LESSON 12
TEXAS ALMANAC TEACHERS GUIDE

Back to Business
After Reconstruction

• Capital and Labor

INSTRUCTIONAL SUGGESTIONS

1. OUTLINE: Students will complete the Capital and Labor Outline, using the “Capital and Labor” section of “A Brief Sketch of Texas History” in the Texas Almanac.

2. BUDGET CUTS: Students will use What Do You Cut? to act as Texas lawmakers who must cut government spending to save Texas from economic ruin but spend enough for Texas to keep growing economically.

3. “BASEBALL” CARDS: Make “baseball cards” from note cards for the following people to learn about this time period:

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

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

   Name
   Business owned or political party
   Known for . . .
   Good or bad for Texas and why

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

SOCIAL STUDIES TEKS
4 - 5, 8, 11, 12, 21, 22, 23
7 - 6, 12, 21, 22, 23
8 - 23, 29, 30

STAAR
4, 7 - Writing - 1, 2, 3
4, 7, 8 - Reading - 1, 2, 3
8 - Social Studies - 2

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Capital and Labor Outline

I. CONSTITUTIONAL CONVENTION 1875

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

II. ECONOMY

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

1. __________________   __________________   __________________ was neither a Confederate veteran nor tied to past party policies.

2. The __________________   __________________ was evident.

3. Use of __________________   __________________   __________________ grew.
   a. Their purpose was to limit blacks’ access to __________________   __________________
   b. They required railroads to provide ___________________ accommodations for blacks and whites.

4. Because farmers believed that Hogg had not gone far enough in the reform movement, the __________________   __________________ was formed.

5. In 1883, __________________   __________________   __________________ was the leader of the Texas Republicans.

6. By 1896, the Populist Party fused with the ___________________.
Lesson 12 – Back to Business After Reconstruction

STUDENT ACTIVITY

Capital and Labor – What Do You Cut?

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

BUDGET ITEM: Governor’s Salary

TOTAL YEARLY MONETARY COST/BENEFITS: $45,000 per year. Ensures that the leader of the state can meet other financial responsibilities while in office. A strong pay deters possible corruption.

CUT (C) OR KEEP (K): _______________________

EXPLANATION FOR DECISION:

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POSSIBLE LASTING RESULTS:

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BUDGET ITEM: Congressional Secretaries

TOTAL YEARLY MONETARY COST/BENEFITS: $200,000 per year. Gives the Congress more organization and more time to work on lawmaking rather than the day-to-day office activities.

CUT (C) OR KEEP (K): _______________________

EXPLANATION FOR DECISION:

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POSSIBLE LASTING RESULTS:

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# Capital and Labor – What Do You Cut?

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

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<thead>
<tr>
<th>BUDGET ITEM:</th>
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<tbody>
<tr>
<td><strong>State Courts</strong></td>
<td><strong>Texas Rangers</strong></td>
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</tbody>
</table>

**TOTAL YEARLY MONETARY COST/BENEFITS:**

- **State Courts:** $1,000,000 per year. Ensure that citizens receive fair and speedy trials.
- **Texas Rangers:** $400,000 per year. Protect Texans from those who wish to do harm. Peace keepers.

**CUT (C) OR KEEP (K):** __________

**EXPLANATION FOR DECISION:**

- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
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**POSSIBLE LASTING RESULTS:**

- ______________________________________
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**BUDGET ITEM:**

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|--------------|--------------|

**TOTAL YEARLY MONETARY COST/BENEFITS:**

- **State Courts:**
- **Texas Rangers:**

**CUT (C) OR KEEP (K):** __________

**EXPLANATION FOR DECISION:**

- ______________________________________
- ______________________________________
- ______________________________________
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**POSSIBLE LASTING RESULTS:**

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BUDGET ITEM: State Support for Schools

TOTAL YEARLY MONETARY COST/BENEFITS: $2,000,000 per year. Keeps the promise that every child has the right to receive an education. Ensures future generations are competitive in the economy.

CUT (C) OR KEEP (K): __________________________

EXPLANATION FOR DECISION:

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POSSIBLE LASTING RESULTS:

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BUDGET ITEM: State Support for Universities

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

CUT (C) OR KEEP (K): __________________________

EXPLANATION FOR DECISION:

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POSSIBLE LASTING RESULTS:

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**Budget Item:**
Road Improvements

**Total Yearly Monetary Cost/Benefits:**
$2,000,000 per year. Gives businesses a way to safely transport goods from one place to another. Roads enable the military to move armies quickly and connect the state to outside business.

**Cut (C) or Keep (K):**

**Explanation for Decision:**

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**Possible Lasting Results:**

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**Budget Item:**
State Parks

**Total Yearly Monetary Cost/Benefits:**
$600,000 per year. Preserve the natural environment and give citizens safe places to enjoy the natural wonders of the state.

**Cut (C) or Keep (K):**

**Explanation for Decision:**

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**Possible Lasting Results:**

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