Grade 04 Social Studies Unit 08 Exemplar Lesson 02: The Civil War and Reconstruction in Texas

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Students explain the issues and impact of the Civil War and Reconstruction on Texas. Students examine the political, economic, and social changes that influenced Texas.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g., sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

<table>
<thead>
<tr>
<th>4.4</th>
<th>History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4A</td>
<td>Describe the impact of the Civil War and Reconstruction on Texas.</td>
</tr>
<tr>
<td>4.16</td>
<td>Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</td>
</tr>
<tr>
<td>4.16D</td>
<td>Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</td>
</tr>
<tr>
<td>4.19</td>
<td>Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</td>
</tr>
<tr>
<td>4.19A</td>
<td>Identify the similarities and differences among various racial, ethnic, and religious groups in Texas.</td>
</tr>
</tbody>
</table>

Social Studies Skills TEKS

<table>
<thead>
<tr>
<th>4.21</th>
<th>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21B</td>
<td>Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</td>
</tr>
<tr>
<td>4.21C</td>
<td>Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</td>
</tr>
<tr>
<td>4.22</td>
<td>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</td>
</tr>
<tr>
<td>4.22B</td>
<td>Incorporate main and supporting ideas in verbal and written communication.</td>
</tr>
<tr>
<td>4.22D</td>
<td>Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</td>
</tr>
<tr>
<td>4.22E</td>
<td>Use standard grammar, spelling, sentence structure, and punctuation.</td>
</tr>
</tbody>
</table>

GETTING READY FOR INSTRUCTION

Performance Indicators

Pretend you are a reporter for a local Texas newspaper. Design and create the front page of the paper to highlight the political, economic, and social impact of the Civil War and Reconstruction on Texas.

Standard(s): 4.4A, 4.16D, 4.19A, 4.21B, 4.21C, 4.22B, 4.22D, 4.22E

ELPS c.1A, ELPS c.1E

Key Understandings
Political, economic, and social changes occurred in Texas due to conflict.

— How did the Civil War and Reconstruction impact Texas politically, economically, and socially?
— What is the origin and significance of Juneteenth?

Vocabulary of Instruction

- civil war
- reconstruction
- confederacy
- states’ rights
- federal government
- secede
- Juneteenth
- amendment

Materials

- See Notes to Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Handout: Civil War and Reconstruction: Bean Bingo Game (1 per student)
- Teacher Resource: PowerPoint: Civil War and Reconstruction
- Teacher Resource: Civil War and Reconstruction in Texas (optional)
- Teacher Resource: Reconstruction Problems in Texas (optional)
- Handout: Civil War and Reconstruction Card Sort Game (1 set per group)
- Handout: Civil War and Reconstruction Newspaper Template (1 per student)
- Handout: Texas Newspaper Check-Off List (1 per group)

Resources

- The Handbook of Texas Online TSHA: http://www.tshaonline.org/handbook/online
- Teaching Texas: http://teachingtexas.org/
- Texas Almanac: http://www.texasalmanac.com

Advance Preparation

1. Teachers will need to become familiar with the content and procedures for this lesson.
2. Refer to the Instructional Focus Document for specific content to include in this lesson.
3. Choose appropriate sections in the textbook and other classroom and library resources to support learning about historical eras and geography.
4. Preview websites according to district guidelines.
5. Prepare attachment(s) as necessary.

Background Information

Texas became part of the United States in 1845. At the time, the issue of slavery created conflicting points of view in the United States. These conflicting points of view led to a civil war that left over 600,000 dead.

Juneteenth – On June 19, 1865, the first U.S. troops sent to occupy Texas after the Civil War landed in Galveston. General Gordon Granger read the Emancipation Proclamation, thus freeing the nearly 250,000 slaves in Texas. Even though President Abraham Lincoln had issued the proclamation in 1863 (most historians feel this was a military move), it had had very little effect in Texas until the federal troops arrived. The first celebrations in 1866 were in Galveston and a few other communities. Over time Juneteenth has developed into a day of celebration of freedom. June 19th was authorized as a state holiday in 1979 and signed by Governor William P. Clements, Jr.

Reconstruction (1867-1877) – From 1865 to 1877, the United States confronted the problems of readmitting the southern states to the Union and integrating freed slaves into society. The emancipation of slaves left thousands of people without work or income. One of the biggest challenges was creating an economic system to provide for labor and a way to get farms back into production.
Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

### INSTRUCTIONAL PROCEDURES

**ENGAGE – Civil War and Reconstruction in Texas**

<table>
<thead>
<tr>
<th>Notes for Teacher</th>
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<tbody>
<tr>
<td><strong>NOTE:</strong> 1 Day = 50 minutes</td>
</tr>
<tr>
<td><strong>Suggested Day 1 – 10 minutes</strong></td>
</tr>
</tbody>
</table>

1. Project various images of the American Civil War including a map of the United States during the American Civil War. (Note: The map should distinguish between the Union States and the Confederate States and include battle sites.)
2. Students participate in a class discussion based on the map and questions such as:
   - What are your immediate observations when looking at this map?
   - Why might the country be divided into two sections?
   - What appears to be happening in many of the states? (Possible answers: battles, war, explosions, etc.)
   - What can be said about Texas when compared to the other states?
3. Explain to students that they will be learning about the American Civil War and the impact on Texas.

**EXPLORE – Civil War and Reconstruction in Texas**

| Suggested Day 1 – 5 minutes |

1. Explain that the Civil War was a fight between the northern states that formed the Union army and the southern states that formed the Confederate army.
2. The war had great political, social, and economic impact in Texas.
3. Ask students what they think the terms “political, social, and economic” mean.
4. Students “turn and talk” with a partner.
5. Students share responses.

**EXPLAIN – Civil War and Reconstruction in Texas**

| Suggested Day 1 – 35 minutes |

1. Assign students a Quiz-Quiz-Praise partner for later in the Explain section.
2. Distribute the following:
   - Handout: Civil War and Reconstruction: Bean Bingo Game (1 per student)
   - 25 beans per student
3. As students listen to the story about Civil War and Reconstruction, instruct each student to place a bean on the key term as it visually appears in the instructional PowerPoint and/or as the teacher explains the term.
4. Tell the students they must pay close attention as you will not tell them when to place the bean on the term; they must remember to do this as their individual responsibility with the goal of having a Bean Bingo Blackout at the end of the instruction.
5. Tell the story of the Civil War and how it impacted Texas using the Teacher Resource: PowerPoint: Civil War and Reconstruction (slides 1 – 18). Ensure that each key term in blue is explained thoroughly.
6. Slide 19: Quiz-Quiz-Praise Activity:
   - Quiz-Quiz-Praise partners take turns quizzing each other over the assigned
Civil War terms in the PowerPoint.
- Partners praise each other when they answer correctly with a high five or a quick cheer.
- If they get “stuck,” they may use their Bean Bingo Game to remind them of the correct answers.

7. Tell the story of Reconstruction and how it impacted Texas using the Teacher Resource: PowerPoint: Civil War and Reconstruction (slides 20 – 28.) Ensure that each key term in blue is explained thoroughly.

8. Slide 29: Quiz-Quiz-Praise Activity:
- Quiz-Quiz-Praise partners take turns quizzing each other over the assigned terms in the PowerPoint.
- Partners praise each other when they answer correctly with a high five or a quick cheer.
- If they get “stuck,” they may use their Bean Bingo Game to remind them of the correct answers.

### ELABORATE – Civil War and Reconstruction in Texas

<table>
<thead>
<tr>
<th>Suggested Day 2 – 25 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Arrange students into groups of 4.</td>
</tr>
<tr>
<td><strong>2.</strong> Distribute the card sort prepared from the Teacher Resource: Civil War and Reconstruction Card Sort Game (1 set per group).</td>
</tr>
<tr>
<td><strong>3.</strong> Explain that the Civil War and the Reconstruction era had political, social, and economic impact on Texas as explained in the PowerPoint from yesterday. Review the meaning of “political, social, and economic.”</td>
</tr>
<tr>
<td><strong>4.</strong> Students place the three category cards on their desks.</td>
</tr>
<tr>
<td><strong>5.</strong> Students place the remaining six cards in a stack.</td>
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<tr>
<td><strong>6.</strong> Taking turns, each group member draws a card, reads it to the group, and the group collaborates on which category the card should go in: political, economic, or social. Once the group agrees, the card is placed under the category.</td>
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<tr>
<td><strong>7.</strong> Students continue drawing cards, reading, and collaborating until all six cards have been discussed and categorized.</td>
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<tr>
<td><strong>8.</strong> Facilitate group discussions and provide hints as necessary to lead students to the appropriate categories.</td>
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<tr>
<td><strong>9.</strong> When students finish their categorization, they may come to the teacher’s desk to consult a correct version of the categorization. Then they may return and re-classify their cards as necessary.</td>
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</table>

### ELABORATE – Civil War and Reconstruction in Texas

<table>
<thead>
<tr>
<th>Suggested Day 2 (continued) – 25 minutes</th>
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<tbody>
<tr>
<td><strong>1.</strong> Return to the questions on the wall that began the lesson. Students will respond and share through a Stroll, Stand, State activity.</td>
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<tr>
<td><strong>2.</strong> Ask:</td>
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<tr>
<td>How did the Civil War and Reconstruction impacted Texas politically, economically, and socially?</td>
</tr>
<tr>
<td>- The teacher takes student responses and then clarifies/verifies with the following information:</td>
</tr>
<tr>
<td>- Socially, Texans lost family members; slaves were freed; women and children worked in the absence of the men at war; Jim Crow laws promoted segregation; Juneteenth celebrated emancipation of the slaves.</td>
</tr>
</tbody>
</table>
| - Economically, the Southern way of life changed from relying on slavery...

**ATTACHMENTS:**
- Teacher Resource: Civil War and Reconstruction Card Sort Game (1 set per group)

**PURPOSE:**
- Students will classify and categorize ideas that reflect the impact of the Civil War and Reconstruction on Texas.

**INSTRUCTIONAL NOTE:**
- Other ethnic groups have been taught previously and will be taught in later units. TEKS: 4.19A will only deal with the contributions of freedmen or African Americans to the Texas culture at this point.

**TEKS:** 4.4A, 4.16D, 4.19A
to sharecropping/tenant farming.

- Politically, Texas seceded and had to write a new Texas Constitution of 1876 passing the 13th, 14th, and 15th amendments.

3. Repeat the Stroll, Stand, State sequence. Students have a new partner for the following question:

- What is the origin and significance of Juneteenth?
  - The teacher takes student responses and then clarifies/verifies with the following information:
  - June 19, 1865, marks the date slaves were declared free in Texas when General Gordon Granger arrived in Texas in Galveston with 2000 troops.

4. Repeat the Stroll, Stand, State sequence. Students have a new partner for the following question:

- What were the contributions of African Americans to Texas?
  - The teacher takes student responses and then clarifies/verifies with the following information:
  - The Juneteenth celebrations have become very much a part of the culture of Texas and even spread into other parts of the South. For all of us they are a time of remembering and celebrating freedom and an end to slavery of any kind. Without the efforts of the African Americans on the farms during the period of reconstruction (not just the official years but up through the first half of the 20th century) Texas might not have recovered economically as quickly as it did. They also played a large role in the cattle kingdom. The number varies, but roughly 1/3 of the cowboys on the trail drives were African Americans. Later you will learn of the role they played as soldiers in the 10th Cavalry or Buffalo Soldiers in defending the frontier.)

EVALUATE - Students will describe the impact of the Civil War and Reconstruction on Texas.

**Grade 04 Social Studies Unit 08 PI 02**

Pretend you are a reporter for a local Texas newspaper. Design and create the front page of the paper to highlight the political, economic, and social impact of the Civil War and Reconstruction on Texas.

**Standard(s):** 4.4A, 4.16D, 4.19A, 4.21B, 4.21C, 4.22B, 4.22D, 4.22E, ELPS.c.1A, ELPS.c.1E

1. The Newspaper may be designed on the computer or hand written.
2. Organize students into small groups of three or four.
3. Provide students the Handout: Civil War and Reconstruction Newspaper Template (1 per group) and Handout: Texas Newspaper Check-Off List (1 per group).
4. Students will use the following to assist them in completing the front page of the Texas Newspaper.
   - Handout: Civil War and Reconstruction: Bean Bingo
   - Teacher Resource: Civil War and Reconstruction Card Sort Game

**Suggested Day 3 – 50 minutes**

**Materials:**
- Handout: Civil War and Reconstruction: Bean Bingo (1 per student)
- Teacher Resource: Civil War and Reconstruction Card Sort Game

**Attachments:**
- Handout: Civil War and Reconstruction Newspaper Template (1 per group)
- Handout: Texas Newspaper Check-Off List (1 per group)
# Civil War and Reconstruction: BEAN BINGO Game

When you see the term in bold in the PowerPoint or hear your teacher say the term, put a bean on that square.

<table>
<thead>
<tr>
<th>Political</th>
<th>Social</th>
<th>Economic</th>
<th>Abraham Lincoln</th>
</tr>
</thead>
<tbody>
<tr>
<td>having to do with the structures and affairs of government, politics and its institutions, or politicians</td>
<td>having to do with the way people live together in communities</td>
<td>having to do with the production, development, and management of material wealth of a country, household, or business enterprise</td>
<td>President of the U.S. during the Civil War; assassinated 21 week after the war ended</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>States’ Rights</th>
<th>Secede</th>
<th>Union</th>
<th>Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>power reserved for the states rather than the Federal Government</td>
<td>withdraw; pull away from</td>
<td>the northern army that wanted to abolish slavery</td>
<td>the southern states formed this army and believed in states’ rights to choose for themselves if they wanted to abolish slavery; TEXAS was part of the Confederacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>John Wilkes Booth</th>
<th>Conscription Act</th>
<th>Emancipation Proclamation</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>assassinated (killed) President Lincoln</td>
<td>act that made men 20-45 join the confederate army or the union army</td>
<td>law that abolished slavery; slaves had to be set free</td>
<td>time period after the Civil War when the country was begin rebuilt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Juneteenth</th>
<th>Tenant Farming</th>
<th>Sharecropping</th>
<th>Freedman’s Bureau</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 19th, celebrated the ending of slavery; began in Galveston June 19, 1865</td>
<td>people reside on and farms land owned by a landlord</td>
<td>people farming another man’s land for a share of the profit</td>
<td>established in 1865 by the Federal Government to provide freed slaves food, shelter, medicine, and opened the first school for African American children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13th Amendment</th>
<th>14th Amendment</th>
<th>15th Amendment</th>
<th>Jim Crow Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>freed the slaves</td>
<td>gave African Americans citizenship</td>
<td>allows African American men the right to vote</td>
<td>laws passed in some southern states that encouraged segregation (separation of races)</td>
</tr>
</tbody>
</table>
Teacher Resource: Civil War and Reconstruction in Texas (pg. 1 of 2)

The United States Civil War was fought from 1861 to 1865 and the Reconstruction Era was between 1865 and 1877. The main cause of the Civil War was states’ rights. One right the states believed they had the right to decide the slavery issue. The disagreement between agricultural states in the South, where slavery was economically profitable on plantations, and the industrial North, where most people did not hold slaves, had reached the point of conflict several times. The South feared a national law forbidding slavery and a tariff on manufactured goods. Slaveholding states argued that the federal government had no right to make a law like that for states. They believed that states had the right to make their own laws regarding the slavery issue as slavery was not included in the Constitution as a power belonging to the federal government. Texas supported slavery because of its dependency on agriculture, and many Texans had migrated from the southern United States. A tariff on manufactured goods would cause the Southerners to pay higher prices for imported goods. Congress did have this power even though the southern states argued that they did not.

Texas joined the South, or what became later known as the Confederate States of America, in early 1861. Texans issued a declaration of causes for secession. The document stated that Texas supported its "sister slave-holding States;" that the Federal government did not prevent Indian attacks, slave-stealing raids, and other acts of banditry and a justification of slavery. Texas governor Sam Houston opposed secession from the union and was removed after Texans voted overwhelmingly to secede in February of 1861.

Texans fought in many battles in the Civil War on the Confederate and the Union sides. Over 60,000, Texans joined the Confederacy. General Albert Sidney Johnston led Confederate forces (before the emergence of Robert E. Lee). He died at the Battle of Shiloh. Texas Rangers Ben McCulloch, John R. Hood (Hood’s Brigade), and Benjamin Terry (Terry’s Texas Rangers) were among those fighting for the Confederacy. Former slave Milton Holland and many Texas immigrants fought with the Union forces. With so many Texans fighting in the war, women and children had to be responsible for the businesses, farms, and homes. The demand for cotton and other crops was down because of the war and the shortage of labor. Life was very hard in Texas.

Throughout the Civil War, President Abraham Lincoln wanted to bring the nation back together. He made several offers to the South but to no avail. The Executive Order known as the Emancipation Proclamation, which freed slaves in the slave-holding Southern states, went into effect January 1,
1863. This is thought by some historians to be a military move. However, because of Texas’s location, this news did not reach most Texans until one month after the Civil War was over. On June 19, 1865, General Gordon Granger arrived in Galveston Bay with 2,000 federal troops to take control of Texas and to enforce the emancipation of its slaves. There, Granger announced the Emancipation Proclamation in Texas, freeing the slaves. This day became known as Juneteenth and is celebrated as Emancipation Day in Texas.

The Civil War was over in April 1865. However, the word was slow in getting to Texas because of its geography. The last Civil War battle was fought in Brownsville, Texas May 12th and 13th, 1865. It was a victory for the Confederates, but it was too late in coming. The North, or Union, forces had already won the war. Confederate General Robert E. Lee had signed the surrender agreement one month earlier.

A week after the end of the Civil War, President Lincoln was assassinated. His successor, President Andrew Johnson tried to continue the process of Reconstruction. This was not an easy process because some parts of the South had been destroyed by the Union forces. However, few battles were fought in Texas. There were few physical structures that needed rebuilding. The Texas government had to be restructured though. The state constitution had to be re-written allowing African Americans more freedoms.

To come back into the Union, the state constitution had to include the Thirteenth Amendment (1865), which freed the slaves; the Fourteenth Amendment (1868), which gave African Americans citizenship; and the Fifteenth Amendment (1870), which gave African American men the right to vote. The Freedmen’s Bureau was established to provide food, shelter, and medicine for freedmen, and most importantly opened the first schools for blacks in Texas. The Jim Crow laws were passed after Reconstruction to control the population of freedmen. Segregation evolved from these restrictions. It became illegal for black Texans and sometimes Hispanic Texans to eat in the same restaurants, stay in the same hotel, attend the same schools, or even be treated in the same hospital as the Anglo Texans. Black Codes and the Ku Klux Klan were used to enforce segregation and keep blacks from taking part in politics.
Teacher Resource: Reconstruction Problems in Texas

The Civil War left the nation in disorder. The process of Reconstruction, or rebuilding, the nation was painstakingly slow. The road for freedom and equality was often difficult for African Americans during Reconstruction. Texas, under Military Reconstruction, enforced the national objectives to abolish slavery and give African Americans citizenship.

The Emancipation Proclamation, with its freeing of the slaves in the South, seemed very promising. Juneteenth, June 19, 1865, seemed to bring with it an air of expectation that equality would materialize quickly. However, the change was slow in coming.

The future for African Americans seemed very promising with such reforms as the Freedman’s Bureau. The Bureau of Refugees, Freedmen, and Abandoned Lands (usually referred to as the Freedmen’s Bureau) was a U.S. federal government agency that aided former slaves. It was instituted in Texas in 1865 and phased out by 1868. The Freedom’s Bureau taught approximately 200,000 African Americans to read nationwide, and proved the need for state and local funding for education.

Texans struggled politically. It took until 1876 for the federal government to approve of a state constitution. The Constitution of 1876 stated that the right to vote could not be restricted by race, although it was still restricted by gender. Forty-three African American men served in the state legislature. However, after the military left, things changed in Texas. Without the military’s protection, Jim Crow laws and other forms of segregation were quickly phased in. The Ku Klux Klan (KKK) was a visible reminder of the “Old South” and the old social order. Their marked presence left many African Americans intimidated politically and socially. Moreover, with little economic means, sharecropping and tenant farming became seen as a legalized form of economic slavery. Competing with African Americans for jobs was a new immigrant labor force coming into Texas.

By 1876, Texas was headed toward a change in political structures. The Constitution of 1876 is considered to be the foundational document of modern Texas. In fear of a strong governor, the delegates decided to produce a weak governor. Today, the Texas governor is considered to be one of the politically weakest state governors in all of the United States. Also, remaining from Reconstruction was the 100 years of Democratic Party rule in Texas, part of the so-called the “Solid South.”. That is no longer true.
### Category #1
**POLITICAL**

having to do with the structures and affairs of government, politics and its institutions, or politicians

![Image of U.S. Capitol Building]

**Impact of Civil War on Texas: Secession!**
- Texas secedes from the Union favoring States’ Rights.
- Sam Houston resigns as governor of Texas because he refused to support the Confederacy.
- Conscription Act – 60,000 Texans join Confederate army.
- Many immigrants and slaves fought for the Union army.

**WHICH CATEGORY?**

### Category #2
**ECONOMIC**

having to do with the production, development, and management of material wealth of a country, household, or business enterprise

![Image of currency]

**Impact of Civil War on Texas: Slavery & Economy!**
- Large plantations used slaves to work in their homes and fields, which was “free” labor.
- There are shortages of commodities, such as coffee, medicine, and clothing.
- Cotton production declines.

**WHICH CATEGORY?**

### Category #3
**SOCIAL**

having to do with the way people live together in communities

![Image of people]

**Impact of Civil War on Texas: Texas Participants!**
- There were greater responsibilities for women and children during the war.
- Many suffered the loss of family members.

**WHICH CATEGORY?**

### Impact of Reconstruction on Texas: Constitution of 1876!
- Texas Constitution - Passage of the Reconstruction Amendments
  - 13th Amendment – abolished slavery
  - 14th Amendment – gave African Americans citizenship
  - 15th Amendment – African American men were given the right to vote.

**WHICH CATEGORY?**

### Impact of Reconstruction on Texas: Sharecropping & Tenant Farming!
- There is a shortage of money to pay for labor
- Crop and business production declined.
- Growth of tenant farming and sharecropping.

**WHICH CATEGORY?**

### Impact of Reconstruction on Texas: Slaves Free!
- June 19th, or Juneteenth, celebrated by freed slaves and is now a state holiday.
- Freedmen’s Bureau provided food, shelter, and medicine for freed slaves and opened schools for African American children.
- Jim Crow laws and KKK became features of Southern segregation.

**WHICH CATEGORY?**
**Civil War and Reconstruction Template**

*Depends on size of group*

<table>
<thead>
<tr>
<th>Name of Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
</tr>
</tbody>
</table>

- **Headline**
- **Article and name of writer**
- **Illustration and Caption (optional)**

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- **Headline**
- **Article and name of writer**
- **Illustration and Caption (Optional)**

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- **Headline**
- **Article and name of writer**
- **Illustration and Caption (optional)**
Texas Newspaper Group Check-Off List

<table>
<thead>
<tr>
<th>Name of Group Members</th>
<th>Civil War Or Reconstruction</th>
<th>Name of Article</th>
<th>Explain ESP Connection (economic, social, political)</th>
<th>Check off if complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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