

# Reconstruction

## Why It Matters

The end of the Civil War brought freedom for enslaved Texans. It was a period in which Texans would develop new social, political, and economic systems.

## The Impact Today

Although African Americans were no longer enslaved after the Civil War, white Southern leaders, including those in Texas, refused them full social and economic privileges. The ongoing struggle for that equality grew stronger during this period.



**1865**

- ★ June 19, African Americans in Texas celebrated freedom
- ★ President Johnson appointed Andrew Hamilton governor of Texas

**1866**

- ★ Constitution of 1866 ratified in June

**1865**

- Slavery abolished in U.S.
- Andrew Johnson became president of the United States

**1866**



**1867**

- Russia sold Alaska to U.S. for \$7.2 million



Texas



United States



World



T.R. Davis created this woodcut of a Union general meeting with freed African Americans for Harper's Weekly magazine.

**1869**

- ★ New Texas constitution approved
- ★ Edmund Davis elected governor of Texas

1868

**1868**

- President Johnson impeached



1869

**1869**

- Suez Canal inaugurated

1870

**1870**

- Fifteenth Amendment ratified (right to vote)

**Compare-Contrast Study Foldable** Make the following foldable to compare and contrast Reconstruction policies in Texas following the Civil War.

**Step 1** Fold a sheet of paper from side to side, leaving a 2-inch tab uncovered along the side.

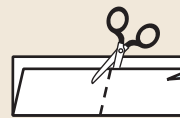


Fold it so the left edge lays 2 inches from the right edge.

**Step 2** Turn the paper and fold it in half.

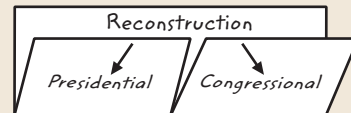


**Step 3** Unfold and cut along the inside fold line.



Cut along the fold line on the front flap to make 2 tabs.

**Step 4** Label the foldable as shown.



**Reading and Writing** As you read the chapter, compare and contrast presidential and congressional Reconstruction plans and attitudes under the appropriate tabs of your foldable.

**TEXAS HISTORY Online**

**Chapter Overview**

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 16—Chapter Overviews** to preview chapter information.



# Presidential Reconstruction

## Guide to Reading

### Main Idea

Reconstruction in Texas involved readmission to the Union and addressing the rights of former slaves.

### Key Terms

**Reconstruction**  
nullify  
freedmen

### Reading Strategy

**Locating Information** Create a chart like the one shown and fill in the main elements of President Johnson's Reconstruction plan.

Readmission Conditions	To Regain the Right to Vote

### Read to Learn

- about the changes affecting African Americans' lives.
- about Texas's readmission to the Union.
- about the new constitution.

### Section Theme

**Government and Democracy** Texans had to meet certain requirements to regain statehood.

### Preview of Events

◆ 1865

◆ 1866

◆ 1867

**June 19**

All slaves in Texas are now free

**June**

Voters approve new Texas constitution



*Singing spirituals*

## A Texas Story

Enslaved African Americans derived comfort from their religions. The spiritual was a song that combined African rhythms with Christian themes. In "Go Down Moses," African Americans compared their enslavement and release to that of the Hebrews in ancient Egypt.

"Go down Moses 'way down in Egypt's land. Tell ol' Pharaoh, Let my people go.

"O let us all from bondage flee: / Let my people go / And let us all in Christ be free! / Let my people go."

## Reconstruction

The end of the Civil War in 1865 was followed by a period in which the Southern states were gradually brought back into the Union. This period of rebuilding is called **Reconstruction**.



The Reconstruction era was a difficult time. Although Texas had largely been spared, much of the South lay in ruins, and money was scarce. African Americans were free, but many were without food or shelter. In addition, the differences that existed between many Northerners and Southerners continued after the war. Reconstruction created new bitterness, too.

## Juneteenth

Because of distance and the war, many African Americans did not immediately learn about the **Emancipation Proclamation** of 1863 that had freed slaves in Confederate states. Union troops, however, were stationed in Southern states after the Civil War. On June 19, 1865, **General Gordon Granger** and 1,800 Union troops landed at Galveston. Granger's first act was to issue a proclamation declaring that all enslaved Texans were free:

*Headquarters, District of Texas  
Galveston, June 19, 1865*

### **GENERAL ORDERS, No. 3**

*The people of Texas are informed that, in accordance with a Proclamation from the Executive*

*of the United States, all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and free laborer. The freedmen are advised to remain at their present homes and work for wages. They are informed that they will not be allowed to collect at military posts, and that they will not be supported in idleness, either there or elsewhere.*

*By order of G. Granger  
Major General, Commanding*

For enslaved Texans, June 19, 1865, was the day they celebrated their freedom. On that evening, one observer remarked that “thousands flooded the streets of Galveston, rejoicing in their newly-announced freedom. The sweet smell of barbecue smoke filled the air. Dancing feet pounded the dirt roads and harmonic voices sang spirituals.” In the immediate years

### **Picturing History**

The first Juneteenth celebrations were used to teach freed African Americans about their voting rights. Later Juneteenth celebrations included blues festivals, picnics, parades, barbecues, ball games, and family reunions. [What national holiday is the most similar to Juneteenth?](#)





to follow, Galveston and other Texas cities planned **Juneteenth** activities. The holiday was a time “to express to young and old alike the fact that African Americans are a proud

people with past, present, and future contributions to American society.”

**✓ Reading Check Summarizing** What was the significance of Granger’s General Orders, No. 3?

## Two Presidential Plans

Granger’s troops were the first Union troops in Texas during Reconstruction, but more would come. By the end of 1865, about 50,000 Union troops were stationed in Texas. Many were ordered to the Rio Grande to patrol the Mexican border. Others were assigned to larger towns in Texas to maintain law and order. Union cavalry, with **Brigadier General George A. Custer** in command, occupied Austin, the capital.

President Lincoln had wanted to restore the Union as quickly as possible. He wanted a moderate policy of Reconstruction—one “with malice toward none, with charity for all.” Some Republican leaders thought the president should be harder on the South. They argued that the Southern states had left the Union and should be treated as conquered territories. Lincoln believed that the Confederate states had never been legally out of the Union, so they still had all the rights of states. After Lincoln’s assassination, the task of Reconstruction passed to the new president, Andrew Johnson.

President Johnson was from Tennessee and showed much sympathy toward the South. In May 1865 President Johnson set forth a plan of Reconstruction modeled after Lincoln’s. Johnson set up a provisional government in each Southern state. He appointed officers and ordered federal troops to protect them in their offices. The provisional government would govern until the state was readmitted.

Among President Johnson’s conditions for readmission were that each Southern state must prohibit slavery and must **nullify**, or cancel, its ordinance of secession. (The ordinance claimed that each state had the right to secede or withdraw from the union.) Johnson also set certain requirements for voting. To regain the right to vote, Southern citizens were required to take an oath of allegiance to the United States. In addition, leaders of the Confederacy and people who had at least \$20,000 in cash or property would have to get a special pardon from the president. Once the people of the state met these requirements, they could write a new constitution and elect their own representatives.

**✓ Reading Check Describing** What was President Lincoln’s approach to Reconstruction?

## Governor Hamilton Works to Restore Statehood

President Johnson appointed Unionists, or former Union supporters, to lead the provisional Southern governments. In June 1865, he named Andrew J. Hamilton as provisional governor of Texas. Hamilton was born in Huntsville, Alabama, on January 28, 1815. He moved to Texas in 1846, joining his brother in Fayette County. Hamilton had served Texas in Congress and was against secession and expanding the territory open to slavery. He served on the House committee formed during the secession winter of 1860–61 to try to solve the sectional crisis. When he returned to Texas in the spring of 1861 he won a special election to the state Senate, and he remained in Austin until July 1862. Believing his life was in danger, he fled to Mexico and from there back to Washington, D.C. Hamilton traveled throughout the North during the war, delivering speeches supporting the Union.

Hamilton had great sympathy for the people of Texas. He wanted to return the state quickly and peacefully to the Union. Most Texans considered Hamilton honest and fair-minded. Some citizen groups pledged that they would cooperate to restore civil government to the state. Others, however, were openly hostile to Hamilton.



## The Freedmen's Bureau Assists Freed Texans

While Governor Hamilton worked to restore local government, a federal agency, known as the Freedmen's Bureau, assisted many African Americans throughout the South. Former slaves were often referred to as **freedmen**. The Bureau's job was to provide relief to the thousands of people, black and white, who had been left homeless by the Civil War. It was also the Bureau's job to supervise the affairs of newly freed slaves in the Southern states and to manage Confederate land seized during the war.

**Oliver O. Howard**, a Union Civil War general, headed the **Freedmen's Bureau** nationally. Howard University in Washington, D.C., was named for General Howard in 1867. In Texas, **General E.M. Gregory** headed the Freedmen's Bureau. The state was divided into 18 subdistricts with an agent in charge of each.

The Freedmen's Bureau operated for almost 5 years. It helped find jobs for freed Texans and issued food and clothing to the sick, aged, and poor. The Freedmen's Bureau believed that education would equip African Americans with the skills they needed for economic independence. The Bureau established the first public schools in Texas for African American children. Many of the teachers in the Freedmen's Bureau schools were women from New England. Some of them had been active in the abolitionist movement before the Civil War. Most of the Bureau schools were racially segregated, but in the cities of Charleston, South Carolina, and New Orleans, Louisiana, the Bureau established schools that enrolled both African American and white children. By 1870 Texas had more than 100 schools for African Americans. Many, however, were closed after the Bureau ceased operation.

The Bureau also defended the legal rights of the freed Texans in court cases. A visitor from the North described one of the courts:

“A great variety of business is brought before the Bureau. Here is a [black] man who has printed a reward offering fifty dollars for information to assist him in finding his wife and children, sold away from him in times of slavery: a small sum for such an object you might say, but it is all he has, and he has come to the Bureau for assistance.”

The Bureau's work in Texas was made harder by the size of the state, and by its poor transportation and communication systems. The Bureau also faced the hostility of most white Texans, and Southerners in general, to the Bureau's efforts. Many Texans accused its agents of meddling in matters that local officials could handle. They also argued that the Bureau wasted taxpayers' money and that its real goal was not to help the needy but to strengthen the Republican Party.

### Picturing History

Teachers such as Sara Barnes, shown here with her class list, helped the Freedmen's Bureau run schools for African Americans. **Why were schools an important part of the Bureau's program?**





### **Picturing History**

After the Civil War, the Freedmen's Bureau protected and aided freed African Americans. **What type of aid was provided by the Bureau?**

## **Government Restored in 1866**

In the fall of 1865, Governor Hamilton appointed hundreds of state and local officers to restore law and order in Texas. By November, many white males had taken the oath of allegiance. Then Texans elected delegates to a convention to write a new constitution for the state.

Many of the delegates who met in Austin in February 1866 had actively supported the Confederacy. Nine had served in the Secession

Convention of 1861, and several others had been high-ranking officers in the Confederate army. The president had not yet pardoned four delegates. There were no African American delegates.

For two months the delegates crafted a new constitution, following

President Johnson's requirements. The finished version stated that secession was illegal, slavery was abolished, and the state war debts were canceled. The constitution provided schools for African American children and also extended certain legal rights to African Americans. It did not, however, give these former slaves full legal status since they were denied the right to vote. This disappointed Governor Hamilton. He had hoped that African Americans would get broader rights.

The convention finished its work in April 1866. An election in June ratified the proposed amendments by a vote of 28,119 to 23,400, making the constitution the law of the state. The large number of people voting against ratification may have been due to the fact that the constitution raised the salaries of many officials. At the same time, Texas elected officers for the new government.

**TEXAS  
HISTORY  
Online**

**Student Web Activity** Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 16—Student Web Activity** to learn more about the Freedmen's Bureau in Texas.

**CLICK HERE**



## People on the Move

The ports and roads of Texas were filled with travelers during Reconstruction. One of the tragic aspects of slavery was the separation of family members. Emancipation meant that freedmen and women could travel in search of loved ones. The reunion of husbands and wives, and parents and children produced joyful celebrations. Unfortunately, many searchers were unsuccessful.

Other travelers were looking for a better life. Texas had not experienced as much destruction as Confederate states further to the east. Texas still had public lands available for farmers. Many white Southerners and African Americans from Georgia, Alabama, and Mississippi hoped to improve their economic condition by migrating to Texas. In 1873 the Bureau of Immigration estimated that at least 125,000 persons had come to Texas since 1865, about 100,000 of them from the former Confederate states.

European immigrants came as well. Germans made up the largest group, but Irish, French, English, Austrians, Czechs, Scots, Swedes, and Swiss also arrived. Estimates show that by the end of Reconstruction, as many as a million European immigrants had landed in Texas.

People moved within the state, from country to town, from town to city. Texas was still more



*Southerners on a train bound for Texas, 1870s*

than 90 percent rural, but urban centers were growing. Galveston and San Antonio were the largest cities during this period.

Texas also experienced *emigration*, or people moving out of the state. Some of the most radical Confederates such as Peter Hardeman and Francis McMullan refused to take an oath of allegiance to the United States. They led groups of Texans to Brazil where slavery still existed. They founded agricultural settlements where their descendants can still be found.

 **Reading Check Examining** Why were many immigrants to Texas from the Southern states?

## SECTION 1 ASSESSMENT

### Checking for Understanding

- Using Key Terms** Write a sentence explaining the tasks required of Southern states to regain statehood. Use the terms **nullify** and **Reconstruction**.
- Reviewing Facts** What was the purpose of the Freedmen's Bureau, and how did it help African American children?

### Reviewing Themes

- Government and Democracy** What was the role of each state's provisional government?

### Organizing to Learn


- Sequencing** Create a time line like the one shown and place the following events in the correct order.



- First annual Juneteenth celebration
- President Johnson's Reconstruction plan
- President Lincoln's Emancipation Proclamation
- General Granger's "General Orders, No. 3"

### Critical Thinking

- Evaluating** What part of the new Texas constitution would most likely have disappointed President Lincoln? Why?

 **TAKS PRACTICE**

**Distinguishing Fact From Opinion** Primary sources are valuable historical documents. General Granger's orders and the account written by a visitor to the Freedmen's Bureau are primary sources. Which one of these might include opinion and bias? Why?



# Study & Writing TAKS Skillbuilder



## Expressing Problems Clearly

### Why Learn This Skill?

Why do individuals or groups take certain actions? In most cases, people act to solve particular problems. By identifying these problems, and stating them clearly, actions make more sense.

### Learning the Skill

When analyzing problems, first identify the main problem. By looking more closely, find the underlying, or “root,” problem(s). Then, express the main problem clearly by summarizing all the root problems in one sentence.

Here are some steps to follow in expressing problems clearly:

- Identify an action and analyze the main problem by asking, “Why was this action taken?”
- Analyze each root problem by asking, “What caused this problem?”
- Combine the root problem(s) to make one clear sentence.

One mission of the Freedmen’s Bureau was to help former enslaved African Americans find work because:

- Some did not want to remain on plantations.
- Former slaveholders were unwilling to pay wages.
- African Americans were competing for jobs with white Americans.
- New laws kept them out of many areas of employment.

The problem could be stated clearly like this: After the Civil War, many African Americans were jobless because they were not allowed to earn wages from their former slaveholders and were denied other employment opportunities.



*The Freedmen’s Bureau provided jobs through schools such as this one where sewing was taught.*

### Practicing the Skill

For each action listed below, determine what surface and root problem this action was intended to solve. Then write one sentence which clearly expresses all of the root problems.

- 1 The Texas legislature of 1866 refused to ratify the Thirteenth and Fourteenth Amendments.
- 2 Under Radical Reconstruction, Southern states were placed under military rule until they adopted constitutions approving political rights for African American males.
- 3 Many Southern legislatures passed black codes.



## TAKS PRACTICE

**Expressing Problems Clearly** Think about a problem you have. Example: Maybe you have trouble getting up in the morning. Write 3–4 root problems that contribute to your main problem.



Glencoe’s **Skillbuilder Interactive Workbook**, Level 1, provides instruction and practice in key social studies skills.

# Congress Takes Control

## Guide to Reading

### Main Idea

In the final years of Reconstruction, Southerners were forced to accept new leaders and new political freedoms for African Americans.

### Key Terms

ratify, amendment, black codes, Radical Republican, veto, impeach, scalawag, carpetbagger, compulsory

### Reading Strategy

**Classifying Information** As you read this section, complete a chart like the one shown filling in the forces opposing each leader: Democrats, Radical Republicans, or former secessionists.

Political Leadership	Opposing Forces
President Johnson	
U.S. Congress	
Governor Davis	

### Read to Learn

- how Reconstruction began and ended.
- about Reconstruction reforms by Radical Republicans.
- about the Constitution of 1869.

### Section Theme

**Government and Democracy**  
Democrats and Radical Republicans fought for power.

### Preview of Events

◆ 1867

Texas is placed under military rule

◆ 1869

Davis is elected as governor

◆ 1874

Richard Coke is inaugurated governor

Reconstruction in Texas ends



*Freed couple  
from Austin, Texas*

## A Texas Story

Although freedom had come, African Americans had not achieved equality. They were free, but they had a long way to go. This feeling was expressed in songs, such as this spiritual written down in 1867.

“No more driver’s lash for me; No more, No more.  
No more driver’s lash for me; Many thousand to go.”

### Texas Elects Ex-Confederates to Office

Many Northern political leaders believed that the Confederate states had left the Union and must apply for readmission as new states. Because Congress alone has the power to admit new states, they argued that Congress, not the president, should control Reconstruction.

Southerners, including Texans, elected many former Confederate officials and soldiers to top state government posts. Newly elected Texas **Governor James W. Throckmorton** had served the Confederacy as commanding general of the Frontier District of Texas and commissioner to Native Americans. Every Texan elected to the federal House of Representatives in 1866 had been either a secessionist or a Confederate officer who fought against the Union. The Texas legislature sent Judge O.M. Roberts, president of the Texas Secession Convention of 1861, to the United States Senate. Now walking the halls of Congress were the leaders who had encouraged the people to secede from the Union—an act of treason, according to many Northerners.

Southern legislatures took other troubling actions. The Texas legislature refused to **ratify**, or approve, two **amendments** (changes) to the United States Constitution. It rejected the **Thirteenth Amendment**, which abolished slavery, and the **Fourteenth Amendment**, which granted citizenship to former enslaved people.

Just as troubling to many Republicans, Southern state governments restricted the rights of African Americans. **Black codes**, laws limiting

the rights of African Americans, differed from state to state but had certain features in common. African Americans were not allowed to vote. They could not testify against whites in court, nor could they serve on juries. African Americans also could hold only certain types of jobs, generally in agriculture. If African Americans did not have a home or a job, the laws forced them to work for plantation owners. The Texas codes restricted African Americans less than did the laws of some other Southern states. The Texas codes, however, were still offensive to those who wanted equal rights for all citizens.

 **Reading Check Summarizing** What actions by Texas politicians upset Northern lawmakers?

## Radical Republicans Take Charge

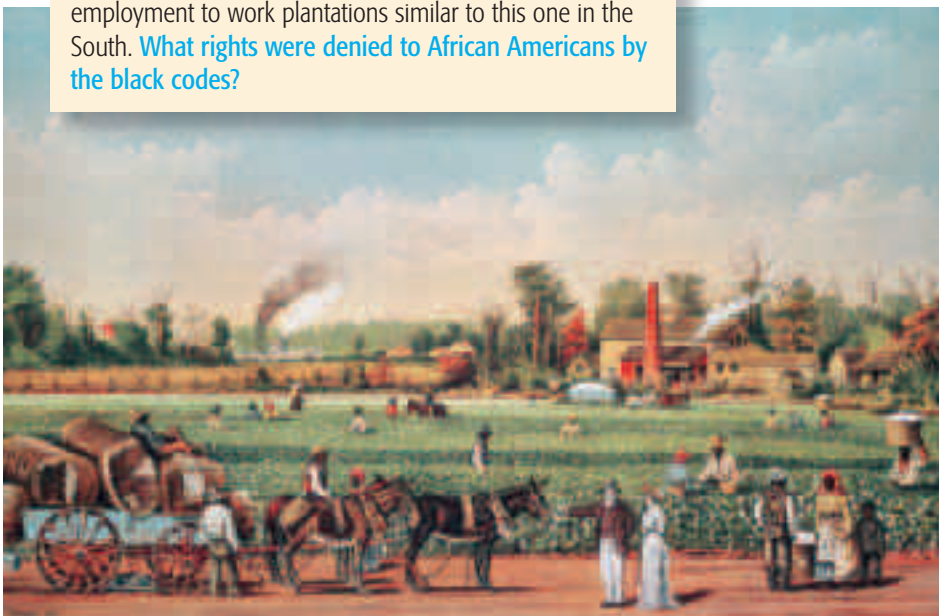
Republicans in Congress who disagreed with Johnson drew up their own plan for Reconstruction. The **Radical Republicans** pushed several goals in their plan. The first was to set stricter standards for admitting the Southern states back into the Union. The second was to protect the freedom of African Americans in the South. Many Republicans genuinely cared about the freed slaves, but they were also aware that protecting the rights of African Americans would help the Republican Party stay in power.

Freedmen who had the right to vote would likely vote for Republicans.

The Radical Republicans gained control of both the United States House and the Senate in the 1866 congressional elections. Now having the power to override any presidential **veto** (an action refusing to approve a law), they launched their own ideas for Reconstruction. Johnson's accusers argued that Congress should have the supreme power to make the laws of the land. The president believed he had

### History Through Art

*A Working Cotton Plantation* by William Cullen Walker, 1884 Black codes forced African Americans without other employment to work plantations similar to this one in the South. **What rights were denied to African Americans by the black codes?**







### **Picturing History**

Radical Republicans hoped to remove President Andrew Johnson from office by impeaching him. The attempt failed by one vote. **Why did the Radical Republicans object to President Johnson's policies?**

the right to challenge any laws he believed were unconstitutional. Johnson refused to give up and fought against the Radical program. The struggle soon came to a head. In February 1868, the House of Representatives voted to **impeach** Johnson by bringing charges of misconduct in office. The president was tried before the Senate. The president's accusers failed by one vote to convict him. Johnson served the rest of his term, but he had lost most of his influence.

### **New Requirements for Statehood**

In March 1867, Congress divided the South into five districts. Texas and Louisiana made up one district, commanded by **Major General Philip Sheridan**.

Under this plan, the military would rule the districts until the states met certain requirements. Among these was the adoption of new state constitutions that gave African American men the right to vote and to hold office. Congress also required the states to ratify the Fourteenth Amendment to the U.S. Constitution. Some states, including Texas, were also required to ratify the **Fifteenth Amendment**, which guaranteed African American men the right to vote. States also had to repeal the black codes.

Under the congressional plan, many voters had to take what became known as the *Ironclad Oath*. The oath stated that they had not voluntarily served in the Confederate army or given aid to the Confederacy. This oath kept thousands of Southerners from voting.


## Southerners Oppose Reconstruction

The congressional plan for Reconstruction pleased African Americans and Unionists. Most former Confederates and former secessionists considered it much too harsh. Federal officials believed that Governor Throckmorton did not put the Reconstruction laws into effect.

One of the first acts of General Sheridan was to remove Governor Throckmorton from office on July 30, 1867. **Elisha M. Pease**, Throckmorton's opponent in the 1866 election, was appointed in his place. Pease had been a Unionist and was more sympathetic to the goals of the Republicans in Congress. Pease was also well respected by the majority of Texans. During the summer and fall of 1867, military officials removed hundreds of state and local leaders who were considered opponents of Reconstruction. They were replaced with individuals more acceptable to the Radical Republicans.

Southern whites who supported Reconstruction were called **scalawags**. Northerners who often came to the South during this period were called **carpetbaggers**. This name came from the belief that carpetbaggers carried all their possessions in traveling bags made of carpet. Some were sincerely interested in helping rebuild the nation. Others were there for political or economic gain. Few carpetbaggers actually arrived in Texas, however.

Texans who supported Reconstruction worked for the rights of former slaves to vote, but organizations such as the Ku Klux Klan used violence and threats to prevent African Americans from voting. Klan members, wearing hoods and robes to hide their identities, burned crosses in the yards of African Americans. They whipped and hanged African Americans who tried to exercise their right to equality.

 **Reading Check** **Examining** What goals were the Radical Republicans seeking?

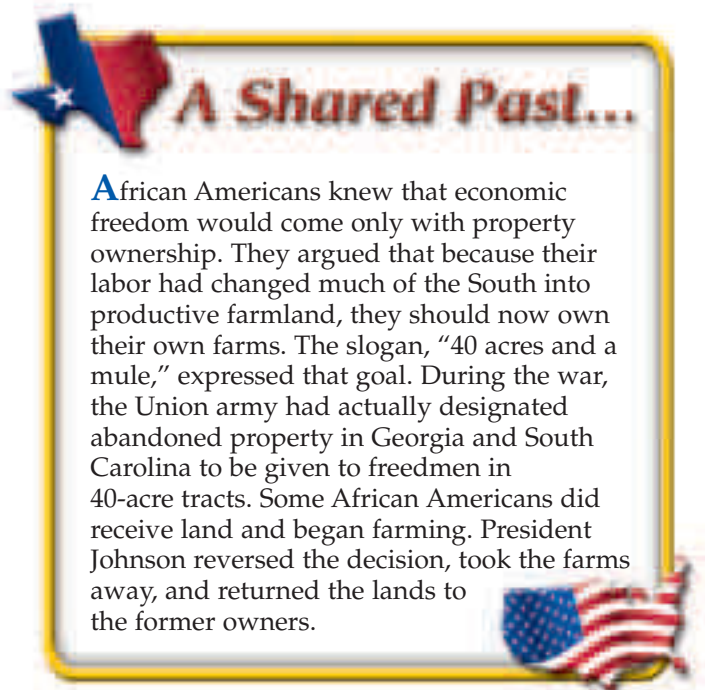
## A New Constitution and Elections

In February 1868, Texans who qualified to vote elected delegates to a new convention. The delegates, which included African Americans,

completed a new constitution in February 1869. The Constitution of 1869 provided that no one should be excluded from voting because of race or color. It provided more support for public education than did any previous Texas constitution. It extended numerous rights to African Americans and protected public lands. It expanded the power of the governor and the legislature. In November, the voters approved the Constitution of 1869 and, at the same time, elected a governor and other state officials, including eleven African Americans who were elected to the legislature.

The Radical Republicans' candidate for governor, **Edmund J. Davis**, narrowly defeated Andrew J. Hamilton in the 1869 election. The new state legislature contained a Radical Republican majority. It quickly ratified the Fourteenth and Fifteenth Amendments to the United States Constitution. The legislature also declared that all acts passed by the legislature during the Civil War had no binding legal force.

On March 30, 1870, President Ulysses S. Grant signed a proclamation that Reconstruction in Texas was ended. By the end of the year, all of the Southern states had rejoined the Union on the Radical Republicans' terms. From a legal point of view, Reconstruction was over. Many Texans believed, however, that Reconstruction



**A Shared Past...**

African Americans knew that economic freedom would come only with property ownership. They argued that because their labor had changed much of the South into productive farmland, they should now own their own farms. The slogan, "40 acres and a mule," expressed that goal. During the war, the Union army had actually designated abandoned property in Georgia and South Carolina to be given to freedmen in 40-acre tracts. Some African Americans did receive land and began farming. President Johnson reversed the decision, took the farms away, and returned the lands to the former owners.



was not over as long as Governor Davis and Radical Republicans controlled the Texas government.

## A Republican Governor

Many who were against Governor Edmund J. Davis viewed his term as the darkest period of Reconstruction. Davis was an active and powerful governor and often provoked controversy. For example, Davis claimed that he only used the state police to keep law and order. He argued that there was a need to protect the freedmen and to fight crime and lawlessness. His opponents, however, charged that the state police also were used to threaten those who opposed the governor. Some white Texans resented the use of Tejanos and African Americans as state policemen.

Some critics complained that Davis and Republicans in the legislature used their powers to restrict the activities of their political opponents. The legislature gave Davis the authority to use the military forces in the event of civil disturbances. The legislature also postponed elections, giving those officials who were elected in 1869 another year in office.

Increased spending for law enforcement and public education meant the government needed to raise more money. In 1865 the state tax rate had been 15 cents on every \$100 worth of property. By 1872 the combined state and county tax rate had increased to more than \$2 on each \$100 worth of property. Even with the increase in taxes, the state debt continued to grow.

Because Davis was so disliked, it is easy to forget that Davis and the Republicans started some worthwhile projects and completed others. Davis and the legislature improved roads, built forts, passed a new Homestead Act, and set up free public schools. Education leaders today consider that

# TWO VIEWPOINTS

## Texas State Police

Republican Governor Edmund J. Davis created a state police force to counter Reconstruction's widespread lawlessness and to protect the rights of former slaves. Democrats strongly opposed his action. Read the two views below and then answer the questions.

### A Republican Congress Supports the Need to Restore Order

In 1868 almost the entire state was [in turmoil] and in the northern half of the state hardly a white man escaped being driven from his home or suffering persecution of some kind. As for the freed people, they were robbed, outraged and intimidated systematically, almost everywhere, except in some of the larger towns [protected] by United States troops.

—from House Executive Documents, 42nd Congress, 2nd Session, 1868



### Democrats Oppose Davis's Police Bill

The terms . . . constitute an authorized violation of nearly every private right of the citizen. The police force is chosen by the Executive, and placed under his command without restriction or responsibility; it is always ready for action, with arms in hand, . . . The practical workings of this force, raised under the pretense of securing peace . . . has demonstrated . . . that it is a body of armed men, massed to overawe the citizen . . .

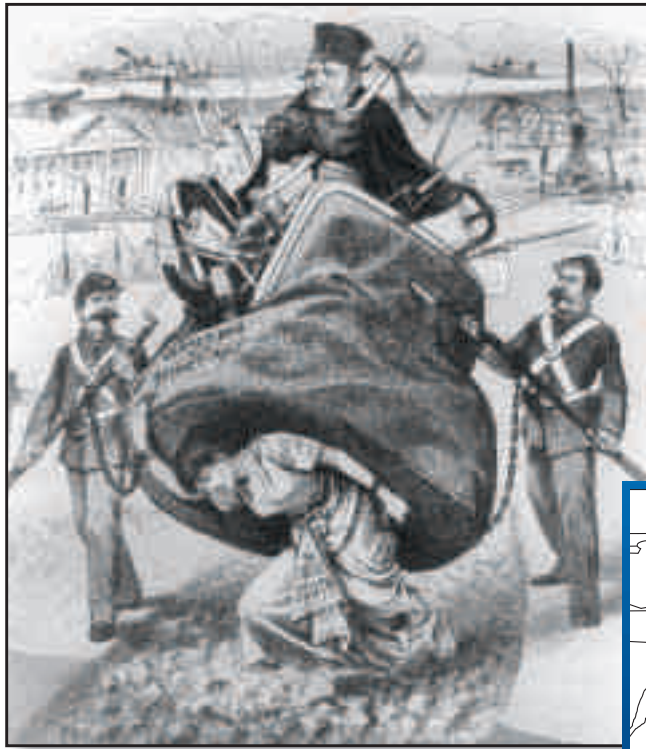
—Taxpayer's Convention quoted in the *Democratic Statesman*, September 23, 1871



### Learning From History

1. Why do you think crime was so widespread during Reconstruction?
2. Why did the Taxpayer's Convention oppose the police force?

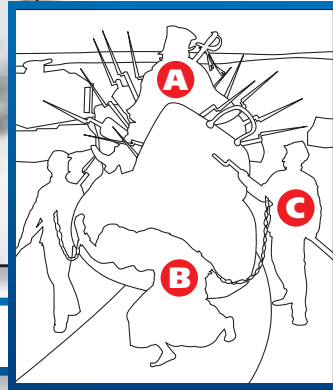




### Analyzing Political Cartoons

This political cartoon shows a carpetbagger being protected by U.S. soldiers while being carried by the Solid South (white Southern Democrats).

What does this cartoon suggest about the power of the carpetbaggers during Reconstruction?



**A** Carpetbagger    **B** the South    **C** Union Soldier

school system to have been 50 years ahead of its time. Attendance was **compulsory**, or required, and the tax system provided enough money to maintain the schools.

## A Democratic Challenge

In 1872 anti-Davis Democrats won a majority of seats in the state legislature. The new legislature immediately reduced the governor's power

and abolished the state police force. The legislature also limited the governor's authority to appoint officials.

In 1873 Davis ran for reelection against the Democratic candidate, **Richard Coke**, a former Confederate officer from Waco. The campaign was bitter. Republicans urged African Americans to support Governor Davis. During the election campaign, Davis focused on the programs he had begun, while Coke focused on states' rights issues and talked about returning Texas to the times before the Civil War and Radical Reconstruction.

Coke's platform, or outline of political goals, appealed to many of the white settlers and immigrants. Coke also appealed to businessmen who wanted to see railroads and industry expand. At the same time, Coke drew support from the farmers.

More freedmen voted in 1873 than had voted in the 1869 election for governor, but many more would have voted except for the actions of some Democratic supporters. Democrats used threats and violence to keep African Americans from voting. Richard Coke received

## TEXAS TODAY

The Texas governor today holds an office with limited powers, in part because of the reaction to Edmund J. Davis. The governor, who had fought on the side of the North, so angered Texans that when the Constitution of 1876 was written, the governor's office was stripped of many of its powers. Since then, however, the office of the governor has regained power in indirect ways.

twice as many votes as did Davis. The final count was 85,549 to 42,633. Democrats won all other state offices and added to their majority in the legislature.

## Reconstruction Ends

Different interpretations of the law under which the election had been conducted plunged Texas into a crisis from December 1873 until mid-January 1874. Democrats claimed that Coke should take office in January. Republicans maintained that Davis should remain governor until April 28, 1874. The legality of the election for other officials was also questioned.

The Texas Supreme Court, whose members had been appointed by Davis, decided in favor of the Republicans, declaring the election unconstitutional. Democrats organized a new government anyway. On January 15, 1874, Democratic supporters occupied the halls of the legislature on the second floor of the capitol. Some reports claim that Governor Davis had state troops positioned on the lower floor where the executive offices were located. Soldiers brought in

to protect Davis switched sides and joined Coke's supporters. Finally, on January 15, 1874, Coke was sworn in as governor. Militia groups armed themselves to defend each position. The potential for violence at the capitol was very real.

Governor Davis made a final appeal to President Grant asking for U.S. support to keep him in office. Two days later the attorney general of the United States wired back:



*Richard Coke replaced the Radical Republican governor of Texas, Edmund Davis, in 1874.*

“Your right to the office of the Governor at this time is at least so doubtful that [President Grant] does not feel warranted in furnishing United States troops to aid you in holding further possession of it.”

The telegram was telling Davis that President Grant would not send troops to Austin. Finally, the governor left office on January 17, 1874. The period of Republican control of Texas was over. Reconstruction in Texas had come to an end.

**Reading Check Explaining** Why was there potential for violence at the capitol?

## SECTION 2 ASSESSMENT

### Checking for Understanding

- Using Key Terms** Explain President Johnson's loss of influence using the terms **Radical Republicans**, **veto**, and **impeach**.
- Reviewing Facts** Why did Radical Republicans protect African Americans' rights?

### Reviewing Themes

- Government and Democracy** How did the *Ironclad Oath* ensure that Confederate sympathizers could not influence elections?

### Organizing to Learn

- Charting Information** Governor Davis used his power in office to accomplish his goals for the state. Create a chart like the one shown and describe some reactions to Governor Davis's changes.

Changes	Reactions
State Police	
Legislative Powers	
Public Schools	

### Critical Thinking

- Explaining** Use the information in this section to write one summarizing statement that explains why so many Texans opposed Reconstruction.



**Making Inferences** As Davis struggled to keep his governorship, he asked President Grant for military protection. Why do you think President Grant did not send troops to Texas?

## Chapter Summary

### Reconstruction

#### 1865

★ June 19th—  
General Gordon  
Granger declares  
all enslaved in Texas  
are free.

- ★ President Johnson  
announces plan for  
Reconstruction.
- 50,000 Union  
troops arrive in Texas.
  - Andrew J. Hamilton  
becomes provisional  
governor.

#### 1866

- Voters approve a new  
constitution in June.
- Former Confederate  
James W. Throckmorton is  
elected governor.

#### 1867

- ★ Congressional Reconstruction begins  
in Texas. Congress places the South  
under military rule.
- Governor Throckmorton is  
removed from office.

#### 1869

- A new constitution is completed.
- Edmund J. Davis, a Radical Republican,  
is elected governor.

#### 1870

- More than 100 schools for African  
American children are built.
- President Grant proclaims the end of  
Reconstruction in Texas, but policies continue  
under Governor Davis.

#### 1874

★ Richard Coke becomes governor of Texas.

### Reviewing Key Terms

Find the term in each group which does not belong. Explain your choice.

1. Radical Republican, scalawag, carpetbagger, secessionist
2. ratify, impeach, veto
3. compulsory, amendments, black codes
4. Confederate, nullify, ratify

### Reviewing Key Facts

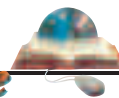
5. Explain the connection between General Gordon Granger and Juneteenth.
6. What were the major requirements of President Johnson's Reconstruction plan for the Southern states?
7. List four activities of the Freedmen's Bureau in Texas.
8. What about the Constitution of 1866 disappointed Governor Hamilton?
9. State the steps that Southern legislatures took that troubled the Radical Republicans.
10. List the five new provisions of the Constitution of 1869.
11. What did Governor Davis accomplish in office?

### Critical Thinking

12. **Evaluating** Radical Republicans influenced the House of Representatives to impeach President Johnson. With what offense was he charged? What are the benefits and disadvantages of having such a process in our government?
13. **Citizenship** In a democracy, citizens show their preferences by voting. How did Texans show their disapproval of Governor Davis? What actions followed this in the state legislature?
14. **Understanding Cause and Effect** How did the 1866 elections lead to President Johnson's loss of power?
15. **Summarizing** Draw a chart like the one below and describe the purpose of each of the amendments to the U.S. Constitution listed.

Amendment	Purpose
Thirteenth	
Fourteenth	
Fifteenth	





**Self-Check Quiz**

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 16—Self-Check Quizzes** to prepare for the chapter test.

**CLICK HERE**



**Geography and History Activity**

16. Many immigrants to Texas during Reconstruction came from countries that are today known as Germany, Ireland, France, Great Britain, the Czech Republic, Austria, Sweden, and Switzerland. Use the World Political Map on pages RA2 and RA3 in the Reference Atlas to determine which of the countries listed here is farthest from Texas.



**Portfolio/TAKS Writing Activity**

17. **Making Inferences** What can you infer about the importance of the telegraph during Reconstruction? In arriving at your answer, you might consider how this scientific advance changed people’s lives. After you make your inferences, write a paragraph that states them clearly. Use standard grammar, spelling, sentence structure, and punctuation. Save this example of your writing for your portfolio.



**Building Technology Skills**

18. **Using the Internet or Library for Research** Working alone, or with a partner, research the life of one of the political or military leaders mentioned in this chapter. As you work, keep a record of bibliographic sources. Also keep a log of the Web sites visited. Prepare a report, complete with visuals. Your work may be written and presented orally, or it may be prepared as an interactive computer/multimedia document.

**Practicing Skills**

**Expressing Problems Clearly** *When people act to solve problems, their actions are not always clearly thought out. It is important to analyze actions to figure out what problems they are intended to solve. For Questions 19–21, explain why the action was taken. Then explain what caused the problem. Finally, write a sentence that clearly expresses the major problem or problems.*

19. Under Governor Edmund J. Davis, the tax rates increased dramatically.
20. The Texas legislature ratified the Fourteenth and Fifteenth Amendments to the United States Constitution.
21. Governor Davis’s opponents in the legislature abolished the state police force.

**Cooperative Learning Activity**

22. **Debating an Issue** Debate the appropriateness (fairness) of voting requirements established for African American voters in 1869. Divide into groups to research, prepare questions and ask questions of the debaters, and report on the progress of the debate.



Use the time line to answer the following question.

Texas state convention drafts a constitution denying African Americans the right to vote.

James Throckmorton, a former Texas general, is elected governor of Texas.

U.S. Congress places the South under military rule.



Which of the following events completes the time line?

- F In 1869, 2 African American senators and 12 representatives win Texas offices.
- G General Albert Sidney Johnston is killed in the Battle of Shiloh.
- H In late 1866, the Texas Legislature rejects the Thirteenth and Fourteenth Amendments.
- J Many public schools are established by the state legislature.

**Test-Taking Tip:**

The correct answer must fit into this time line. Get rid of any answer choices that happened too early or too late to belong on this time line.

# THE STORY OF TEXAS

THE BOB BULLOCK  
Texas State  
History Museum



## Museum Tour **5**

# Building the Lone Star Identity The Civil War

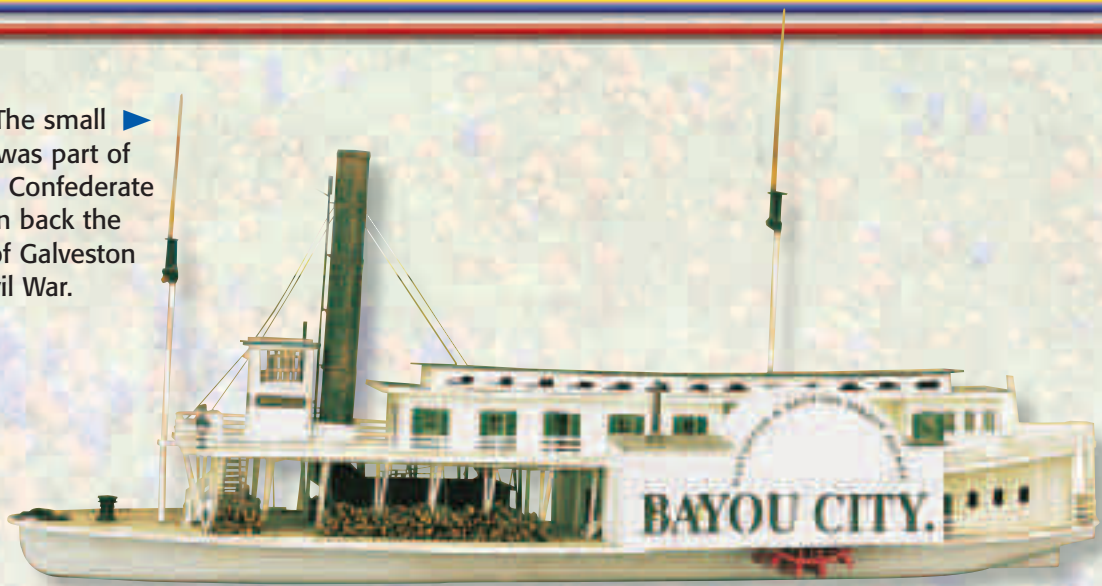
**M***ost Texans* were keenly aware of the bitter debate between the North and South over states' rights. They concluded that slavery was essential to the survival of the Texas economy. Even those who did not own slaves believed that their right to do so was more important than preserving the Union.

◀ **Cash Crop** Cotton could be sold or traded for ammunition, arms, and food. Stopping the cotton trade became a major Union objective. Blockade runners were ships loaded with cannon and protected from Union fire by stacked bales of cotton. They broke through Union blockades to carry cotton to Bermuda and Cuba.

*Visit The Bob Bullock Texas State History Museum in Austin to see artifacts and exhibits such as these about Texas history and heritage.*



**Bayou City** The small ► steamer ship was part of the successful Confederate attempt to win back the vital seaport of Galveston during the Civil War.



◀ **Stem of Cotton** Cotton was so essential to the culture of the South that legends and superstitions developed around the plant. One of these claimed that taking dried cottonseeds on a fishing trip would guarantee success.



**King Cotton** Cotton production ► in Texas increased dramatically from 1840 to 1860. Moving the counterweight on this interactive exhibit causes the lever to point to the number of bales of cotton produced during that year. Real cotton bales were weighed on devices similar to the one shown here.

