
- Consider battle locations in relation to most Texas families, economic activity (trade with Mexico, farming, ranching, etc.).
- Discuss why battle sites were significant to the area they were fought. What implications would this site have had/did have on economic or military activity in the state?
- Ask: Although abundant railroad lines in the North were an essential component in victory, how might so few railroads at the time have been favorable to Texas in the long run?
- Note the relationships between political, economic, geographic, and social factors that played a role in the Civil War.
- Provide students opportunities to identify how each of the events connected to the fighting – both in Texas and in the larger context of the war – and the ultimate defeat of the Confederacy.
- Emphasize student use of absolute and relative chronology, specifically, 1861-1865.

Learning from Mistakes

Students may make the following mistakes:

- Thinking that the Battle of Palmito Ranch was fought due to a lack of communication regarding the end of the Civil War, rather than the firm determination to continue the fight

Student Expectations

- ❖ 7.5(C)* explain the political, economic, and social effects of the Civil War and Reconstruction in Texas (R)

Connected Spiral Standards

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Texas in the Civil War and Reconstruction ... 7.1(A)

Academic Vocabulary

Vocabulary	Terms
abolish	13th Amendment
blockade	14th Amendment
economic effects	15th Amendment
marshall law	Civil War
military districts	Confederate States of America
political effects	Radical Republicans
slavery	Reconstruction
social effects	Union
states' rights	

Stimulus

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Learning from Mistakes

Students may make the following mistakes:

- Not understanding that events may have multiple political, economic, and social effects
- Not recognizing overlapping eras (as the growth of the cotton, cattle, and railroad industries occur prior to and during the Civil War and Reconstruction)

Content Builder

- Students need to be able to distinguish between the political, economic, and social/cultural effects of the Civil War (1861-1865) and Reconstruction (1865-1876). Although all sections of the country were affected by the Civil War and Reconstruction, political, economic, and social effects are most evident in the South.
- Civil War:
 - Political – When the southern states seceded from the North, a new Constitution was drafted and a government was structured that closely modeled the provisions in the United States Constitution. Jefferson Davis was elected President of the Confederacy. Many soldiers and officers formally of the United States military were commissioned in the Confederate military. Additionally, due to the smaller size of the Confederacy and representation thereof, Texas had greater opportunity to exhibit political influence.
 - Economic – High attention to the war effort resulted in inadequate agricultural production. Though slavery was a significant part of the economy in eastern Texas, much of the state was slowly becoming more economically diversified (this proved more favorable after the war). Various blockades across the South (e.g., the Galveston Blockade) were significant deficits to the South Texas economy; shortages of everyday goods were widespread. Without the ability to import manufactured goods from the North, Governor Francis Lubbock employed prison labor to weave necessary uniforms for the Confederacy, though production levels were far short of demand. Texas was able to maneuver some of the Union blockades by ferrying cotton down the Rio Grande (which could not be blockaded by the Union as Mexico was not at war with the United States), a business that made many on both sides of the border very wealthy. Additionally, food and other supplies were traded with Mexico during and immediately after the war— a geographic benefit unique to Texas as a Confederate state.
 - Social/Cultural – During the war, most fighting took place in the South with some key battles on Texas soil. Approximately 90,000 of the state's 421,000 free population fought in the war, leaving many women and girls to run households and farms. The slave population was approximately 30 percent of the total population in Texas, and only about 28 percent of the families in Texas (primarily located in eastern Texas) were slave owners. Because some Texans were culturally connected with the Union, some Texans fought for the Union.
- Reconstruction:
 - Political – Following the Civil War, the Confederacy was divided into military districts under martial law (Texas was the 5th military district). Each Confederate state was required to abide by presidential and congressional Reconstruction policies, including adopting a new state constitution (the Texas Constitution of 1876 is still in effect) and ratifying the Reconstruction Amendments (13th through 15th).
 - Economic – Though the Texas economy still suffered from the defeat of the Confederacy, Texans in general were able to recover much more quickly than other southern states. Far less of the Texas landscape was affected adversely by the war, and the economy was quick to respond to the growing demand for cotton, cattle, and the expansion of railroads. Tenant farming and sharecropping increased and later adversely affected the poorest citizens. Cheaper land and demand for jobs resulted in increased immigration to Texas.
 - Social/Cultural – The 13th amendment abolished slavery. The 14th amendment was created in response to southern state legislatures enacting Black Codes; it extended citizenship rights to former slaves and established due process under the law. The 15th amendment extended voting rights to black male citizens and was enacted so that southern states could not deny voting rights after martial law ended. However, the strong Democrat party in the South generally ignored the provisions of the 14th and 15th amendments, using poll taxes, literacy tests, intimidation, lynching, and the rise of the KKK set the stage for resentment and injustices that would affect life for millions of Americans well into the 20th century. The Freedman's Bureau helped freed slaves to find work, medicine, and a place to live.

Instructional Implications

When you teach Effects of the Civil War: Reconstruction, remember to:

- Review political (government, lawmaking, conflict resolution, and distribution of power and/or decisionmaking (voting) for a group of people), economic (money, taxes, and production of goods and services), and social (culture, work, lifestyle, families, and personal freedoms).
- Explore the concepts of federalism and states' rights (10th amendment) by comparing and contrasting through the lens of the United States Constitution and the lens of the Confederate Constitution.
- Use the text of the 13th, 14th, and 15th amendments to show excellent primary source examples of the political, economic, and social effects of Reconstruction. Allow students to analyze these amendments and draw inferences and conclusions.
- Provide opportunities for students to analyze results by political, economic, and social categorization of effects (e.g., number of casualties, Juneteenth, martial law, Freedman's Bureau, sharecropping, rise of the KKK, new voting patterns, Black Codes, rise of the cattle industry, etc.).
- Have students respond to a writing prompt: After analyzing the political, economic, or social effects of the Civil War, which type of effect do you feel had the greatest impact on shaping life in Texas (the United States) after the Civil War/Reconstruction? Support your thinking with specific examples.